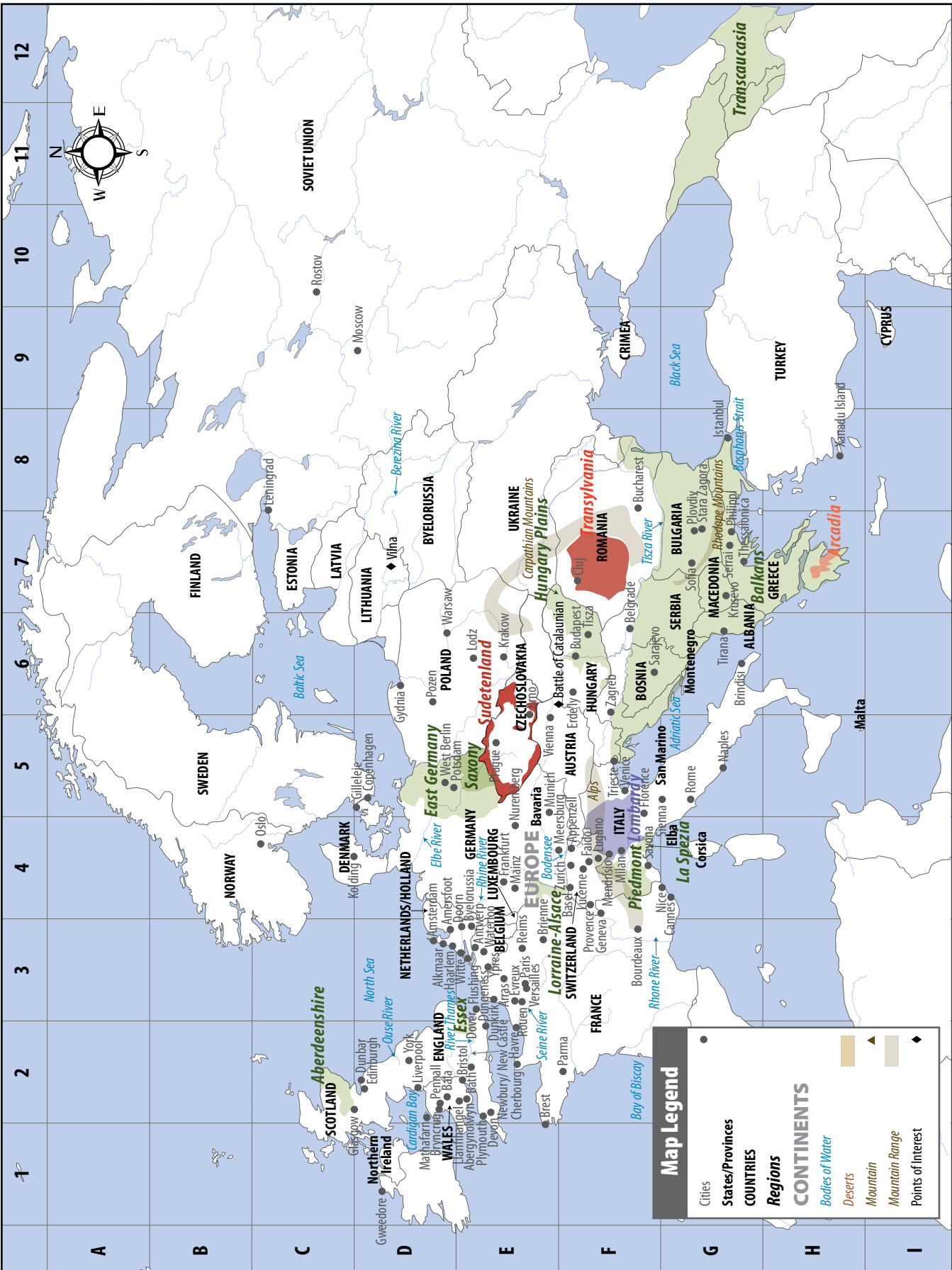
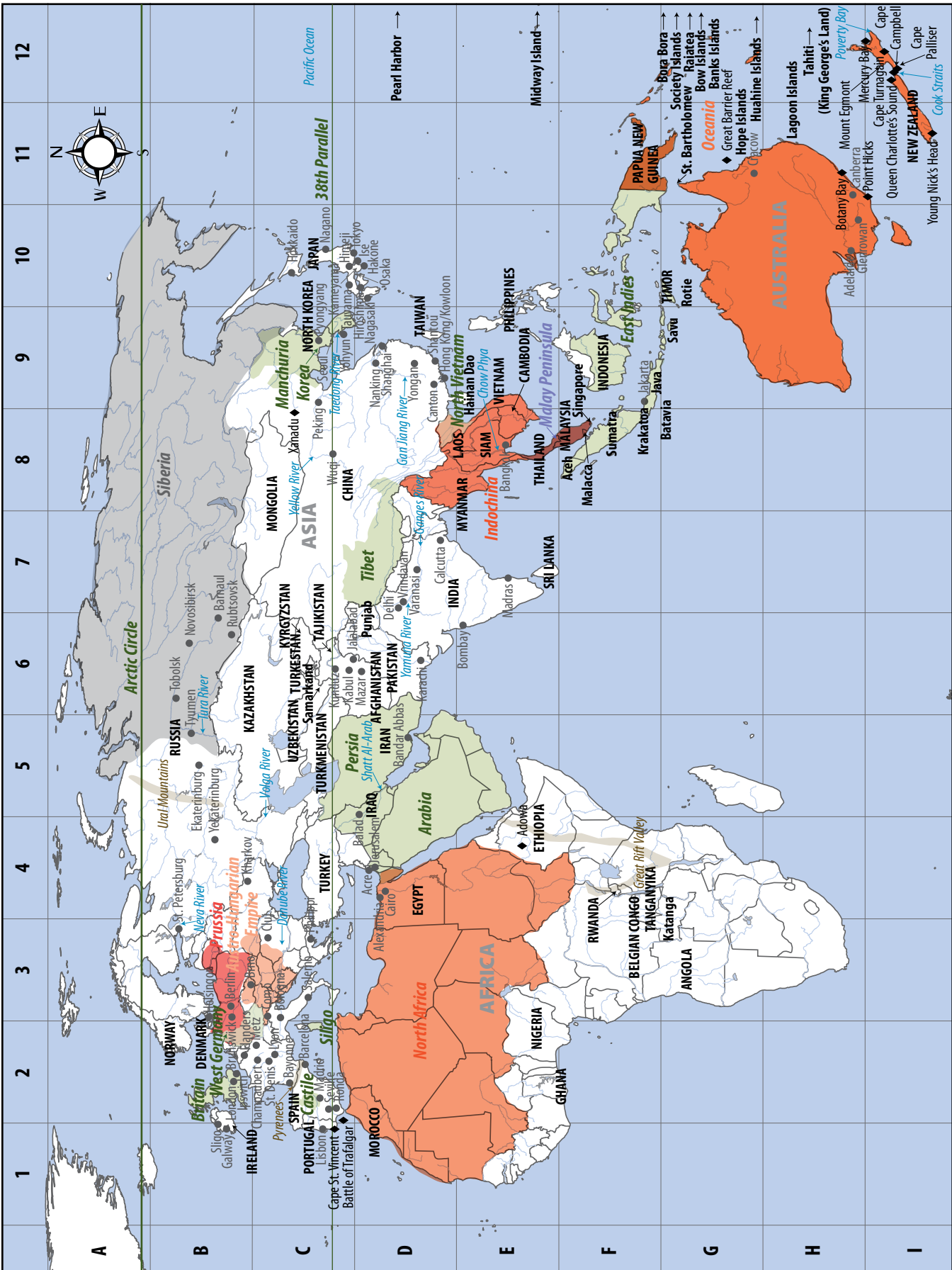


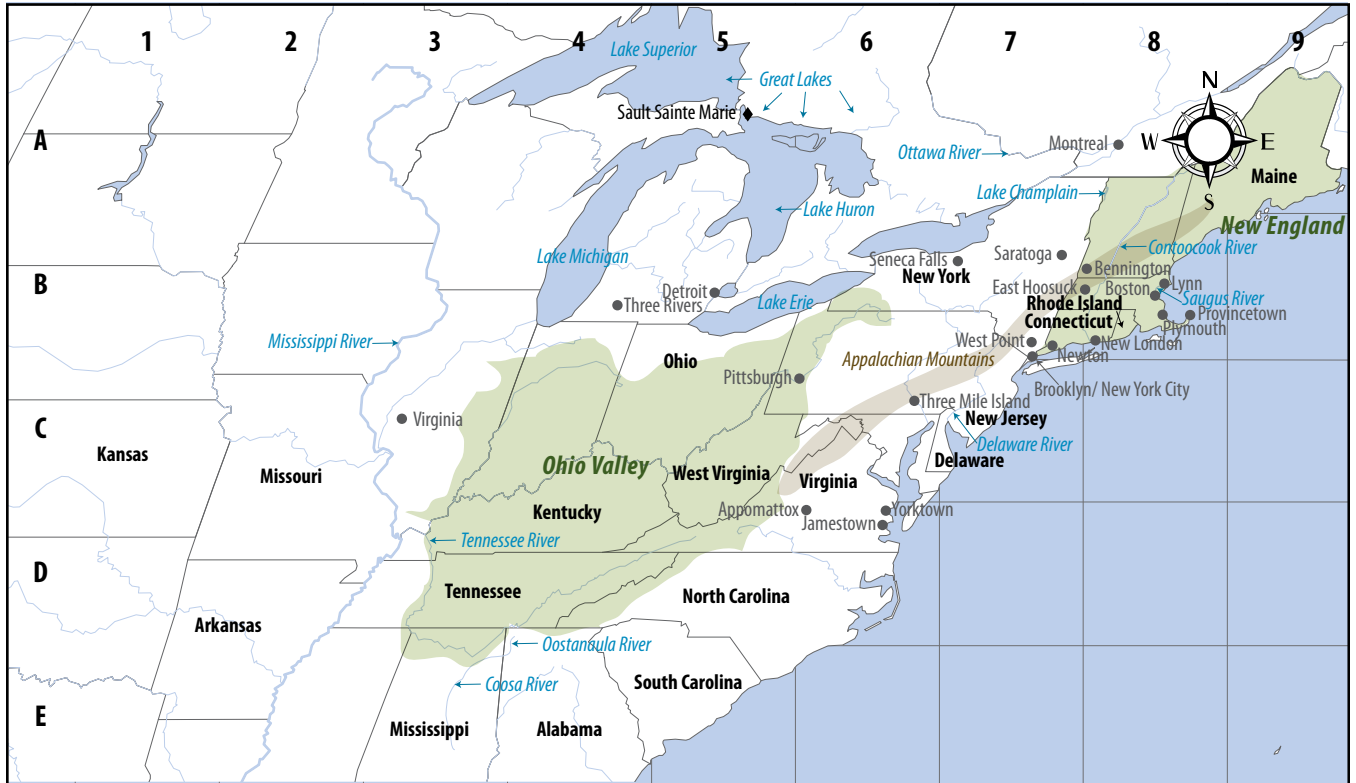
Core H—Map 1



Core H—Map 2



Core H—Map 3A



Core H—Map 3B



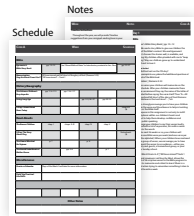
Core H—Map 4



Instructor's Guide Quick Start

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

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



Easy to use

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

4 Colored Maps

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



4-Day and 5-Day Schedule Options

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

To Discuss After You Read

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

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

Vocabulary

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

Vocabulary

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

Notes

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

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















Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information

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



CORE H & LA H		WEEK 1			SCHEDULE
Date:	Day 1 ¹	Day 2 ²	Day 3 ³	Day 4 ⁴	Day 5 ⁵
Bible					
The BBC Manual	pp. 6–7	pp. 8–11	pp. 12–15		
But Don't All Religions Lead to God?				Intro–chap. 2	
Parent & Student Reading	Matthew 5	Matthew 6	Matthew 13	Matthew 14	Matthew 21
Optional: Student Reading	Genesis 1	Genesis 2	Genesis 3	Genesis 4	Genesis 5
Memorization	Joshua 1:8–9 				
History/Geography					
The Story of the World: Early Modern Times	Intro  	chap. 1: "A World of Empires"  	chap. 2: "The Dutch Revolt"  	chap. 2: "The Queen Without a Country"	
The Kingfisher History Encyclopedia	pp. 241–243, 282–287 	p. 256	pp. 228–229		
5-Day: Usborne Encyclopedia 12,000 Years of World History					pp. 198–203, 214 (first column), 216, 226 
Current Events	Use the following box to record when you have completed the activity. Sixth Grade: one report; at least one of international concern every other week. Seventh Grade: two reports; at least one of international concern. Eighth & Ninth Grade: three reports; at least two of international concern.				
Read-Alouds					
A Murder for Her Majesty	chaps. 1–2 	chap. 3	chaps. 4–5	chap. 6	
5-Day: Lord Peter: The Complete Lord Peter Wimsey Stories					pp. 1–21 
Classic Poetry		"All the World's a Stage" pp. 12–13		"Be Not Afeard; the Isle Is Full of Noises" p. 14	
Readers					
The King's Fifth	chaps. 1–3 	chaps. 4–7 	chaps. 8–10 	chaps. 11–12	chaps. 13–16
Other Subjects (Math, Science, etc)					

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SCHEDULE CONTINUED		WEEK 1			LANGUAGE ARTS H	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 6						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 7	Exercise 1A		Exercise 1B		Exercise 1C	
Creative Expression						
Week 1 Activity Sheet	A: Dictation Passage and Mechanics Practice	B: What a Character! (Days 2-5)			B: What a Character!; 5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

The BBC Manual | pp. 6–7

To Discuss After You Read

Notes: We pull the Bible reading schedule for Parent and Student from *The BBC Manual's* "Overview of the Bible in One Year" found on pp. 34–35. Student readings begin in Genesis and conclude with Ezra.

The parent and student reading begins in the New Testament with Matthew. Due to time constraints, we skip the four chapters from Jeremiah. After we work through the scheduled New Testament readings, we complete the Old Testament readings. Between both sets of readings, your family will complete the entire overview.

What do you think of Johnson's term, "Bible-junkie?" We typically think of the term "junkie" in reference to someone with a drug addiction, but it is often applied in other ways, especially to note a particular fascination or obsessive relation to something. It's not wrong to desire to immerse yourself in God's Word, but we do need to be careful about our motives. If someone becomes a "Bible-junkie" for the wrong reasons, they may miss out on the underlying reasons for wanting to study the Bible, such as building a meaningful relationship with God and developing spiritual maturity. [p. 6]

We'll talk more about "meditation" when we get to that section beginning on page 48. For now, keep in mind that Johnson is not referring to Eastern, non-Christian meditation, but biblical meditation that concentrates on God's Word, his truths, etc. [p. 7]

Parent & Student Reading | Matthew 5**Optional: Student Reading** | Genesis 1**Memorization** | Joshua 1:8–9

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/Geography

The Story of the World: Early Modern Times | Intro

Notes: See Section Three for "Why You Will Find Contradictions in History."

Please see *The Story of the World* books for maps.

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 Holzmänn), 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 her books.

If 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 or, if you prefer, simply, 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...

To Discuss After You Read

Q: How much of the earth's surface do the oceans cover?

A: $\frac{3}{4}$ of the earth's surface

Q: Name the five oceans.

A: *Pacific, Atlantic, Indian, Southern, and Arctic*

Q: Name the seven continents.

A: *North America, South America, Australia, Asia, Europe, Africa, and Antarctica*

Q: Why was Charlemagne called the Holy Roman Emperor in AD 500? [chap. 1]

A: *he kept the peace over much of Europe (as did the Roman Empire earlier) and spread Christianity throughout the world (hence the "Holy" title)*

Q: How did Charles V become the Second Holy Emperor? [chap. 1]

A: *he ruled much of Europe through inheritance and then 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*

Q: Why did Charles V relinquish his kingdoms? [chap. 1]

A: *he 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*

Q: How did Charles V divide his kingdom? [chap. 1]

A: *his son, Philip II of Spain, took control of Spain, the Netherlands, and part of Italy and his brother, Ferdinand I, took over the rest of Charles' empire*

Timeline and Map Activities

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

🌐 *Netherlands (D3); Germany (E4); Rome (G5); Italy (F4) (map 1)*

🌐 *Spain (C2); India (D7) (map 2)*

🌐 *Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, North America, South America, Australia, Asia, Europe, Africa, Antarctica (use map located on p. 10 in book)*



The Kingfisher History Encyclopedia | pp. 241–243, 282–287

To Discuss After You Read

Note: On page 242 we read, “The colonial governments were ruthless, and missionaries undermined and deliberately destroyed native cultures.” Is this true? No specifics are given in the text, but it’s clear that Christianity is presented negatively in reference to its missionary efforts. Biblically speaking, Christianity is not a destroyer of cultures, but a transformer of cultures for the better. Historically, Christian influences have resulted in countless benefits to the cultures where it takes root including caring for widows, orphans, the poor, the sick, the disenfranchised, etc. Since love is the foundation of Christian ethics, if properly shared within a missions context, Christianity does far more good than bad. Does this mean that all missionaries at all times have always lived up to Christ’s ideal? Unfortunately, no, but this does not mean that all Christian efforts have caused harm. Such a blanket statement is far from the truth.

Q: Why did so many Europeans risk their lives in order to travel to North America?

A: *many were seeking a better life, including religious freedom. Some wanted to get away from what they saw as a hostile government. Others may have simply been interested in seeing and exploring new areas of the world*

Q: Why was England’s government unique in the world?

A: *rather than ruled by an absolute monarch, it had an elected Parliament*

Q: What do you think North America might be like today if the Europeans had never discovered it, or had not discovered until centuries later?

Notes: Baroque is also the name of a period of music, which preceded the Classical music era, most notably represented by composer and musician J.S. Bach (1685–1750). [p. 282]

The story of Belshazzar, as depicted artistically by Rembrandt, is found in the Old Testament book of Daniel, primarily in Daniel 5. [p. 283]

Q: Describe the arts during this time period

A: *elaborate, realistic, grand, etc. Bunyan wrote The Pilgrim’s Progress, which was an allegory to show a believers life on the road to heaven*

Note: The Great Fire of London began in September 1666, the result of a fire in a bakery on Pudding Lane. With buildings being made mostly of wood and pitch, London was highly susceptible to fires, and on this night strong winds spread the blaze quickly. Lord Mayor Bludworth was hesitant to destroy homes in the path of the fire, which was standard procedure at the time for keeping a large fire from spreading since it would create fire-breaks. By the time an order came to carry out this process, it was too late. The fire raged for just over three days. Only a relatively small number of lives were lost—possibly around 16—the devastation of property was severe. More than 400 acres and some 80 percent of the city was in ruins. So many rats died in the blaze that the plague significantly declined after the fire—a grim positive note out of a terrible event. [p. 284]

Q: Describe the architectural style of 1601–1707.

A: *a combination of classical style with more glass, decorated fronts, elegant styles*


Notes: The book’s description of Francis Bacon’s view of science “as a study of God’s creation by means of experimentation” (p. 286) underscores the importance of Christianity to the modern rise of science in the West. Unlike contemporary misconceptions that view Christianity as opposed to science, biblically speaking the exploration and understanding of God’s creation is encouraged, which is why many scientists were historically Christian. What drives modern scientific antagonism toward Christianity is not the biblical approach to nature, but a presupposition and bias for naturalism—the worldview that sees matter as all that exists, thus excluding the supernatural from the outset. For more on Christianity and science see, for instance, the books *Men of Science, Men of God* by Henry Morris, and the chapter on Christianity and science in *How Christianity Changed the World* by Alvin Schmidt.


An orrery is a mechanical model of our solar system, sometimes including only the sun, moon, and earth. [p. 286]


Q: What effect do you think new inventions like the seed drill had on daily life?

A: *since they helped speed up farm work, these kinds of machines allowed farmers to have more time to do other things*

Timeline and Map Activities

 Europe (E4); Paris (E3) (map 1)

 Japan (C10); India (D7); China (C8); London (B2) (map 2)

 Mexico (C2) (map 4)



Current Events | Report

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. When kids become familiar with these names and events, they are better able in the future to read articles about the same people or the same or related events.

“Great,” says your son or daughter. “Just what I need. An assignment to read the newspaper so I can read the newspaper in the future!”

That’s right!

“But why do I need to know about Hong Kong and 1997? What do I care about the GATT?” —These are the kinds of questions my daughter asked me when we began requiring current events reports from her. “Look,” she said, “the news about President Clinton and about the murder that took place yesterday down in Denver, or the fact that the Rockies won: that’s interesting. But this other stuff ... !”

Perhaps we could extend this reasoning. Who cares that a murder took place in Denver (or wherever)? Or what does it matter that a certain baseball (football, basketball, or other) team won a game? Who cares about anything? Why should we be concerned about anything besides our local community ... or our own family, for that matter? These are fair questions.

Before answering them directly, I want to acknowledge that it is at least theoretically possible to become over-informed. I can imagine there are a few people in this world who spend so much time listening to the news and “being informed” that they never have time to do anything useful.

But most of us are in another position. We are neither informed nor are we engaged in so many useful activities that we cannot possibly afford the time to become informed. We are simply selfish. We prefer to be entertained rather than to be informed and to act on what we know.

God hasn’t placed us in this world for the purpose of being entertained. God has placed us here to act as His ambassadors of light in “a crooked and perverse generation.” He wants us to bring every people group and every area of life under His control.

Now, none of us can possibly do this job by themself. This is something God has given all of us to do together. In other words, we need each other.

In turn, this means that, on the one hand, none of us needs to know about everything that happens in the world: God knows that. Even if it were possible for us to know everything, it would be impossible for us effectively to use so much information. At the same time, however, since God hears our prayers, if we pray for our brothers and sisters elsewhere in the world and if they pray for us, and since God answers our prayers, we (and they) can help each other do our respective tasks by praying.

But how will we pray—and especially, how will we pray effectively—if we don’t know anything about our brothers and sisters elsewhere in the world? Reading the news can help us know what they are going through, what they are experiencing, and what they might appreciate us praying about.

So, our first reason for keeping up on current events is so we can pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It’s similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: “We don’t have it so bad.” Then again, we see that some people enjoy certain blessings that we do not. As the Apostle Paul said concerning the Jews as they looked at the Christians, perhaps we will be stirred to a righteous envy. Then again, a study of current events may help us see that we enjoy certain blessings that others don’t. Perhaps we will learn to keep our mouths shut when we think we “have it so bad.” Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people’s mistakes.

Besides the direct benefits we and our brothers and sisters around the world enjoy because we keep up on current events, by reading the newspaper we give God the opportunity to lead us in new directions.

Imagine. Are you likely to go someplace or serve a people group you’ve never heard of? Hardly! Nor are you likely to try a new idea if you’ve never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and minds to all manner of options we would otherwise never consider.

Read-Alouds

A Murder for Her Majesty | Chapters 1–2

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.

Vocabulary

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

... comes like a **benediction** at the very end of autumn ... *(short blessing with which public worship is concluded)* [chap. 2]

... 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)* [chap. 2]

* * *

Evensong (Anglican Church): daily evening service with prayers prescribed in the Book of Common Prayer. [chap. 1]

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). [chap. 2]

knacker: people who collect old and dead horses and use the body for meat, glue, and hides. [chap. 2]

minster gates: the entrance to the medieval section of York Minster (the area and buildings of a significant church).

virginal: a keyboard instrument. [chap. 2]

Cathedral close: an area partially or entirely enclosed by walls or buildings. [chap. 2]

crypt: an underground vault or chamber, especially one beneath a church that is used as a burial place. [chap. 2]

cassock: a black garment reaching down to the ankles; worn by priests or choristers. [chap. 2]

surplice: loose-fitting white ecclesiastical vestment with wide sleeves, worn over a cassock. [chap. 2]

crenelations: repeated square indentations in a defense wall to allow defenders access to shoot. [chap. 2]

Lanthorne Tower: a fortress and prison, one of the 21 towers of the Tower of London. (source: <http://www.castles.me.uk/lanthorne-tower.htm>, accessed September 18, 2012) [chap. 2]

adage: a saying that sets forth a general truth and that has gained credit through long use. For example: "A Tuck-field must land on his feet." [chap. 2]

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. [chap. 2]

To Discuss After You Read

- Q: Morris recommends the poorhouse for Alice. Why is that not a good option? [chap. 1]
- 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? [chap. 1]

Timeline and Map Activities

- 📍 York (D2); Ouse River (D2) (map 1)
- 📍 Foss River (A1) (map 4)

Readers

The King's Fifth | Chapters 1–3

Setting

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

Vocabulary

labyrinth: structure made in the pattern of a maze.

minotaur: a monstrous creature in the form of half man and half bull.

limned: to describe with bright color.

Council of the Indies: council during the Spanish-Portuguese Empire in 1598, acting as a ruling body towards conquered territories of the Spanish. source: http://en.wikipedia.org/wiki/Council_of_the_Indies, accessed September 18, 2012.

windroses: a diagram displaying the locations for frequency and strength of winds from different directions.

Lullian nocturnal: a mechanical method designed by Ramon Lull intended to be used as a debating tool for winning Muslims to the Christian faith through logic and reason. For example, letters standing for each of the attributes of God, (such as Love, Truth, and Wisdom) were written on two concentric circles. By rotating one of the circles, all the combinations of these attributes could be generated.

scrivener: scribe; professional writer.

Royal Audiencia: the judicial court.

Nuño de Guzmán: Spanish conquistador who found several cities in Northwestern Mexico.

King's Fifth: also known as the “Quinto Real,” was a 20% tax established in 1504 that Spain levied on the mining of precious minerals.

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

Montezuma: the ruler of the Aztec Empire in Mexico.

eight bells of the morning watch: a bell was used to sound the time onboard a ship. Bells were struck for every half-hour of each watch, with a maximum of eight bells. At eight bells your watch was over!

cordovan leather: Spanish leather.

duque: Spanish: duke. [chap. 1]

marge: margin; border. [chap. 1]

transom: window set above a door. [chap. 1]

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. [chap. 1]

morions: metal helmets having a curved peak in the front and the back; bears a crest. [chap. 3]

league: a length equal to 3 miles or 4.8 kilometers. [chap. 3]

defile: a narrow pass or gorge. [chap. 3]

promontory: a high ridge of land that projects out into a body of water. [chap. 3]

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*

Q: Why does Mendoza mutiny? [chap. 1]

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

Q: What does Mendoza seek to offer Esteban? [chap. 1]

A: *fame for his maps of uncharted places*

Q: How does Admiral Alarcon deal with the mutiny? [chap. 2]

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

Timeline and Map Activities

Note: see maps on the beginning pages of your book.

- 📍 *Paris* (E3); *Amsterdam* (D3) (map 1)
- 📍 *Seville, Spain* (C2); *Ronda* (C2); *London* (B2) (map 2)
- 📍 *Culiacan* (D2); *San Juan de Ulua* (D3); *Vera Cruz* (Vera-cruz) (D3); *Acapulco* (D2); *Cortes Sea* (Gulf of California) (C1) (map 4)

Language Arts

Spelling

Sequential Spelling

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

Handwriting (Optional)

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

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

If you would like help scheduling any of the programs we offer, please go online to www.sonlight.com/handwritingschedules.html and download and print the appropriate file.

Grammar/Mechanics

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

Vocabulary Development

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

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

Optional: *Wordly Wise 3000, Book 7* | Exercise 1A

Creative Expression

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

For your convenience, we provide an additional dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages as your writing assignment for the day. And encourage your students to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

Preferred Dictation Method

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

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

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

Activity Sheets

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

A: Dictation Passage and Mechanics Practice¹

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

Mendoza stared down at the country that lay east and north of the spot where my finger rested. It was a vast blank space, loosely sketched. Upon it no mark showed, no river, no mountain range, no village, no city—only the single word UNKNOWN.

Optional: Dictation²

"You are now a person of importance," he says. "From this day onward, therefore, until the day you are freed or left to rot, you will be watched. Your every word will be weighed. To the end that the hiding place of the treasure may be found.

You will also have visitors—old friends, new friends, persons you have never set eyes upon. Therefore, be cautious with your tongue."

Mechanics Practice

Today your children will learn about several types of **nouns**. For more information, see the **Week 1 Activity Sheet**.

Answers:

1. Underline all of the nouns in the passage. Double underline proper nouns. (See answers below.)
2. Label the gender of each noun. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

Mendoza stared down at the country that lay

east and north of the spot where my finger rested.

M

N

It was a vast blank space, loosely sketched. Upon it

N

N

no mark showed, no river, no mountain range, no

N

village, no city—only the single word UNKNOWN.³

N

N

N

3. *Mountain range* is a compound noun.

4. Answers will vary. Possible: **concrete:** *Wagon*; **abstract:** *hatred*; **compound:** *great-grandmother*; **collective:** *flock*

Day 2

Bible

The BBC Manual | pp. 8–11

To Discuss After You Read

Notes: Although the influence of the Bible is important, as Johnson points out, we need to remember that more important than influence is truth. Does the Bible correspond to reality? Lots of spiritually flawed books have been influential over the centuries, but influence alone is not a sufficient test of truth. Similarly, appealing to authorities such as Columbus, Lincoln, and Washington can supplement the case for the Bible, but we don't want to make it seem as though the Bible is God's trustworthy revelation solely on the basis of "testimonials" from famous people. Such quotations can help build the case for the Bible, but we don't want to base our trust in God's Word solely on the basis of authorities who "endorse"

3. **Note:** In this passage, east and north are adverbs that describe where the country *lay*, though they can sometimes serve as nouns, as in: "The four directions on a compass are north, east, south and west."

Also, we could see analyzing the final phrase of the last sentence in two ways. One could say that *word* is a direct object (that receives the action of the verb *showed*) which would make UNKNOWN and object complement—in which case your children should underline *word* as the noun. OR, one could say that UNKNOWN is the direct object (and therefore should be underlined), and *word* is another modifier. However, since *word* isn't usually defined as an adjective, we'd probably vote for the first interpretation.

1. *The King's Fifth*, p. 8.
2. *The King's Fifth*, pp. 75–76.

it. Other influential religious writings, for instance, can appeal to authorities, too. [p. 8]

Kant is a difficult philosopher to interpret. He's known for attempting to reconcile two very different methods of understanding and approaching knowledge: empiricism and rationalism. Rationalism tries to get at answers to questions about reality via reason—the use of the mind—rather than experience or emotion. Empiricism, however, turns to sensory experience as the primary source of understanding reality. Other famous empiricists include David Hume and John Locke. Rene Descartes and Gottfried Leibniz are examples of well known rationalist thinkers. In his efforts to bring empiricism and rationalism together, some critics argue that Kant allowed for so much skepticism that we could really know little or nothing at all about God. Kant is also known for other ideas such as the categorical imperative. One form of this argues that when we discuss matters of ethics, we should see how a moral maxim will fare if we apply it universally. Regarding the existence of God, although Kant rejected traditional arguments, he at least acknowledged the impact these sorts of arguments can have. In *Critique of Practical Reason* he said, "Two things fill the mind with ever new and increasing admiration and awe ... the starry heavens above and the moral law within." [p. 9]

The divine inspiration of the Bible is sometimes a confusing matter. Johnson writes, "if man had written it," then it would have been "an impossible book to write." Man did write it, but God divinely inspired people to write it. This is different than, say, God just dictating text or handing it down already written to people (Muslims make this claim for the *Qur'an*, for instance). Divine inspiration means that God could work through everyday people, including their own unique personalities and cultural distinctions, and yet result in text that had God's divine inspiration or stamp of approval on it. As Johnson puts it, "the hands of men recorded it but the mind of God wrote it through those hands." [p. 9]

For a more recent look at the manuscript evidence for the New Testament when compared with other ancient works, see, "The Bibliographical Test Updated" by Clay Jones (<http://www.clayjones.net/2012/07/the-bibliographical-test-updated/>). This is a helpful resource since much Christian apologetic work in print on this subject is outdated regarding the numbers of manuscripts and such. Jones also wrote a version of this article for *Christian Research Journal*. [p. 10]

Keep in mind that there are what scholars call "variants" among the New Testament texts. This means that there are minor differences here and there in the manuscript copies and fragments we have. Christians who hold to inerrancy believe that only the original documents of the Bible are without error, but there is room for minor differences (variants) in manuscript copies. Still, these variants are so minor as to be negligible. They account for less than 1 percent of the New Testament and none of these variants change any core Christian doctrine. They are comparable,

in most cases, to forgetting to dot your "i," leaving out a comma, or getting a number wrong. [p. 10]

Is the Bible really "the foundation upon which our society stands"? For a case for this claim, see *The Book That Made Your World: How the Bible Created the Soul of Western Civilization* by Vishal Mangalwadi (Thomas Nelson). [p. 11]

Parent & Student Reading | Matthew 6

Optional: Student Reading | Genesis 2

Memorization | Joshua 1:8–9

History/Geography

The Story of the World: Early Modern Times | Chapter 1: "A World of Empires"

Note: If we list a title next to the chapter number, please read that section only. If there is no title next to the chapter, then read the entire chapter.

To Discuss After You Read

- Q: On what basis did Philip II give the conquistadores *encomiendas*, or contracts, to take all the gold in the New World? What do you think of this reasoning?
- A: *God has given all the land to one pope and he has given the land to the King*
- Q: How did the conquistadores impact native peoples in America?
- A: *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*

Timeline and Map Activities

- 📅 **Philip II (1527–1598) rules wealthy Spain**
- 🌐 Germany, Rome, Spain, Netherlands, South America, Africa (see map on p. 14 in your book)
- 🌐 Europe (E4); Italy (F4) (map 1)
- 🌐 India (D7) (map 2)
- 🌐 New World



To Discuss After You Read

Notes: The Spanish Inquisition is sometimes brought up by critics of Christianity as an example of why Christianity can't be true. After all, the Inquisition demonstrates that Christians are not only intolerant, but harsh in their persecution of those with differing beliefs even within the Church. A few things must be said about this. First, as with the Crusades, not everyone involved in the Inquisition was truly Christian. Second, biblical Christianity does not condone any of the negative behavior perpetrated during the various Inquisitions of history. Third, we need to admit that the Spanish Inquisition is a blemish on the overall history of Christianity, but it is not normative or representative of Christian behavior in the least. Fourth, taking negative isolated instances in the history of Christianity ignores the greater benefits Christianity has provided, consistently, to the world. Fifth, whether or not Christianity is true does not rest on isolated instances of wrongdoing by people who may or may not have been truly Christian, but on the person, nature, and claims of Christ. For more on the Inquisition see Objection 7 in *The Case for Faith* by Lee Strobel. For more on the benefits of Christianity see Sonlight's high school elective *What Good is Christianity?* [p. 256]

There is a subtle suggestion in the text that an emphasis on religious matters and questions leads to the downfall or at least the decline of nations. "Religious issues," we read on p. 256, "were considered to be more important than any economic interests, and the nation grew steadily poorer." This is also suggested subtly in the caption under the image of Philip III (p. 256): "his real interests were religious, not political. During his reign, Spain began to lose its place in the world as a great European and colonial power." The implication suggested is that an emphasis on religion is, on the whole, bad for nations. But this is a hasty generalization and is far from true. Besides, as scholars such as Rodney Stark have documented, Christianity contributed immensely to the rise of democracy and stable economic situations and governments. Moreover, religions such as Christianity hardly waste time when it comes to grappling with the great questions of life, meaning, and our eternal destiny. After all, if Christianity is true, then individual lives, questions of eternal destiny, and more, are far from being unnecessary, but in the end matter far more than the transient, passing nature of governments and nations (on this, see the sermon "The Weight of Glory" by C.S. Lewis). This does not mean that we are to neglect the political arena, but neither are we to neglect questions of great philosophical and religious significance. [p. 256]

Q: The book blames the decline of Spain on "its refusal to recognize the changing times, and its failure to adapt to them." What do you think Spain could have done differently in order to remain a world power?

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 3

Vocabulary

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

* * *

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.

To Discuss After You Read

Note: This book maintains great balance between **conflict**, **resolution**, and **rest** in between. Notice the conflicts and resolutions in Chapters 1–3.

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.

Classic Poetry | "All the World's a Stage" pp. 12–13

Vocabulary

pard: a leopard or panther.

capon: a castrated chicken.

Note: Find notes for the poem beginning on page 154.

To Discuss After You Read

Q: Do you think seven stages are enough to describe life's cycles? What about children, or women? Can you in a sentence describe a stage of life?

The King's Fifth | Chapters 4–7

Vocabulary

Moors: the Muslims who lived in present day Morocco and western Algeria during the medieval period. [chap. 4]

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. [chap. 4]

esplanade: a long open stretch of grass or pavement used for walking beside the seashore. [chap. 5]

River of Good Guidance: Spanish: El Rio de Buena Guia; the Colorado River. [chap. 6]

cordillera: a vast chain of mountain ranges. [chap. 6]

clouts: pieces of cloth or leather. [chap. 7]

Alcalde: Spanish: the mayor of a Spanish town. [chap. 7]

To Discuss After You Read

Note: 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. [chap. 4]

Q: Why can the crew not see land that is merely five leagues away? [chap. 4]

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

Q: What does Esteban say the dream of gold can do to the soul? [chap. 5]

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

Q: Describe the cells of the King's prison. [chap. 5]

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*

Q: Why does Mendoza give false information about the galleon to Coronado's man? [chap. 6]

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

Q: What law did Cortes who killed the Aztecs make regarding horses and why did he make it? [chap. 7]

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

Q: Why does Father Francisco travel slowly? [chap. 7]

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

📍 Mexico City (D2); Nayarit (D2) (map 4)

Creative Expression

Note to Mom or Dad: In order to broaden your children's experience and to encourage them to think more deeply about the wide range of topics studied throughout the year, we have tied this year's Creative Expression assignments not only to this year's Readers but sometimes to History or Read-Aloud assignments as well. For an overview of what is covered and when, please see the Topics and Skills list located in **Section Three** of this guide. You may find it helpful to know when we pull ideas from other subjects so that you can plan your day and the timing of your children's Creative Expression activities accordingly.

B: What a Character! | Days 2–5

This week, your children will write a one-page, descriptive character sketch of one of the characters in *The King's Fifth*. For more information and a few examples of what a good character sketch might look like, please see the **Week 1 Activity Sheet**.

Day 3

Bible

The BBC Manual | pp. 12–15

To Discuss After You Read

Notes: What does it mean to be made in God's image? Theologians debate the finer points of this phrase (see Genesis 1:26–27), but many agree that being made in God's image means that we are personal, intelligent, creative, and moral beings. [p. 13]

"Books" in ancient times, such as when the New Testament was written, were not like printed books of our day. Instead, they were most often found in scroll form—large pieces of paper that could be rolled up. [p. 14]

Note that Protestants accept 66 biblical books as authoritative, while Roman Catholic and Eastern Orthodox traditions accept additional books that Protestants call apocryphal or deuterocanonical. These writings were written after the last Old Testament book, but before the first New Testament book. As such, they are sometimes called intertestamental books because they came between the two testaments. [p. 15]

Parent & Student Reading | Matthew 13**Optional: Student Reading** | Genesis 3**Memorization** | Joshua 1:8–9

History/Geography

The Story of the World: Early Modern Times | Chapter 2: “The Dutch Revolt”

To Discuss After You Read

- Q: How was William the Silent raised to rule the Netherlands?
- A: *he lived in Philip’s Catholic court, though he was raised as a Protestant*
- Q: Why did William decide to break from Spain’s rule?
- A: *when Philip planned to kill all the Protestants in the Netherlands, William found out about it and began a revolt*
- Q: What was the result of the Dutch’s desire for independence?
- A: *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* (see map on p. 24 in your book)

The Kingfisher History Encyclopedia | pp. 228–229

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapters 4–5

Vocabulary

- ... learn to be a little more **circumspect** ... (*careful to consider all circumstances and possible consequences, prudent*) [chap. 4]
- ... Alice lost the last **vestiges** of her timidity ... (*the smallest quantity or trace*) [chap. 5]
- ... Randall smiled a little **reminiscently** ... (*tending to recall or suggest something in the past*) [chap. 5]

* * *

- thurible:** a metal egg-shaped incense holder with holes on top that hung from a chain. [chap. 4]
- vestments:** any ritual robe worn by members of the clergy, especially a garment worn at the celebration of the Eucharist. [chap. 4]
- albs:** a long white linen robe with tapered sleeves worn by a priest at Mass. [chap. 4]
- acolyte:** one who assists a minister in a liturgical service. [chap. 4]

cadence: a progression of chords moving to a harmonic close, point of rest, or sense of resolution. [chap. 4]

introit: a hymn or psalm sung when the ministers enter at the opening of a service, especially in the Anglican Church. [chap. 4]

The Kyrie: a musical piece that uses a brief petition and response with or composed of the words “Lord, have mercy.” [chap. 4]

Agnus Dei: a musical piece that includes the words, Jesus as the Lamb of God. [chap. 4]

recessional hymn: a hymn that accompanies the exit of the clergy and choir after a service. [chap. 4]

Plague: a fierce run of the Black Death spread through England in 1565, so Alice’s father could easily have died from it. [chap. 4]

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. [chap. 4]

Plantagenet: the Tudor and Plantagenet lines fought in the War of the Roses, and the Tudor line conquered; Elizabeth is of the Tudor line, hence Randall jokes that he is eligible for the throne. [chap. 4]

forsooth: in truth; indeed. [chap. 5]

Chapel Royal: a choir that provides music for England’s sovereign. [chap. 5]

excommunicate: to become excluded from the church. [chap. 5]

remonstrate: a forceful protest. [chap. 5]

To Discuss After You Read

- Q: How does Pup discover one of the conspirators? [chap. 4]
- A: *she recognizes the voice of one of the priests*
- Q: Thus far, who are the antagonists in the story? [chap. 5]
- A: *the murderers of Alice’s father, Lord Crofton and Sir Roderrick 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. [chap. 5]
- 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*

The King's Fifth | Chapters 8–10

Vocabulary

cuirass: a piece of armor protection for the breast and back. [chap. 8]

Charles the Fifth: the king of Spain and the Holy Roman Emperor; Ferdinand II of Aragon and Isabella I of Castile were his maternal grandparents. [chap. 8]

brace: a pair of similar things. [chap. 8]

portolan: book used to contain charts and directions for sailing. [chap. 8]

cartouche: a figure bearing an inscription. [chap. 8]

Royal fiscal: the royal financier; the person responsible for the royal treasury. [chap. 9]

sturgeon: large fish. [chap. 9]

bodkin: a weapon with a needle-point tip. [chap. 9]

swale: a low area of land, especially marshy land. [chap. 10]

To Discuss After You Read

Q: How have the Indians treated the army? [chap. 8]

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

Q: Is Chichilticale, the Red House, one of the Seven Cities? [chap. 9]

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? [chap. 9]

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? [chap. 9]

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*

Q: How many warriors did Coronado's troops face at Hawikuh? [chap. 10]

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

Timeline and Map Activities

📍 Castile (C2) (map 2)

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 7 | Exercise 1B

B: What a Character!

Day 4

Bible

But Don't All Religions Lead to God? | Introduction–Chapter 2

Vocabulary

acrimonius: something bitter or severe. [p. 10]

syncretism: involves the mixing of different beliefs. [p. 14]

To Discuss After You Read

Notes: Auschwitz and Belsen were Nazi concentration camps during World War II. [p. 9]

Galileo did not languish in prison, as the author so dramatically paints the picture. For a time, however, Galileo was placed under what today we would call “house arrest,” but his treatment was not harsh and he was not imprisoned or, as some rumors persist, tortured. [p. 10]

The question of sincerity also relates to the topic of truth. If people believe truth is relative rather than absolute, then calling something true or false, such as a worldview or religion, makes little sense. In short, addressing questions about sincerity should also lead us to explore matters of truth and its meaning. Is it really difficult to “achieve certainty in religion”? That depends on the tools used to determine certainty. If we set out methodically to put worldviews to the test, so to speak, then the task of finding out which, if any, of the many worldviews that exist offers the best explanation of reality is not as difficult as we may at first think. For instance, if a worldview does not correspond with reality on key points or contradicts itself, then it is likely not a strong contender. This is not to say that it's always easy to test a worldview, but even if something is difficult to accomplish this is not the same as saying that it is impossible to accomplish. For some tests for worldviews see the book *A World of Difference* by Kenneth Samples (Baker Books). [p. 10]

Being “practical” and accepting whatever “works” is a form of pragmatism. Sometimes this is fine, particularly in matters that are not of eternal consequence. We might not know exactly why or how something works, but so long as it works, “it is OK.” However, when it comes to truth, the pragmatic view of truth falls short. Sin, for instance, may “work” for some people. They may enjoy their sinful behavior and all that it entails. But does this mean their lifestyle of sin is “OK” because it “works” for them? There may be many things that we think “work,” but when put to the test fall short of being true. [p. 10]

What's wrong with shutting "our eyes to complex matters" and instead just wanting to live "a reasonably decent life, in the hope that this will carry us through"? That doesn't sound so bad, does it? This advice is a recipe for ignorance. The "big questions" of life are worth pondering and even struggling through in order to better understand reality and ourselves. Ignoring them is a serious matter, especially when it comes to worldviews that warn of severe consequences for those who reject them. Christianity is one of those worldviews. Also, God has made us with the great capacity to think—to reason. Not only does God call us to reason with him (Isaiah 1:18), but Christ called us to use our minds in relation to loving God (Matthew 22:37). In addition, if we think we can live reasonable decent lives and that's the most important thing, we are missing the broader point of the Christian message—no one can ever be good enough on their own steam. Works-based salvation will fail us. Only God's grace can help us (Ephesians 2:8-9). [p. 11]

Green's remark contrasting the teachings of Jesus and Buddha is an important one. He says they "point in fundamentally different directions." What Green is stating is what is termed antithesis or the law of non-contradiction. In logic, two opposing ideas cannot both be true at the same time and in the same way. This applies to worldviews, too. For instance, God cannot both exist and not exist, or be a personal being and an impersonal being, or be one and many. This means, based on our short list, that theism and atheism cannot both be true because they contradict one another. The same is true for theism and pantheism, which posits an impersonal divine force instead of a personal God. Incidentally, for an interesting book about Christianity and Buddhism see *The Lotus and the Cross: Jesus Talks with Buddha* by Ravi Zacharias (Multnomah Books). [p. 11]

Not mentioned here explicitly is the concept of religious pluralism. This is the belief that all religions are very much pointing to the same thing. John Hick called this one thing The Real and in academic circles is known for his promotion of religious pluralism. It is true that religion in general tends to have certain characteristics such as identifying a problem with the human condition and offering a solution, but these broad similarities fall into contradiction when we begin to examine even the basics of what different religions teach about human beings, the nature of ultimate reality, and the means of salvation or spiritual liberation. One of the best Christian rebuttals of religious pluralism is found in *Encountering Religious Pluralism* by Harold Netland (InterVarsity Press). A simpler refutation of religious pluralism is found in the booklet *Are All Religions One?* by Douglas Groothuis (InterVarsity Press). [p. 14]

Remember our note about non-contradiction in relation to chapter 1? Green is bringing up this same point when he writes that various religions "hold diametrically opposing views of what God is like." [p. 15]

Even though it is true that Islam is indeed a theistic religion, meaning that it believes in a personal God, Allah in practice is far from "personal." In fact, Allah is so removed and distant from his creatures and creation as to be considered aloof. There is, for instance, no concept of a personal relationship with Allah in Islam, unlike Christianity's emphasis on a personal relationship with God. [p. 15]

There are various forms of Buddhism, so we must be careful when making blanket statements about Buddhism or any religion as a whole. For instance, Pure Land Buddhism (also known as Amidism or Shin) incorporates some concepts that are in some ways relevant in relation to Christianity. Winfried Corduan, for instance, remarks, "Pure Land seems to have a doctrine of grace. Amida Buddha grants entry into the western paradise to anyone seeking refuge in him. But note how this differs from the Christian understanding of God's grace" (*Neighboring Faiths*, first edition, chapter 8, p. 247). [p. 15]

Green writes, "The goal of all existence in Christianity is to know God and enjoy Him forever in the company of His redeemed people." This harkens back to the famous passage in the Westminster Catechism what asks, "What is the chief end of man?" The answer given is, "Man's chief end is to glorify God, and to enjoy him forever." [p. 15]

There are many problems with karma—the moral law of cause and effect in Hinduism and Buddhism. For instance, how can an impersonal force govern or run karma, which is based on personal moral behavior? Also, if all reality is one and flowing with a divine force, as forms of Hinduism claim, then in reality there is no right or wrong or good or evil. Yet karma claims to punish wrongs and reward rights. Another point to make about karma is that in practice it results in harm, not good. To help others who are suffering, for example, is to work against their karma. This is why many relief and aid efforts in Hindu nations such as India are done by Christian missionaries, not other Hindus. Christianity offers a solid foundation for compassion and helping others, while karma does not. [p. 16]

A related question that may come up in relation to this chapter is, if there is only one God, then why are there so many different religions? If God exists and Christianity is true, it follows that the biggest human problem is sin and separation from God. Given that we are fallen and sinful beings, it is not surprising that we "go our own way" so to speak and establish religions that are at odds with the truth. They either minimize our condition and say that we are essentially good or end in despair when they say that we are essentially bad and without hope. Most are all about working our way toward salvation on our own, which feeds human pride that does not wish to humbly bow before a holy God in true repentance. Besides, the fact that many religions exist does not mean that they are all true. They could all be false or one of them could be right, but the many contradictions among them on key points clearly rules out the option that they are all the same. [p. 18]

History/Geography

The Story of the World: Early Modern Times |

Chapter 2: “The Queen Without a Country”

To Discuss After You Read

Q: Retell the story of Mary, Queen of Scots.

A: *she took the throne at age eighteen, after some time, she 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)*

Timeline and Map Activities

📍 Scotland (C2); England (D2) (map 1)

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 6

Vocabulary

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

For a long moment he stood looking down at her, his expression **inscrutable**. (hard to understand)

* * *

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.

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

Classic Poetry | “Be Not Afeard; the Isle Is Full of Noises” p. 14

To Discuss After You Read

Q: What voices would the island be full of?

A: *insects, birds, trees rustling, etc.*

Readers

The King's Fifth | Chapters 11–12

Vocabulary

matchlock: a musket which is fired by a spring-operated trigger holding a match that ignites the powder in the gunlock. [chap. 11]

arquebus: the precursor to the matchlock musket having an s-shaped trigger instead of a spring-operated trigger. [chap. 11]

cacique: a tribal chief. [chap. 12]

viand: choice dish. [chap. 12]

panniers: bags used for carrying goods and provision, usually strapped to pack animals. [chap. 12]

gauds: ornaments or trinkets. [chap. 12]

pennon: a long streamer attached to the head of a lance. [chap. 12]

To Discuss After You Read

Q: Do you think Esteban should have joined the fight? [chap. 11]

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

Q: Why did the Indians gather to fight the Spanish? [chap. 12]

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? [chap. 12]

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

Language Arts

Creative Expression

B: What a Character!

Day 5

Bible

Parent & Student Reading | Matthew 21

Optional: Student Reading | Genesis 5

Memorization | Joshua 1:8–9

History/Geography

5-Day: *Usborne Encyclopedia 12,000 Years of World History* | pp. 198–203, 214 (first column), 216, 226

Note: We have not added any notes for this book. Just enjoy Usborne's unique presentation of many of the same historical points. Have your children sit next to you to look at the pictures. If they are visual learners these types of books will help form their views of history and help it come alive.

Note to Mom or Dad: Please note the *Usborne Encyclopedia 12,000 Years of World History* does contain some nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your children.

Current Events | Report

Read-Alouds

5-Day: *Lord Peter: The Complete Lord Peter Wimsey Stories* | pp. 1–21

Vocabulary

Egotist's Club: a fictional gentlemen's club set in London, England.

"The temperament of a Jane Austin": calm, reserved.

wireless: a radio telegraph.

"Came to grief through accepting, and smoking, a powerful Trichinopoly cigar as an accompaniment to a '63 port": this man's crime was a willingness to smoke a cheap, rudely made in India cigar with an exquisite strong, sweet dark red Portuguese fortified wine often consumed as a dessert.

"The coster millionaire who won the £20,000 ballot offered by the Sunday Shriek": a coster hawk (sells somewhat crassly) fruit or vegetables from a cart or stand, who won a contest run by the local paper—he didn't fit in the normal gentleman role.

cubist poet: poetry with simple, primitive language with flattened tone.

"Seven years before it must have been": just before America came into the war, America entered WWI in 1917—so this period would be around 1924.

chryselephantine: sculpture crafted with gold and ivory.

Belvedere: the torso and upper legs of a nude male statue crafted by an Athenian sculptor Apollonios son of Nestor—supposedly a picture of Hercules.

Phineas E Groot of the Chicago Ring: fictional character of the Mafia.

bushmen: indigenous people of Africa—traditionally lived as hunters and gatherers.

Burd Ellen is set free: an English fairy tale by Childe Rowland. Childe was playing ball with his brothers and kicked the ball over the church. His sister, Burd, went to fetch it, and was kidnapped by fairies. After Childe's brothers failed to rescue their sister, Childe manages to do so. To do so, he promises to never eat until Burd Ellen is set free. That mantra saves him.

"Call it Providence or Destiny": Christians believe God uses providence to plan their steps. Lord Peter here claims God sent him certain information to save a life.

Timeline and Map Activities

📍 Vancouver (A1) (map 4)

Readers

The King's Fifth | Chapters 13–16

Vocabulary

... and since the clouds hid the sky and **portended** rain ... (*signified*) [chap. 14]

... the river ran between high **bastions** ... (*fortified positions*) [chap. 14]

* * *

scarp: a steep slope. [chap. 14]

To Discuss After You Read

Q: Describe the Abyss. [chap. 13]

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*

Q: How does Mendoza attempt to get answers about gold from the Indians? [chap. 14]

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

Q: How does Esteban test his gold nugget? [chap. 15]

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

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? [chap. 16]

A: *to save the souls of the Indians*

B: What a Character!

5-Day: Dictation⁴

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

Mendoza stared down at the country that lay east and north of the spot where my finger rested. It was a vast blank space, loosely sketched. Upon it no mark showed, no river, no mountain range, no village, no city—only the single word UNKNOWN. ■

4. *The King's Fifth*, p. 8.



A: Dictation Passage and Mechanics Practice¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

Mendoza stared down at the country that lay east and north of the spot where my finger rested. It was a vast blank space, loosely sketched. Upon it no mark showed, no river, no mountain range, no village, no city—only the single word UNKNOWN.

Mechanics Practice

By now we imagine that you know a **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or Sonlight, and **common nouns** do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not.

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

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

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like *love*, *sadness*, or *justice*). **Compound nouns** are made up of two or more words (like *football*, *step-sister* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle*, *herd*, or *team*).

1. Take a moment to underline all of the nouns in the passage above (not pronouns—we'll work on those

later). If you find a proper noun, underline it twice.

2. Once the nouns are underlined, label the gender of each one. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

3. What type of noun is mountain range?

3. Think of your own example for each of the following type of nouns:

concrete: _____

abstract: _____

compound: _____

collective: _____

B: What a Character!

This week, your assignment is to write a one-page character sketch of one of the characters in *The King's Fifth*. 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

1. *The King's Fifth*, p. 8.



LA Week 1 Activity Sheet

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 a character from *The King's Fifth*. 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 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 so far? 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:

1. 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

2. 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. When you have completed the brainstorming process described here, work on a rough draft first. You will continue to flush out your rough draft on Day 3, and produce a final paper that shines on Day 4.

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 & LA H		WEEK 2			SCHEDULE
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰
Bible					
The BBC Manual	pp. 16–18 (mid-page)	pp. 18–19	pp. 20–23		
But Don’t All Religions Lead to God?				chaps. 3–4	
Parent & Student Reading	Matthew 26	Matthew 27	Matthew 28	Mark 1	Mark 2
Optional: Student Reading	Genesis 6	Genesis 7	Genesis 8	Genesis 9	Genesis 10
Memorization	Philippians 2:3–4				
History/Geography					
The Story of the World: Early Modern Times	chap. 3: “King of Two Countries” 🕒 ⚓ 🌐	chap. 4: “The French in the New World” 🕒 ⚓ 🌐	chap. 4: “Henry Hudson’s Quest”	chap. 5: “Hideyoshi, Japan’s Great Leader” 🌐	
The Kingfisher History Encyclopedia	pp. 246, 248 🌐			pp. 232–233	
5-Day: Usborne Encyclopedia 12,000 Years of World History					p. 212 (1st para.), 227, 262 through Edo Period
Current Events	Report				
Read-Alouds					
A Murder for Her Majesty	chaps. 7–8	chap. 9	chaps. 10–11	chap. 12	
5-Day: Lord Peter: The Complete Lord Peter Wimsey Stories					pp. 22–34 🌐
Classic Poetry		“Tomorrow, and Tomorrow, and Tomorrow” p. 15	“Nurse’s Song” p. 16	“The Tyger” pp. 17–19	
Readers					
The King’s Fifth	chaps. 17–19	chaps. 20–21	chaps. 22–25	chap. 26–p. 235	pp. 236–end
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 2			Language Arts H	
Date:	Day 1 ⁶	Day 2 ⁷	Day 3 ⁸	Day 4 ⁹	Day 5 ¹⁰	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 6						
Vocabulary Development						
Optional: Wordly Wise 3000, Book 7	Exercise 1D		Exercise 1E		Exercise 2A	
Creative Expression						
Week 2 Activity Sheet	A: Dictation Passage and Mechanics Practice	B: Time Travel (Days 2–5)			B: Time Travel; 5-Day: Dictation	
Electives						
Other Notes						

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Day 1

Bible

The BBC Manual | pp. 16–18 (mid-page)

To Discuss After You Read

Notes: Notice that the different kinds of Bible books are categorized by genre or style. Sometimes a book will have a mixture of styles, such as Daniel including elements of history, as well as prophecy and apocalyptic literature like Revelation. Bible scholars sometimes add another category called wisdom literature, which includes books such as Job, Proverbs, and Ecclesiastes. Old Testament prophecy books are not exclusively about predicting the future, though they do this sometimes. Instead, these prophetic books often provided exhortations and condemnations of behavior, calling people to repentance. [p. 16]

Whether or not God's "church" was present in the Old Testament or did not begin until the New Testament is a matter of debate between different theological traditions. Those who hold to what is called dispensationalism, for instance, believe that the church did not begin until the book of Acts at Pentecost. Others see one unbroken progression of God's people throughout history that can be called the church (those who hold to what is called covenant theology hold to this view). [p. 18]

Parent & Student Reading | Matthew 26

Optional: Student Reading | Genesis 6

Memorization | Philippians 2:3–4

History/Geography

The Story of the World: Early Modern Times | Chapter 3: "King of Two Countries"

To Discuss After You Read

- Q: What did James VI, King of Scotland believe regarding ruling?
- A: *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*
- Q: How did James become king of two countries? Why was James an unpopular ruler?
- A: *when Elizabeth of England died in 1603, James VI of Scotland became King James I of England too. 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*

Q: What does Guy Fawkes day celebrate?

A: *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*

Q: Why did James I send colonists to North America?

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

Q: Why did many settlers in Jamestown die?

A: *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*

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)**
- 🌐 *London (B2) (map 2)*
- 🌐 *America (B3) (map 4)*
- 🌐 *Jamestown ; Scotland; England (see map on p. 34 in the book)*
- 🌐 *New World*



The Kingfisher History Encyclopedia | pp. 246, 248

Vocabulary

popish: a reference to the Roman Catholic Pope.

To Discuss After You Read

Note: The King James Bible is a masterpiece of the English of its day, but even the translators themselves recognized that it needed improvements, resulting in revisions over the years. Keep in mind that the King James Version (KJV) is a translation of ancient manuscripts that are preserved in Hebrew, Greek, and some Aramaic. No single

English translation is “the best,” particularly since there are differing approaches to translation and also because language usage often changes depending on the era, which results in awkward and difficult to understand passages when read in a modern context (though many famous passages in the KJV hold up remarkably well, such as Psalm 23). As far as translation approaches go, broadly speaking there is the dynamic equivalency approach, which emphasizes the communication of the meaning of text in accessible contemporary language (the NIV is one example). Another broad approach is that of the formal equivalency translation, which seeks to, as closely as possible, offer a translation that best matches the original languages in form and structure (the ESV is one example). [p. 247]

Note: The book (p. 246) reads, “The Puritans were extreme Protestants who wished to abolish church ceremony and music, bishops, church hierarchies, and other ‘popish’ [Catholic] traditions.” Is this an accurate portrayal? It’s true that the Puritans wanted to do away with the office of Bishops. In addition, they were opposed to any religious practice that was not specifically called for by Scripture, emphasized preaching instead of ritual in church services, and wanted fewer prescribed prayers in favor of personal ones.

The Puritans believed the Church of England needed to be reformed and purified (thus the name Puritan). Most Puritans remained inside the Church in hopes of bringing about the changes they sought. The Separatists, by contrast, while holding virtually identical theological views, had given up hope that the Church might be renewed or purified. Therefore, they also lost interest in seeking that end. These people, therefore, separated themselves from the Church (thus their name).

So were the Puritans “extreme Protestants”? That depends on what is meant by “extreme.” It seems as though Puritans who remained within the Church of England were hardly extreme. They wanted reform, yes, but not to the point of abandoning the existing Church structure. What about the Separatists? It’s certainly a more extreme measure to leave an established church body than to seek reform within it. Perhaps it’s more reasonable to view these Puritans as different kinds of Protestants who took measures to ensure that biblical practices were followed correctly, at least as they interpreted them.

Q: In relation to Christianity, what is James I remembered for accomplishing?

A: *the King James Bible*

Notes: Some scholars speculate that Squanto actually learned some farming techniques during a visit to Europe, then returned with those ideas (such as planting dead fish with seeds). [p. 248]

Much speculation and mystery surrounds Roanoke colony, the so-called “Lost Colony,” which ended with the unexplained disappearance of more than 100 colonists. The words “Croatoan” and “Cro” were found carved in wood, but all the homes were taken down. The explanation may be fairly mundane. Some speculate, for instance,

that they moved to Croatoan Island (Hatteras Island) and/or integrated with Indian tribes. [p. 248]

Q: What challenges did Jamestown colony initially face? Did the settlement at Plymouth face the same challenges?

A: *disease, hunger, and trouble with the Native Americans. Yes and no—Plymouth avoided Indian trouble but half of the Pilgrims died the first winter due to disease*

Timeline and Map Activities

- 📍 Scotland (C2); Germany (D4) (map 1)
- 📍 Spain (C2) (map 2)
- 📍 Plymouth Colony (Massachusetts) (A6); Jamestown (Virginia) (B5) (map 4)
- 📍 North America



Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapters 7–8

Vocabulary

Kenton walks into my beginning keyboard class and he says in his **inimitable** way ... (*difficult to replicate*) [chap. 7]

... Master Frost smiled **enigmatically** ... (*in a cryptic manner, mysterious*) [chap. 7]

... Master Kenton glared down at her **sardonically** ... (*scornfully mocking*) [chap. 7]

... authority seemed to **emanate** from him ... (*to flow from*) [chap. 8]

... master’s tone was **brusque** ... (*short and abrupt, discourteously blunt*) [chap. 8]

... that **sanctimonious** old windbag ... (*hypocritically devout*) [chap. 8]

* * *

Catechism: summaries religious doctrine written in the form of questions and answers. [chap. 7]

triforium: an arched gallery found in the nave of a church. [chap. 7]

verger: one responsible for the interior of a church. [chap. 8]

Advent: the period beginning four Sundays before Christmas and observed by some Christians as a season of prayer and fasting. [chap. 8]

Archbishop: a bishop of the highest rank, heading an archdiocese or province. [chap. 8]

miter: a headdress worn by bishops. [chap. 8]

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. [chap. 8]

Collects: a short prayer comprising an invocation, petition, and conclusion. [chap. 8]

Gloria: a short hymn of praise to God. [chap. 8]

paten: a plate. [chap. 8]

To Discuss After You Read

Q: Why did Pup like her new life? [chap. 7]

A: *she was learning new things; she like the regularity, she improved her skills*

Q: How does the virginal differ from the voice? [chap. 8]

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? [chap. 8]

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 that Father Cooper should not either*

Readers

The King's Fifth | Chapters 17–19

Vocabulary

... supper is **fulsome** ... (*abundant*) [chap. 18]

* * *

Mercator: Gerardus Mercator was a Flemish cartographer in the 16th century; he was also a geographer and a mathematician. [chap. 18]

Amerigo Vespucci: an Italian cartographer who traveled to the Americas. [chap. 18]

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? [chap. 17]

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

Q: Why do you think did Father Francisco decide to perform a mass baptism? [chap. 18]

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? [chap. 18]

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

Q: All the caves the explorers checked had a wood supply and pots. What does Esteban speculate about this? [chap. 19]

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

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 7 | Exercise 1D

Creative Expression

A: Dictation Passage and Mechanics Practice¹

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

"The river," I broke in, "will be ultramarine, just for you, which as I have said is the most glorious of blues. There is more. Do you remember the small island in the river which we passed? Well, to that island I will give a name."

She glanced at me. "What name?"

"I will call it La Isla de la Señorita."

"For me?"

"For you."

She bounded from the grass, laughing, and threw her arms around me and pressed her forehead against my cheek. Montezuma, caught between us, gave out a small squeak.

Optional: Dictation²

I do not wish to tell him why I cannot accept his offer, that the burial of the gold has not absolved me of the evil nor of the wrongs I have done to myself and to others. I cannot say to him that although I am a prisoner in a fortress surrounded by the sea, whose walls are ten *varas* thick, in a cell with only one small window, still at last, at last I am free. Nor can I say to him that it is he himself

1. *The King's Fifth*, p. 132.

2. *The King's Fifth*, p. 263.

who is really the prisoner, he and Don Felipe and all the rest who now dream of finding the hidden gold.

Mechanics Practice

Today your children will learn about **verbs: action verbs, helping verbs**, and **singular and plural verbs**. See the **Week 2 Activity Sheet** for more information.

Answers:

1. *bounded; threw; pressed; caught; gave. Note: laughing is a participle, which is a verb acting like an adjective, and so we would not mark it as a verb in this passage. We will discuss participles later this year.*
2. *have said; will give*
3. *s—am; p—are; p—remember; s—remembers; s—glances; p—glance*

Day 2

Bible

The BBC Manual | pp. 18–19

To Discuss After You Read

Notes: What Johnson calls the “silent years” is also referred to as the intertestamental period because it was between the two testaments. [p. 18]

Parent & Student Reading | Matthew 27

Optional: Student Reading | Genesis 7

Memorization | Philippians 2:3–4

History/Geography

The Story of the World: Early Modern Times | Chapter 4: “The French in the New World”

To Discuss After You Read

- Q: Why did explorers seek a Northwest Passage?
A: *so ships could reach India and China more easily*
- Q: What is Samuel Champlain, the French explorer, known for?
A: *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**
- 📍 *China (C8); India (D7) (map 2)*
- 📍 *Canada, St. Croix Island, Port Royal, Quebec, Hudson Bay (see map on p. 42 in the book)*

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 9

Vocabulary

... “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)

* * *

Deanery: office of the clerical Dean.

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.

To Discuss After You Read

- Q: What troubles arise in Pup’s life?
A: *she has a falling out with Father Cooper, her former teacher comes and could expose her and Master Frost overhears that she is a girl*

Classic Poetry | “Tomorrow, and Tomorrow, and Tomorrow” p. 15

To Discuss After You Read

- Q: Is this how you would describe life?

Readers

The King’s Fifth | Chapters 20–21

To Discuss After You Read

- Q: Why does Torres leave? [chap. 20]
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? [chap. 20]
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*
- Q: Why does Mendoza lie about the horses to the Indians? [chap. 21]
A: *to keep them from being stolen*

Language Arts

Creative Expression

B: Time Travel | Days 2–5

This week, your children will write a creative short story (1–2 pages) in which the reader knows the “end” before the story really “begins.” They will make use of a reordered story “timeline” to create flashbacks in their story. For more information, please see the **Week 2 Activity Sheet**.

Day 3

Bible

The BBC Manual | pp. 20–23

As you look ahead in the BBC Manual, it provides a one-year schedule of the entire Bible to read through. Save that schedule for a year you’d like to accomplish that goal. On pages 34–35 it provides an overview of the Bible. Sonlight uses the overview schedule for both the student’s individual reading and the reading you do together as a family. We used the schedule through much of the Old Testament for students to read on their own, and read the New Testament portion with Mom. We finish the year with Old Testament prophets. Enjoy!

To Discuss After You Read

Notes: Johnson shares an amusing story about “brainwashing,” but in reality no one wants to be brainwashed, which is akin to being indoctrinated, programmed, or forced into believing something or doing things. The Bible allows believers to ask questions and seek honest answers. No one should ever tell us not to ask questions or seek understanding when it comes to our faith. Even Paul said to “test everything” (1 Thessalonians 5:21). [p. 21]

Is assurance of salvation a biblical concept? We’re not here to give you a definitive answer one way or the other, but do want to point out that there are theological differences on this question. Those who favor Reformed traditions along the lines of Calvinism believe in what is called the “perseverance of the saints,” which supports the assurance of salvation and the belief that Christians cannot lose their salvation. Those in Wesleyan or Arminian theological traditions believe that salvation can indeed be lost. Again, we’re not here to settle this debate, or to get into the details of each perspective, only to point out that there are different approaches to the matter. [p. 22]

Parent & Student Reading | Matthew 28

Optional: Student Reading | Genesis 8

Memorization | Philippians 2:3–4

History/Geography

The Story of the World: Early Modern Times | Chapter 4: “Henry Hudson’s Quest”

To Discuss After You Read

Q: Retell the story of the English explorer, Henry Hudson.

A: *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*

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapters 10–11

Vocabulary

... require **finesse** ... (*skillful handling of a situation*) [chap. 10]

... stop being so **cryptic** ... (*having hidden meaning; mystifying*) [chap. 10]

“Poor, **maligned** Henry,” Hunnis said, shaking his head. (*evil in nature*) [chap. 10]

“Well, I’m sorry, but what was I to say? Anyway, I think that’s about all. I’ve been pretty **reticent**.” (*to be silent*) [chap. 10]

... last **cadence** shimmered ... (*a progression of chords moving to a harmonic close, point of rest, or sense of resolution*) [chap. 11]

... **inexorably** it drew to a close ... (*not to be persuaded or moved by entreaty, relentless*) [chap. 11]

... but she greeted them **effusively** ... (*excessive in emotional expression*) [chap. 11]

... sick of your bumbling **ineptitude** ... (*state of being inept, incompetent*) [chap. 11]

... outlined their plan of action **succinctly** ... (*concise and terse*) [chap. 11]

* * *

entailed: to have, impose, or require as a necessary accompaniment or consequence. [chap. 10]

preferment: the act of advancing to a higher position. [chap. 10]

the procession: participants included: thurifer (carries the censer), crucifer (carries the cross), acolytes (assists the clergy), choir, priests, Dean, Archbishop. [chap. 11]

To Discuss After You Read

Note: Sir Henry Tuckfield says, “I’ve better things to do than listen to the demented gibberings of a senile reprobate in clerical garb.” State this sentence in plain English. [chap. 10]

- Q: Why did Father Cooper plan for Henry Tuckfield's death? [chap. 10]
 A: *since his estate was entailed it would revert to the crown; hopefully the murderers would receive court appointments and Father Cooper would gain a Bishopric*
- Q: Why is Father Cooper sure his plan against Alice will work? [chap. 11]
 A: *he is sure no one knows she is a girl*

Classic Poetry | "Nurse's Song" p. 16

A good reminder to rejoice in the voices of our children...

Readers

The King's Fifth | Chapters 22–25

Vocabulary

... treating their **galls** as best we could ... (*skin sores as a result of friction*) [chap. 25]

* * *

mien: a person's appearance. [chap. 22]

Grand Inquisitor: the lead authority of an Inquisition. [chap. 25]

The Stone of Sisyphus: in Greek mythology, he was king and founder of Corinth and father of Glaucus. [chap. 25]

caballero: Spanish for "knight" or "gentleman." (source: <http://en.wikipedia.org/wiki/Caballero>, accessed September 18, 2012)

muchacho: a young man.

conducta: conduct, behavior. (source: <http://dictionary.reverso.net/spanish-english/conducta>, accessed September 18, 2012)

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? [chap. 22]
 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*
- Q: Describe the ceremony of the sun. [chap. 23]
 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*
- Q: According to Esteban, how does Zia put aside her childhood? [chap. 24]
 A: *she releases her pet aquatil*
- Q: How did Mendoza collect the gold? [chap. 25]
 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

Language Arts

Vocabulary Development

Optional: **Wordly Wise 3000, Book 7** | Exercise 1E

Creative Expression

B: Time Travel

Day 4

Bible

But Don't All Religions Lead to God? | Chapters 3–4

To Discuss After You Read

Notes: Green's broad point in this chapter is that the question itself is flawed since not all religions have a sense of leading to God at all. If this is the case, then we need to figure out what is underlying the question. Usually we'll find that a sort of religious pluralism is underlying the question, which relates more to the question in chapter 2. In a sense, though, we can say that all religions do lead to God, but the question then becomes, what happens next? Hebrews 9:27 reads, "Man is destined to die once, and after that to face judgment" (NIV). In other words, all religions will lead people to God, but not in the way they think. We will face God's judgment at that point and only the grace of God through Christ will save those who were willing to embrace those truths.

To describe Christianity as the "child" of Judaism is somewhat confusing. The first Christians, who were primarily Jewish believers, did not see Christianity as a new religion or a "child" of Judaism, but the natural progression and outcome of God's plan for humanity. In this sense, Christianity is more akin to Judaism matured or growing into what God intended all along. Christ himself said, speaking of the Old Testament, "Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them" (Matthew 5:17, NIV). [p. 21]

There are various strands or traditions within Judaism today that make it difficult to make statements about it that always apply in all instances. Some of these traditions include Orthodox, Reformed, Conservative, and Hasidic forms of Judaism. For more on this see the chapters on Judaism in *The Compact Guide to World Religions* (Halverson, Bethany House) and *Neighboring Faiths* (Corduan, InterVarsity Press). [p. 21]

Green writes, "Intimacy with God is what the Christian faith is all about." This is debatable. Broadly speaking, the Christian faith is about God's plan to redeem fallen

humanity through the sacrificial death and resurrection of Christ, thus offering atonement via grace through faith. In other words, the Christian faith is all about God's plan of redemption. While it is true that this plan involves an intimate relationship with God, this relationship stems from repentance that leads to salvation through Christ. So we don't want to minimize the personal aspects of relating to God that are clearly present in Christianity, but neither do we want to miss the fact that intimacy with God results from God's plan of redemption; it is not the plan itself, but a benefit of the plan. [p. 22]

In sum, the Hindu view of history is cyclical, while the Christian view is directional, leading to a specific goal and purpose as guided by God. As James Sire puts it, in Christianity, "History is linear, a meaningful sequence of events leading to the fulfillment of God's purposes for humanity ... history is ... going somewhere, directed toward a known end" (*The Universe Next Door*, 3rd edition, p. 36). [p. 22]

Even though Green makes comments about Christianity, "In many ways" not being "special at all," we want to be careful not to overstate this point. While it is true that some Christians in some instances have been involved in religious wars and other shortcomings, we should not minimize the many positive contributions and benefits Christianity has given the world. At its root, Christianity is founded on love of God and love of others, which often results in good in the world, not bad. Seen as a whole, then, Christianity has given the world countless tangible benefits. See, for instance, *How Christianity Changed the World* by Alvin Schmidt (Zondervan), *The Book that Made Your World* by Vishal Mangalwadi (Thomas Nelson), and *What Christianity Has Done for the World* by Robert Velarde (Rose Publishing).

Green writes of various significant historical figures, including Jesus, that, "All advocated radical moral change." We must be careful here to avoid thinking that Jesus came to establish a whole new kind of morality. He didn't. God's moral truths are "written on the heart" (Romans 2:15) and are common throughout history and throughout cultures (see, for instance, the appendix to *The Abolition of Man* by C.S. Lewis). But it is indeed true that Christ emphasized moral virtue over legalistic following of rules, noting especially that what is inside us, morally speaking, is far more important than the outer trappings of religion. Even sin in thought, said Jesus, is comparable to actually carrying out the sinful thought (Matthew 5:28). Even the Golden Rule is not "new" per se, but it codifies, brings together, and sums up the substance of many moral teachings: "So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets" (Matthew 7:12). The point is that Jesus did not offer a completely new moral code, but, rather, his way of looking at human behavior was radical for his time, emphasizing grace and virtue over law, but without dismissing the value of God's laws. [p. 28].

When it comes to the influence of a religious leader, it's true that Jesus has had a profound influence on world history, but we want to be careful not to make this line of reasoning a primary reason for accepting the truth of Christianity. What if another world religion gains more followers some day than Christianity? Does this mean the other religion is, therefore, true and Christianity is not? Of course not. Truth does not depend on majority rule, but on correspondence with reality. Still, as part of a cumulative case for Christianity, the influence of Christ on history can indeed play a part, just not the only part. [p. 28]

The tremendous growth of Christianity, particularly Africa, Latin America, and Asia is clear, leading to books such as *The Next Christendom: The Coming of Global Christianity* by Philip Jenkins, which explores this significant trend. Also see his book *The New Faces of Christianity: Believing the Bible in the Global South*. Given these trends, the Christian church should ponder the fate of Christianity in traditional locations such as North America and Europe. Will these areas no longer remain influential to Christianity or will revival change the downward spiritual trajectory these regions seem to be on? [p. 29]

The very tenacity and even growth of Christianity is perplexing for some contemporary atheist critics. According to them, by now Christianity and other religions should have faded away, being replaced by modern scientific thinking and the savior of technology. But a strange thing happened (or didn't happen). In short, religion remains strong throughout the world. It's almost as though people are wired to believe. Far from being dead, God is alive and well, while atheism and derivative belief systems remain in the minority. [p. 29]

Green makes an important point when he notes that Jesus does not make people "reject their culture." Mislogically speaking, it's not the job of Western Christian missionaries to make every other culture Western, too. Christianity, biblically shared, allows people to retain their culture rather than forcing them to become something else entirely. This does not mean that aspects of a given culture where Christianity is introduced won't ever be changed. For example, if a tribe of cannibals embraces Christ and Christianity, they will abandon cannibalism based on Christian ethics and theology. But this is, of course, a good thing! The same basic principle, though, cannot be said of all religions. Some do require followers to reject their culture. [p. 30]

"Jesus is the only fully balanced person who ever lived," writes Green. As you read through the pages of the four gospels in the New Testament, this characteristic of Christ shines through. "I know where I came from and where I am going," said Christ (John 8:14). There is no hint here of indecision, philosophical confusion, or lack of purpose or direction. His mission was clear and his words and actions backed up his extraordinary claims. [p. 32]

The wonderful evidence amassed by Green in support of the unique nature of Christ is impressive, but if a critic

claims that Jesus never really existed or that the New Testament records are unreliable, we must be prepared to give an answer (1 Peter 3:14). Although the claim that Jesus never existed is in the minority, this does not mean we won't ever encounter it. The fact of the matter is that there is ample evidence to support the historical existence of Christ and the reliability of the New Testament record. *Evidence for Jesus* by Ralph Muncaster is one book we recommend, as well as *The Evidence for Jesus* by R.T. France. Two helpful books about the reliability of the New Testament record include *The Historical Reliability of the Gospels* by Craig Blomberg and *The New Testament Documents: Are They Reliable?* by R.T. France. [p. 32]

Parent & Student Reading | Mark 1

Optional: Student Reading | Genesis 9

Memorization | Philippians 2:3–4

History/Geography

The Story of the World: Early Modern Times | Chapter 5: "Hideyoshi, Japan's Great Leader"

To Discuss After You Read

- Q: Who was Toyotomi Hideyoshi and what did he do?
 A: *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*
- Q: How did Ieyasu the shogun maintain power?
 A: *he 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

- 📍 Tokyo (D10) (map 2)
- 📍 Japan, China, Korea (see map on p. 52 in the book)

The Kingfisher History Encyclopedia | pp. 232–233

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 12

Vocabulary

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*

Classic Poetry | "The Tyger" pp. 17–19

To Discuss After You Read

- Q: Why does the author wonder if the same being formed both the tiger and lamb?
 A: *they are very different—in color, form, temperament, power, etc.*

Readers

The King's Fifth | Chapter 26–p. 235

Vocabulary

fetlock: meant as high as a horse's fetlock, which is the back of the leg above the hoof. [chap. 27]

riven: split apart.

arroyos: brooks or creeks. [chap. 28]

To Discuss After You Read

- Q: Why does Mendoza send his dog to attack the Indians? [chap. 26]
 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*
- Q: Father Francisco believes the gold is a sickness. Give some examples from the story that prove he is right. [chap. 27]
 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*
- Q: Give examples from the book that track the changing of Esteban into Mendoza, the man who only loved gold. [chap. 28]
 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*

To Discuss After You Read

- Q: Why does Zia leave? [chap. 29]
 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? [chap. 29]
 A: *she heard that Esteban rid himself of the gold*

Language Arts

Creative Expression

B: Time Travel

Day 5

Bible

Parent & Student Reading | Mark 2

Optional: Student Reading | Genesis 10

Memorization | Philippians 2:3–4

History/Geography

5-Day: *Usborne Encyclopedia 12,000 Years of World History* | p. 212 (first paragraph), 227, 262 through Edo Period

Current Events | Report

Read-Alouds

5-Day: *Lord Peter: The Complete Lord Peter Wimsey Stories* | pp. 22–34

Vocabulary

christened him Elephant's Child: based on Rudyard Kipling's *Just So Stories*, where the elephant is insatiably curious, gets his short nose caught by a predator who stretches his nose into a trunk.

Woolsack: the seat of the Lord Speaker of the House of Lords, the Upper House of Parliament.

Lord Chancellor: key member of Parliament, appointed by the King based on the Prime Minister's input. Responsible for the effective running of the courts, and facilitates the House of Lords.

marchioness: the wife or widow of a marquis, a position above a countess and below a duchess.

Gare Saint-Lazare: one of the six large train stations in Paris.

Salle des Pas Perdus: beautifully designed chambers for members to sit.

gamin: a street urchin; waif.

weighing machines: to weigh luggage for taxes.

Seidlitz powder: a mild cathartic used to eliminate constipation.

Fragonard plates: fine china plates often decorated with people in old-fashioned dress.

fender stool: a long bench placed near a low metal frame around an open fireplace to stop the coal or wood from falling out.

hunters: a show horse used for hunting, able to jump fences.

sauterne: a French sweet wine from the Sauternais region.

the House of Lords veto: when the Upper House of Parliament blocks a law from passing.

spats: footwear accessory that covers the instep and ankle.

dowager: a widow who holds a title or property (dower) from her dead husband.

“of the Yard:” of Scotland Yard—the headquarters of the Metropolitan Police Service.

bandeau: a narrow band for the hair.

dossier in the Palais de Justice: former house of Parliament in Paris, a dossier is a file with detailed information about a person.

Surete': the detective branch of the police force.

Timeline and Map Activities

📍 Rouen (E3); Waterloo (E3) (map 1)

Readers

The King's Fifth | pp. 236–end

Vocabulary

galls: skin sores as a result of friction. [chap. 28]

vaya con Dios: “go with God.” [chap. 28]

noisome: having a strong, pungent odor. [chap. 30]

breviary: hymn and prayer book. [chap. 31]

To Discuss After You Read

Q: Was there enough gold to share? [chap. 30]

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

Q: How and why does Esteban try to tempt Father Francisco? [chap. 31]

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? [chap. 31]

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

Q: How does Esteban plan to spend his years in captivity?

A: *study Father Francisco's books and breviary, think how to improve various tools and look forward to the day he is free to meet Zia*

Language Arts

Vocabulary Development

Optional: *Wordly Wise 3000, Book 7* | Exercise 2A

B: Time Travel

5-Day: Dictation³

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

"The river," I broke in, "will be ultramarine, just for you, which as I have said is the most glorious of blues. There is more. Do you remember the small island in the river which we passed? Well, to that island I will give a name."

She glanced at me. "What name?"

"I will call it La Isla de la Señorita."

"For me?"

"For you."

She bounded from the grass, laughing, and threw her arms around me and pressed her forehead against my cheek. Montezuma, caught between us, gave out a small squeak. ■

3. *The King's Fifth*, p. 132.



A: Dictation Passage and Mechanics Practice¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

"The river," I broke in, "will be ultramarine, just for you, which as I have said is the most glorious of blues. There is more. Do you remember the small island in the river which we passed? Well, to that island I will give a name."

She glanced at me. "What name?"

"I will call it La Isla de la Señorita."

"For me?"

"For you."

She bounded from the grass, laughing, and threw her arms around me and pressed her forehead against my cheek. Montezuma, caught between us, gave out a small squeak.

Mechanics Instruction

Do you remember the purpose verbs serve in a sentence? Verbs express actions or states of being. While nouns are the people, places, and things in a sentence, verbs tell what those people, places, and things *do* or *are*.

Action verbs describe just that—the action.

Helping (or **auxiliary**) **verbs** when paired with another verb help control verb tenses, and they express a sense of necessity, certainty, probability, or possibility. For example:

The doctor *will* leave.

There *might* be trouble next door.

You children *were* to go to her sister.

Here is a list of common helping verbs:

Helping Verbs				
has	have	had	do	did
should	would	could	is	are
will	was	were	been	

Have you ever noticed that verbs change slightly when the subject of the sentence is either singular or plural? Read the following sentence pairs. Do you notice a pattern in how the **verb form** changes?

He *speaks*.

We *speak*.

She *runs*.

They *run*.

Jeanette *swims*.

Jeanette and Amber *swim*.

When the subject is singular, we use a singular verb, and when the subject is plural, we use a plural verb. However, the rule for singular and plural verbs is just opposite from singular and plural nouns: while most nouns that end in *-s* are plural, but most verbs ending in *-s* are singular (or pair with a singular subject). So:

Singular Verbs	Plural Verbs
speaks	speak
runs	run
swims	swim

- Look at this week's dictation passage and write all of the action verbs you find in the last paragraph: **Hint:** *laughing* is a participle, which is a verb that acts like an adjective. We will discuss participles later this year.

- This week's passage contains two helping verbs in the first paragraph. Write them and the verbs they modify below.

- Use **s** to identify each verb as singular, **p** for plural.

_____ am

_____ are

_____ remember

_____ remembers

_____ glances

_____ glance

1. *The King's Fifth*, p. 132.



B: 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?

To help you get started, map out a timeline of the plot of your story from start to finish—without any flashbacks at first. For example:

- 4 siblings grow up in Colorado
- Oldest brother becomes helicopter pilot for Forest Service and moves to Boise, Idaho
- 3 younger siblings decide to visit
- Plane crashes en route to Boise, Siblings survive, but are lost in the wilderness
- ↓
- Brother flies helicopter in search and rescues them.

Next, decide where you'd like the story to begin—which may not be at the beginning of your timeline! Reconstruct a new timeline in which you insert events that happened before the story as flashbacks. Here is an example of our timeline after we've reordered it with flashbacks:

- Plane crashes en route to Boise ...
- Flashback: 4 siblings grow up in Colorado
- Flashback: Oldest brother becomes helicopter pilot for Forest Service and moves to Boise, Idaho
- Flashback: 3 younger siblings decide to visit
- (Flash forward): Siblings survive, but are lost in the wilderness.
- ↓
- Brother flies helicopter on search and rescues them.

Once you have a timeline of events put together that you like (one that includes flashbacks, of course!), you're ready to start writing.

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. Work on your basic story outline today.



CORE H & LA H		WEEK 3			SCHEDULE	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Bible						
The BBC Manual	pp. 24–mid 26	pp. mid 26–29	pp. 36–38			
But Don’t All Religions Lead to God?				chaps. 5–6		
Parent & Student Reading	Mark 3	Mark 4	Mark 5	Mark 6	Mark 7	
Optional: Student Reading	Genesis 11	Genesis 12	Genesis 13	Genesis 14	Genesis 15	
Memorization	2 Chronicles 7:14; John 15:16					
History/Geography						
The Story of the World: Early Modern Times	chap. 6: “Strangers and Saints in Plymouth” 🕒 ⚓	chap. 6: “The Dutch in the New World”	chap. 7: “Tobacco—and Unwilling Colonists” 🕒 ⚓	chap. 7: “Queen Nzinga of Angola” 🕒 ⚓		
The Kingfisher History Encyclopedia	p. 249	p. 259 ⚓	pp. 270–271 ⚓	pp. 272–273 ⚓		
5-Day: Usborne Encyclopedia 12,000 Years of World History					pp. 217, 228–229, 230–231 (1st column)	
Current Events	Report					
Read-Alouds						
A Murder for Her Majesty	chaps. 13–14 ⚓	chap. 15	chaps. 16–18	chap. 19–end ⚓		
5-Day: Lord Peter: The Complete Lord Peter Wimsey Stories					pp. 35–56 ⚓	
Classic Poetry		“Skating” pp. 20–21		“Sonnet composed upon Westminster Bridge” p. 22		
Readers						
The Iron Peacock	chaps. 1–2 ⚓	chaps. 3–4 ⚓	chaps. 5–6 ⚓	chaps. 7–9	chaps. 10–11	
Other Subjects (Math, Science, etc)						

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SCHEDULE CONTINUED		WEEK 3			LANGUAGE ARTS H					
Date:	Day 1	11	Day 2	12	Day 3	13	Day 4	14	Day 5	15
Spelling										
Sequential Spelling										
Handwriting										
Optional: Handwriting										
Grammar/Mechanics										
Optional: Keys to Good Language 6										
Vocabulary Development										
Optional: Wordly Wise 3000, Book 7	Exercise 2B			Exercise 2C				Exercise 2D		
Creative Expression										
Week 3 Activity Sheet	A: Dictation Passage and Mechanics Practice	B: Where and When (Days 2–5)						B: Where and When; 5-Day: Dictation		
Electives										
Other Notes										

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Day 1

Bible

The BBC Manual | pp. 24–middle of 26

To Discuss After You Read

Note: The many Bible translations available to us today aren't generally be a problem, but a blessing. With the exception of some fringe or highly questionable versions, most contemporary Bible translations are excellent and helpful. A Bible scholar once described the difference between reading the original languages of the Bible and translations as the difference between watching TV in Color (original languages) or black and white (translations). You might miss some things—sometimes important things—if you only watch in black and white, but on the whole you get a good idea of what you are seeing and understanding. Most of us will probably not become experts in Hebrew and Greek, but we can learn about differences between translations and can compare translations in our language in order to gain different insights on the text. Also keep in mind that although portions of the Bible may be hard “to get a handle” on, other passages are wonderfully simple yet communicate profound truths. What is known as the *perspicuity* of Scripture is a concept that says that the Bible is clear in its central teachings. As the *Holman Bible Dictionary* puts it, “Thus we speak of the perspicuity or clarity of Scripture: all that is necessary for salvation and Christian living is clearly set forth in Scripture. One does not have to be a scholar or pastor to understand what to do to be saved or to live a life pleasing to God” (Holman Bible Publishers, 2003, under “Moral Teachings for Living”) [p. 24]

Parent & Student Reading | Mark 3

Optional: Student Reading | Genesis 11

Memorization | 2 Chronicles 7:14; John 15:16

History/Geography

The Story of the World: Early Modern Times | Chapter 6: “Strangers and Saints in Plymouth”

To Discuss After You Read

Q: What did the Puritans or Separatists desire?

A: *the Anglican Church purified of all Roman Catholicism; Separatists were Puritans who did not think the Anglican Church would ever change*

Q: Why did the Separatists leave England?

A: *Separatists had to pay high taxes, could not meet in church buildings, and could be imprisoned at any time; they desired freedom to worship*

Q: How did the Separatists come to be called Pilgrims?

A: *these Separatists, along with some other settlers (called strangers) sailed to the New World on the Mayflower (1620)*

Q: What is the Mayflower Compact?

A: *an agreed upon set of laws to run the new colony—the first such document*

Timeline and Map Activities

Pilgrims arrive in Plymouth (1620)

New York (state) (B7) (map 3A)

England, Holland, North America, Plymouth Plantation, Massachusetts, Manhattan Island (see map on p. 60 in the book)

New World



The Kingfisher History Encyclopedia | p. 249

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapters 13–14

Vocabulary

... too **fastidious** to be grateful ... (*difficult to please*) [chap. 14]

... not quite **maudlin** ... (*effusively or tearfully sentimental*) [chap. 14]

... hints and **innuendoes**—marvelous ... (*an indirect or subtle implication in expression; insinuation*) [chap. 14]

... priest **preened** a little ... (*to take pride or satisfaction in oneself; gloat*) [chap. 14]

... his calm **demeanor** crumbled ... (*behavior toward others; outward manner*) [chap. 14]

minster close: land surrounding or beside a cathedral. [chap. 13]

facade: an artificial or deceptive front.

To Discuss After You Read

Q: How does Pup get captured? [chap. 13]

A: *Father Cooper hears her friends call to one another and sneaks up on her when she walks home on her own*

Q: Why do the conspirators keep Alice alive? [chap. 14]

A: *if she has told someone who her father's murderers are, they can use her to bargain for their lives*

Timeline and Map Activities

🌐 North Sea (D3) (map 1)

Readers

The Iron Peacock | Chapters 1–2

Setting

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

Vocabulary

... the open deck of a ship **scudding** westward ... (*running swiftly along*) [chap. 1]

... to the **imminent** burial ... (*about to occur*) [chap. 1]

... the shipboard fever's **virulence** had not stuck ... (*poison*) [chap. 1]

... music rose with a savage **keening** of sorrow ... (*loud wailing for the dead*) [chap. 1]

... her father's **injunction** to speak to no one ... (*command*) [chap. 1]

... his **florid** face deepened in hue ... (*ruddy; rosy color*) [chap. 1]

... an **emaciated** Scot stepped forward ... (*extremely thin due to lack of nourishment*) [chap. 1]

... heavy waves, their tips feathered with **spume** ... (*the foam on the sea*) [chap. 1]

... puffed **judiciously** for a moment ... (*exhibiting good judgment*) [chap. 1]

... your father's **pecuniary** affairs ... (*financial*) [chap. 1]

... parents had **abhorred** any **affectation** ... (**abhorred**: detested; **affectation**: behavior or speech intended to give a false intention) [chap. 1]

... the captain **accosted** him angrily ... (*spoke to in an aggressive manner*) [chap. 2]

... lean and **saturnine** ... (*melancholy*) [chap. 2]

... gaily **chaffing** with the men ... (*playfully teasing*) [chap. 2]

... clothes **redolent** of **oakum** ... (**redolent**: aromatic; **oakum**: loose hemp used for caulking the seams in a wooden ship) [chap. 2]

... exhibited no **discomfiture** whatsoever in the woman's suicide ... (*lack of ease*) [chap. 2]

... **comely** damsel ... (*attractive*) [chap. 2]

* * *

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. [chap. 1]

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. [chap. 1]

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. [chap. 1]

boatswain: petty officer in charge of a ship's rigging, anchors, cables, and deck crew. [chap. 1]

Vicar: the priest of a parish in the Church of England. [chap. 1]

sacristy: a room in a church housing the sacred vessels and vestments; a vestry. [chap. 1]

Royalist cause: support and loyalty offered to King Charles I of England during the Civil War. [chap. 1]

redemptioners: immigrants to the New Land who paid their passage by working as bondservants. [chap. 1]

A factor for the Iron Works: one who acts for someone else; an agent. [chap. 2]

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. [chap. 2]

hogshead: large barrel used for holding 63 gallons of alcoholic beverage. [chap. 2]

To Discuss After You Read

Q: Why does Joanna not agree with the captain's view of the burial service? [chap. 1]

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? [chap. 1]
 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? [chap. 1]
 A: *the Puritans followed a simpler life and the former Royalists would have kept a low profile*
- Q: How did the New Land differ from England in land ownership? [chap. 1]
 A: *in England, only the nobility and gentry could own title to land, in the New Land anyone could own land*
- Q: What was indenture? [chap. 2]
 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 (D2); Essex (E2); Scotland (C2); Dunbar (D2); Newbury (E2); Newcastle (E2) (map 1)
- 📍 Ipswich (B2); London, England (B2) (map 2)
- 📍 Boston (B8); New London, Connecticut (B8) (map 3A)

Language Arts

Vocabulary Development

Optional: Wordly Wise 3000, Book 7 | Exercise 2B

Creative Expression

A: Dictation Passage and Mechanics Practice¹

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

Clutching her blue-green velvet cloak about her, she lifted her chin above the prickle of its gold lace and turned her face so that the raw wind would not blow the hood's ribbons into her eyes. She had fought so hard to keep from weeping, she could not allow a bit of trimming to provoke a tear. She would not cry, she must not, although in all her sixteen years she had never felt so alone as she did now on this vessel, without family or friend or even another female aboard.

Optional: Dictation²

Woodenly Joanna dipped a curtsy and made her exit. The deed was done. She'd signed herself away. Yet even in this desolation was one faint glimmer. She would be near the Scots. They had

1. *The Iron Peacock*, p. 9.
2. *The Iron Peacock*, p. 32.

been her father's friends. Perchance they would be hers.

Mechanics Practice

Today your children will learn about **pronouns** and **antecedents**, the **gender of pronouns**, and how pronouns may be used in a sentence. See the **Week 3 Activity Sheet** for more information.

Note: This week we discuss subject pronouns. Pronouns may also serve as objects, which we will discuss further when your children learn about transitive verbs and direct objects.

Answers:

"We" refers to Xander and Zachary.

1. *her; her; she; her; its; her; her; She; she; She; she; her; she; she*
2. *his; her; their*
3. *He; They; I*

Day 2

Bible

The BBC Manual | pp. 26–29

Parent & Student Reading | Mark 4

Optional: Student Reading | Genesis 12

Memorization | 2 Chronicles 7:14; John 15:16

History/Geography

The Story of the World: Early Modern Times | Chapter 6: "The Dutch in the New World"

To Discuss After You Read

- Q: Why did the Dutch come to the New World?
 A: *to trade with the Indians; then sent settlers for a trading base*
- Q: Why is Peter Stuyvesant important?
 A: *Peter Stuyvesant arrived in 1647. He put the town to rights again, just in time for the English to come and conquer. They named the island "New York"*

Timeline and Map Activities

📍 **Dutch settle Manhattan (1624)**

The Kingfisher History Encyclopedia | p. 259

To Discuss After You Read

Note: The book paints a grim picture of Peter Stuyvesant, stating that he "was against religious freedom" and "hated by both the both the Native Americans and the colonists." Was he really that bad? We should point out that Stuyvesant was not brought on board as a leader under ideal conditions. When he arrived in 1647, he "had

to deal with disorder in the colony's government, boundary disputes with other European colonies, and conflicts with a number of local Indian tribes" (2011 World Book Multimedia Encyclopedia). In other words, conditions were difficult, not easy. Still, "His methods were often effective, but they caused tension between him and the colonists" (2011 World Book Multimedia Encyclopedia). Even though Stuyvesant left for Holland in 1664, he later returned and settled in what is today known as the Bowery in New York.

- Q: Why were the Dutch uniquely set up to create the empire they did?
 A: *they had little land for industry, they reside on the sea, they are traditionally careful with money, their banks were near to other European nations*

Timeline and Map Activities

- 📍 Netherlands (D3); Amsterdam (D3) (map 1)
- 📍 Indonesia (F9); Java (F9); Malacca (F8) (map 2)
- 📍 Guiana (F6); Hudson River (A5); Curacao (E5) (map 4)

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 15

Vocabulary

- ... verger regarded them **dubiously** ... (*in a questionable, doubtful manner*)
- ... **non sequitur**, surely ... (*a statement that does not follow logically from what preceded it*)

To Discuss After You Read

- Q: Do the various adults who learn of Alice's kidnapping believe the story?
 A: *yes, Kenton because of the acting and Alice's mitten, Frost because he knew Pup is a girl and the Dean because he confronts Father Cooper*

Classic Poetry | "Skating" pp. 20–21

Vocabulary

diurnal: active in the daytime.

To Discuss After You Read

- Q: The poet compares two different experiences diurnal while skating. What are they?
 A: *one in the midst of friends and games, the other in a quiet area*

Readers

The Iron Peacock | Chapters 3–4

Vocabulary

- ... **quaffed** deeply of the water ... (*drank enthusiastically*) [chap. 3]

... a **behemoth** of a man, ... as stiff as his stern **mien** ... (**behemoth**: enormous and powerful; **mien**: appearance) [chap. 3]

... bowed his head **deferentially** ... (*exhibiting a manner showing respect and courtesy*) [chap. 4]

... say something to end the **farce** ... (*ludicrous show*) [chap. 4]

... her skin smarted from the **caustic** soap ... (*causing a burning sensation*) [chap. 4]

* * *

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. [chap. 3]

doublet: a close-fitting jacket, with or without sleeves, worn by European men between the 15th and 17th centuries. [chap. 4]

Damson: purple. [chap. 4]

mullioned panes: window panes with vertical strips. [chap. 4]

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. [chap. 4]

settle: a long wooden bench with a back. [chap. 4]

the keeping room: a family sitting room. [chap. 4]

pennyroyal: a type of mint. [chap. 4]

catnip: a type of mint used in medicine. [chap. 4]

mullein: an herb hung from the ceiling. [chap. 4]

Betty lamp: a small metal lamp shaped like a flat tea pot and burns oil. [chap. 4]

tow night rail: a loose robe, or garment, worn either as a nightgown, or over the dress at night, or in sickness. [chap. 4]

To Discuss After You Read

- Q: Why would the Iron Works be considered one of the wonders of the New World? [chap. 3]
 A: *iron was necessary for many things, tools, buildings, machines; plus it was one of the early factories*
- Q: Why does the Iron Master demand new clothes for Joanna? [chap. 4]
 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? [chap. 4]
 A: *in order to collect taxes*

Timeline and Map Activities

- 📍 Saugus River (B8); Lynn, Massachusetts (B8) (map 3A)

B: Where and When | Days 2–5

This week, your children will analyze the importance of selecting an appropriate **setting** for a story. To do so, they will write a one-page argumentative paper that discusses the author's use of setting in *A Murder for Her Majesty*. Their paper should use examples from the book as support for their arguments. For more information, please see the **Week 3 Activity Sheet**.

Day 3

Bible

The BBC Manual | pp. 36–38

To Discuss After You Read

Notes: Since the publication of the *BBC Manual*, many additional study Bibles are available such as *The ESV Study Bible* (Crossway, 2008), the *NIV Archaeological Study Bible* (Zondervan, 2006), *NLT Study Bible* (Tyndale, 2008), and *The Apologetics Study Bible* (Holman, 2007), for example. In addition to these helpful printed resources, you may wish to consider investing in some Bible software. Many study Bibles are available in electronic form as part of some Bible software tools. Two helpful Bible software packages include *Logos Bible Software* and *Accordance Bible Software*. Both offer entry level collections, as well as very advanced collections for professionals. Also, both offer mobile versions for certain smart phones so you can take your Bible study tools with you on the go. If you just want something simple to look up verses and key words, you might get by just fine with online resources such as Bible Gateway (www.biblegateway.com) and Blue Letter Bible (www.blueletterbible.org). [p. 37]

Another helpful one-volume commentary is the *Evangelical Commentary on the Bible* (Baker Book House, 1989). Keep in mind that most one-volume commentaries only have space to cover the bare essentials of notes and insights. A good multi-volume commentary is the *Expositor's Bible Commentary* (Zondervan). It's scholarly, but still accessible to the average lay reader. These and other commentaries are available in print or sometimes are included in certain Bible software packages or can be purchased as add on modules. There are also many specialized commentaries based on individual books of the Bible, for instance, or that tackle especially challenging passages. Two in the latter category include the *Encyclopedia of Bible Difficulties* by Gleason Archer and *When Critics Ask* by Norman Geisler and Thomas Howe. Bible commentaries are helpful tools, but remember that they represent human insights into the Bible and are not infallible. Sometimes there's a difference between what the Bible says and how we interpret it (theology). [p. 38]

Parent & Student Reading | Mark 5**Optional: Student Reading** | Genesis 13**Memorization** | 2 Chronicles 7:14; John 15:16

History/Geography

The Story of the World: Early Modern Times | Chapter 7: "Tobacco—and Unwilling Colonists"

To Discuss After You Read

- Q: What cash crop did Virginia produce and what was the result?
- A: *not gold but 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*
- Q: Where did slaves come from?
- A: *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*

Timeline and Map Activities

- 🕒 **Slavery begins in America (1619)**
- 📍 *Virginia* (see map on p. 70 in the book)

The Kingfisher History Encyclopedia | pp. 270–271

Vocabulary

privateer: a ship hired by government authorities but crewed by private citizens and used to enforce government mandates.

To Discuss After You Read

Note: The history of slavery is a blight upon humanity, but contrary to popular belief it was not limited to white Europeans. In fact, slavery is an ancient practice and often had nothing to do with racial differences. Even today slavery, called human trafficking, remains a problem in certain parts of the world including Sudan. Biblically speaking, slavery is unacceptable on the basis of the fact that all human beings are created in the image of God and, therefore, are of inestimable value and dignity. If anything, the realities of slavery confirm the fallen and depraved nature of human beings. For insights on Christianity and slavery, including rebuttals to common accusations, see chapter 2 of *Christianity On Trial* by Vincent Carroll and David Shiflett.

- Q: How do you think slave traders and slave owners rationalized buying and using other human beings for labor?
- A: *answers will vary. Some people did not view slaves as fully human, others likely just accepted the practice because it was part of the cultural environment*

Timeline and Map Activities

- 📍 Africa (E3) (map 2)
- 📍 Caribbean (D4) (map 4)
- 📍 North America; South America



Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapters 16–18

Vocabulary

... 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) [chap. 16]

... eyed Geoffrey **inscrutably** ... (difficult to fathom or understand) [chap. 17]

... told the story without undue **embellishment** ... (elaboration by the use of decorative [sometimes fictitious] detail) [chap. 18]

silver ewer: a vase-shaped pitcher with a flaring spout. [chap. 16]

Crucifix: a cross viewed as a symbol of Jesus's crucifixion. [chap. 17]

To Discuss After You Read

Q: Why do the boys decide to follow Father Cooper? [chap. 16]

A: to hopefully follow him to Pup

Q: Analyze chapters 15–17 for conflict and resolution. [chap. 17]

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, but Geoffrey convinces Father Cooper of his innocence

Q: How do the boys find Pup? [chap. 18]

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

Readers

The Iron Peacock | Chapters 5–6

Vocabulary

And she handed her a smaller board, scarred and **redolent** of onion. (*strongly poignant*) [chap. 5]

... with more **asperity** than kindness ... (*severity*) [chap. 5]

... gigantic hammer, its **haft** a tree trunk ... (*handle of a tool or weapon*) [chap. 5]

... and silver buttons **incongruous** in this setting ... (*inconsistent; inappropriate*) [chap. 5]

... like a **chattel**, a bondmaid ... (*a slave*) [chap. 6]

firkin: a small wooden barrel that holds about nine gallons. [chap. 5]

latchet: a leather strap or lace that fastens a shoe. [chap. 5]

succotash: a stew consisting of kernels of corn, lima beans, and tomatoes. [chap. 6]

kersey: a woolen, often ribbed fabric formerly used for hose and trousers. [chap. 6]

cassock: an ankle-length garment with a close-fitting waist and sleeves, worn by the clergy. [chap. 6]

To Discuss After You Read

Q: What was the purpose of the watch? [chap. 5]

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? [chap. 5]

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

Q: Why did Huldah cook extra food on Saturday? [chap. 6]

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? [chap. 6]

A: England; no; answers will vary

Q: How did church attendees keep alert? [chap. 6]

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? [chap. 6]
- 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? [chap. 6]
- 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*

Timeline and Map Activities

- 📍 Devon, England (E2) (map 1)
- 📍 Salem (A6) (map 4)

Language Arts

Vocabulary Development

Optional: *Wordly Wise 3000, Book 7* | Exercise 2C

Creative Expression

B: Where and When

Day 4

Bible

But Don't All Religions Lead to God? | Chapters 5–6

Vocabulary

trenchancy: to be keen or incisive. [p. 39]

To Discuss After You Read

Notes: The kind of God who “couldn’t be bothered with the likes of you and me,” yet created the universe falls under the worldview known as deism. This is the view that even though God exists, he basically just wound up the clock of the universe then left it to run on its own. The deistic God does not involve himself in the world or in human affairs, much less work miracles. One key problem with deism is the fact that if Christianity is true, then deism by its very nature can’t be true. Christianity says that a personal, transcendent God exists, but that this God is also very much active in his creation. [p. 35]

The kind of worldview that says, “this world is all there is. Call it God if you like,” might refer to either naturalism (atheism) or pantheism. Naturalism rejects anything supernatural and instead claims that the universe is the whole show, so to speak. Everything in a naturalistic universe is based on matter. We’re the result of chance, time, and an undirected process. A pantheistic universe could

also agree with the claim God is all there is, but within pantheism God is an impersonal force or energy, not a transcendent, personal creator. If you think about it, most worldviews fall under one of these three options: theism, atheism, or pantheism. [p. 35]

When Jesus said, “before Abraham was, I am” (John 8:58), the words he used in Greek for “I am” (*ego eimi*) are identical to those used in the Greek translation of the Old Testament of his day (the Septuagint or LXX) in Exodus 3:14, where God gives His name to Moses. This caused quite a furor among his listeners in John 8, so much so that later they wanted to stone him for blasphemy: “It is not for a good work that we are going to stone you but for blasphemy, because you, being a man, make yourself God” (John 10:33). [p. 37]

Was Jesus insane? Green asks, “Could anyone in His right mind make them [such claims] unless He really did share the nature of God?” The famous “trilemma” popularized by C.S. Lewis (quoted later in this chapter) and, more recently, Josh McDowell asks if Jesus was a Lord, liar, or lunatic. There are other options, too, such as whether or not Jesus was a legend, some kind of Eastern guru, or even a space alien, but when it gets down to it, the best explanation is that Jesus was who he claimed to be. Most who have read the accounts of Christ know that he was not insane, though you may still come across a skeptic here and there who claim this option is true. Fortunately, some good recent responses to these issues are found in works such as *Without a Doubt* by Kenneth Samples (Baker Books) and *Handbook of Christian Apologetics* by Peter Kreeft and Ronald Tacelli (InterVarsity Press). Also see the chapter by David Horner, “Aut Deus Aut Malus Homo” (Either God or a Bad Man) in *C.S. Lewis as Philosopher* (InterVarsity Press). [p. 38]

One way critics seek to deflate some of the claims Green lists here is to discount miracles as impossible or highly improbable. Sometimes critics do this by presupposing that naturalism is true. If it is, then miracles by definition cannot happen since there is, they claim, no God to perform them. But if the theistic God of Christianity exists, then it is possible for God to work miracles in his creation. For more on this see the books *Miracles and the Modern Mind* by Norman Geisler (Baker Books) and *In Defense of Miracles* edited by R. Douglas Geivett and Gary Habermas (IVP Academic). [p. 40]

Many Old Testament prophecies point to Christ. Some have documented as many as 300 or more such passages pointing to Jesus as the Messiah. For a presentation and defense of many of these passages see *Answering Jewish Objections to Jesus: Messianic Prophecy Objections* by Michael Brown (Baker Books). [p. 40]

As we noted earlier, there are actually more than three options regarding the claims of Christ. Incidentally, C.S. Lewis likely got his ideas for this famous first passage quoted by Green from *The Everlasting Man* by G.K. Chesterton, but the argument itself is far more ancient, going

back as far as Eusebius of Caesarea who lived in the 3rd and 4th centuries. [p. 42]

Green doesn't attempt at this point to respond to claims that evil does not exist or that human beings are basically good. Forms of New Age pantheism typically reject the reality of evil and suffering, claiming it is an illusion. There's also a tendency to reject human nature as being wicked and instead claiming that it is by nature good and not in need of salvation, but a change in thinking (enlightenment). Many atheists accept the reality of evil, using it as an argument against the existence of God, but in reality they have no founding for even saying certain behavior is really good or evil. It takes a transcendent source of a moral standard (God) to allow us to call things good or evil. As for the pantheistic take on the matter, there is ample evidence in human history to support the claim that evil and suffering really do exist and that human beings are the cause of much of this evil. As a result, the claim that human beings are basically good falls far short of reality. [p. 45]

The Church of Satan, founded by Anton LaVey, does not actually believe in the existence of a real devil, but instead is more oriented toward the philosophy of hedonism (the pursuit of pleasure) and the rejection of the existence of God and absolute moral standards. See, for instance, the section on Satanism in *The Challenge of the Cults and New Religions* by Ron Rhodes (Zondervan). [p. 46]

What Green calls "the creed" in Islam is formally referred to as the Shahada—a testimony of faith that states, "There is no god but Allah and Muhammad is the messenger of Allah." [p. 48]

God's dealing with the human problem of sin via the death of Christ is known in theology as the atonement. Although there are many particular views of how, exactly, the atonement works, all views believe that God did something profound in order to redeem lost human beings in need of redemption. The diagnosis of the human condition is severe and so was its solution. [p. 50]

Parent & Student Reading | Mark 6

Optional: Student Reading | Genesis 14

Memorization | 2 Chronicles 7:14; John 15:16

History/Geography

The Story of the World: Early Modern Times | Chapter 7: "Queen Nzinga of Angola"

To Discuss After You Read

Q: Retell the story of Angola.

A: *Queen Nzinga of Ndombi (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

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

🌐 *Angola* (G3) (map 2)

🌐 *Africa* (see map on p. 70 in the book)

The Kingfisher History Encyclopedia | pp. 272–273

To Discuss After You Read

Q: What lasting negative impacts do you think the loss of millions of Africans to slavery had on Africa?

Timeline and Map Activities

🌐 *Africa* (B5), *Sahara Desert* (A5) (map 3B)

Current Events | Report

Read-Alouds

A Murder for Her Majesty | Chapter 19–end

Vocabulary

... idea of **propriety** however your must ... (*correct or appropriate behavior*) [chap. 19]

... but Kenton's voice closed over his, **implacable** as the tide ... (*not capable of being appeased*) [chap. 19]

To Discuss After You Read

Note: 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. [chap. 19]

Q: What does the Dean want to do for Alice and why? Why does he change his mind? [chap. 19]

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: Is the Queen pleased with Tuckfield's murder? How do you know? [chap. 19]

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*

Q: Describe Lady Jenny. [chap. 20]

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* (D2) (map 1)

Classic Poetry | "Sonnet composed upon Westminster Bridge" p. 22

To Discuss After You Read

Q: What does the poet describe?

A: *the early morning light shining on a quiet city*

Readers

The Iron Peacock | Chapters 7–9

Vocabulary

... dame sighed and **reminisced** ... (*recalled past experiences*) [chap. 7]

Joanna stood **irresolute**. (*undecided*) [chap. 7]

... prayer had been far from **perfunctory** ... (*routine; offered with indifference*) [chap. 8]

... alongside, barking **imperiously** ... (*urgently*) [chap. 9]

... scraping off every **vestige** of ice ... (*evidence*) [chap. 9]

* * *

lustring: a plain, stout, lustrous silk, used for ladies' dresses and for ribbon. [chap. 7]

coverlets: a decorative bedspread usually quilted. [chap. 7]

bolster: a long pillow usually placed under the regular pillows slips. [chap. 7]

stomachered brocades: garment consisting of a V-shaped panel of stiff material worn over the chest and stomach in the 16th century. [chap. 7]

Queen Bess: Queen Elizabeth who ruled England from 1558–1603. [chap. 7]

pipkin: a small cooking pot or earthenware. [chap. 7]

casements: a type of window. [chap. 8]

sluices: a water channel controlled by a gate. [chap. 8]

colliers: the official definition is a coal miner, but in this story, it seems to be one who changes wood into charcoal. [chap. 9]

sachem: an Indian chief or leader. [chap. 9]

bannock: a Scottish flat bread made of oats or barley. [chap. 9]

drone pipes: pipes over the bagpipe player's shoulder that creates the drone sound. (source: [http://en.wikipedia.org/wiki/Drone_\(music\)](http://en.wikipedia.org/wiki/Drone_(music)), accessed September 18, 2012) [chap. 9]

chanter: the piece on the bagpipe consisting of finger-holes. (source: <http://en.wikipedia.org/wiki/Chanter>, accessed September 18, 2012) [chap. 9]

To Discuss After You Read

Q: What reasons does Mistress Whiting give to Joanna to encourage her to stay? [chap. 7]

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

Q: How does Johanna's visit to the pastor's home impact the Gifford family? [chap. 8]

A: *Johanna treats lonely Debby with kindness and saves Huldah from a scolding*

Q: Why did the Puritans oppose dancing? What do you think? [chap. 9]

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

Language Arts

Creative Expression

B: Where and When

Day 5

Bible

Parent & Student Reading | Mark 7

Optional: Student Reading | Genesis 15

Memorization | 2 Chronicles 7:14; John 15:16

History/Geography

5-Day: **Usborne Encyclopedia 12,000 Years of World History** | pp. 217, 228–229, 230–231 (first column)

Current Events | Report

Read-Alouds

5-Day: **Lord Peter: The Complete Lord Peter Wimsey Stories** | pp. 35–56

Vocabulary

Beaconsfield touch: Earl Beaconsfield served as Prime Minister and bought a controlling interest in the Suez Canal and made Queen Victoria empress of India—one whose touch managed to expand Great Britain's reach.

Soviet Club: club where communists could gather and share dreams and visions.

Primrose League: organization designed to spread Conservative principles in Great Britain.

Tory not a Red: Tory—one who follows a traditional, conservative form of government; Red—communist.

Vortices of the Whirligig School of Verse: no such school exists; vorticism was an offshoot of Cubism with abstract geometric forms.

inspissated: thicken or congeal.

£250,000: about \$405,925 dollars.

divorce wallahs: a person who works in a particular business.

executrix: the female executor of a will.

viridarium: a Roman pleasure garden.

impluvium: a sunken part of an atrium made to carry away rainwater that falls in through a hole in the roof.

Cave Canem: a copy of a Pompeian original, means “beware of the dog.” The text accompanied the picture of a dog created from tile mosaics.

distichs: a rhyming couplet.


Moor of Venice: reference to Shakespeare’s *Othello*—the story of a black man who smothers his beloved wife in a fit of jealousy.

Roget: a famous thesaurus.

Vulgate: a Latin translation of the Bible done by St. Jerome in AD 382.

anagram: takes a word, shuffles the letters and forms a new word from all the available letters.

Timeline and Map Activities

 Sienna (G5) (map 1)

Readers

The Iron Peacock | Chapters 10–11

Vocabulary

... the same **reticence** at the Giffords ... (*the trait of being uncommunicative*) [chap. 10]

... leggings and shirts **bedizened** with feathers and shells ... (*decorated; ornamented*) [chap. 11]

inscrutably: difficult to understand. [chap. 11]

To Discuss After You Read

- Q: Why would the clan back in Scotland be sad to not have a piper? [chap. 10]
A: *a piper brought pleasure and music for dancing, the pipes played at funerals, and led the men in battle*
- Q: Yaweta knows that God is good and she wants to become a Christian. What hinders her? [chap. 11]
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? [chap. 11]
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*

Language Arts

Vocabulary Development

Optional: **Wordly Wise 3000, Book 7** | Exercise 2D

Creative Expression

B: Where and When

5-Day: Dictation³

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

Clutching her blue-green velvet cloak about her, she lifted her chin above the prickle of its gold lace and turned her face so that the raw wind would not blow the hood’s ribbons into her eyes. She had fought so hard to keep from weeping, she could not allow a bit of trimming to provoke a tear. She would not cry, she must not, although in all her sixteen years she had never felt so alone as she did now on this vessel, without family or friend or even another female around. ■

3. *The Iron Peacock*, p. 9.



A: Dictation Passage and Mechanics Practice¹

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

Clutching her blue-green velvet cloak about her, she lifted her chin above the prickle of its gold lace and turned her face so that the raw wind would not blow the hood's ribbons into her eyes. She had fought so hard to keep from weeping, she could not allow a bit of trimming to provoke a tear. She would not cry, she must not, although in all her sixteen years she had never felt so alone as she did now on this vessel, without family or friend or even another female aboard.

Mechanics Practice

Wouldn't it be awkward if our language didn't have pronouns? For example, you might hear someone say something like this:

"Mom," asked Zachary, "May I go to Xander's house to play on Xander's new trampoline? Xander and Zachary would have so much fun! Xander's mom said it would be okay."

Pronouns are words—like *I, me, he, she, they, it, mine, yours*, etc.—that are used in place of common or proper nouns. In order for pronouns to make sense, they must follow a common or proper noun. For example:

"Mom," asked Zachary, "May I go to Xander's house to play on his new trampoline? We would have so much fun! His mom said it would be okay."

The noun a pronoun refers to is called its **antecedent**. For example, in the sentence:

"May I go to Xander's house to play on his new trampoline?"

...*Xander* is the antecedent to which the pronoun *his* refers. Who does the pronoun *we* refer to in our example?

Personal pronouns, which are listed above, are the most common type of pronouns. **Possessive pronouns** show possession or ownership. They may be used alone or before a noun, and they act like an adjective:

This cupcake is *mine*.

Is that *your* coat?

If a pronoun serves as the subject of a sentence, we call it a **subject pronoun**:

He is a great friend.

She rode her bike to the park.

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

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

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

Josh carried _____ skateboard home.

Ana mailed three postcards to _____ friends.

Rodney and Harriet went to _____ son's game.

3. Complete the following with subject pronouns.

_____ mowed the lawn for his dad.

_____ shared pictures of their trip.

_____ brushed my teeth this morning.

1. *The Iron Peacock*, p. 9.



B: 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.

Core H—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Joshua 1:8–9	Colossians 3:12–17	1601-1707 Overview; The Holy Roman Empire; The Riches of Spain; Decline of Spain; The Dutch Revolt; Mary, Queen of Scots; 5-Day: World Exploration 1500-1600; The Hapsburgs; The Rise of the Dutch; Early Settlers in America	<i>Spain; Germany; Europe; South America; Netherlands (Holland); Scotland; England; 5-Day: Jamestown, Virginia</i>	Charles V; Christopher Columbus; Philip II; William the Silent; Mary Queen of Scots
2	Philippians 2:3–4	Philippians 3:7–16	James and His Enemies; King James's Town; The French in the New World; Henry Hudson's Quest; Hideyoshi, Japan's Great Leader; The First Tokugawa Ruler; 5-Day: Early Settlers in America; Changes in Japan	<i>England; Jamestown; North America; Canada; North Pole; Russia; Hudson Bay; Japan; Korea; China</i>	Elizabeth I; James VI of Scotland; James I of England; John Smith; Samuel Champlain; Henry Hudson; Hideyoshi; Tokugawa Ieyasu
3	2 Chronicles 7:14; John 15:16	Deed ... Learning to Apply	Strangers and Saints in Plymouth; The Dutch in the New World; First Slaves in the New World; Queen Nzinga of Angola; African States; 5-Day: Settlers in North America; The Slave Trade	<i>Holland; the Americas; Plymouth; New York; Virginia; Caribbean Islands; Africa; 5-Day: England</i>	William Bradford; Peter Stuyvesant; John Rolfe; Queen Nzinga; 5-Day: William of Orange
4	Joel 2:28; 1 John 3:9	Book Study	Persia; The Ottoman Empire; The Thirty Years' War; The Swedish Empire; Japan's Isolation; The Rise of the Manchu; 5-Day: The Ottoman Empire; Catholics and Protestants; The Thirty Years' War; The Ming and the Ch'ing	<i>Persia (Iran); Ottoman Empire; Germany; Sweden; Japan; China; Massachusetts Bay</i>	Shah Abbas; Murad IV; Ferdinand II; Gustavus II; Iemitsu; K'ang-his; 5-Day: Martin Luther; John Calvin; Henry VIII
5	Ephesians 6:10–12	Chapter Study	The Moghul Emperors of India; East India Companies; English Civil War; Oliver Cromwell's Protectorate; Plague and Fire; The Sun King of France; France and Richelieu; 5-Day: The Mogul Empire; Kings, Cavaliers and Roundheads; France and the Sun King	<i>India; Southeast Asia; Indonesia; England; Ireland; France; Versailles; Canada</i>	Akbar; Jahangir; Shah Jahan; Aurangzeb; King Charles I; Oliver Cromwell; Louis XIV; Cardinal Richelieu
6	Romans 10:12–13	Heed ... Learning to Meditate; Methods of Memorization; Psalm 1	Fredrick, the First Prussian King; War Against the Colonies; William Penn's Holy Experiment; The Universal Laws of Newton and Locke; 5-Day: The Age of Ideas; Russians and Prussians	<i>Austria; Prussia; German Kingdom; New England; Massachusetts; New York; Europe; New France; New Mexico; Pennsylvania, England; Ireland; Canada</i>	King Frederick I; Metacom ("King Philip"); Marie-Madeleine; King Charles II; William Penn; Galileo Galilei; Isaac Newton; John Locke
7	Mark 16:15; 1 Peter 2:9	Isaiah 53:1–7	Scientific Farming; Peter the Great; The Great Northern War; 1707-1835 Overview; The Ottomans; East India Company; 5-Day: The Ottoman Empire; Changes in Russia; The British in India; Changes in Farming	<i>England; Russia, Sweden; Baltic Sea; Ottoman Empire; India; Japan</i>	Peter the Great; Ivan the Terrible; Ahmet III; Robert Clive
8	Psalms 32:1–2	Matthew 5:1–10	Emperor Chi'en-lung's Library; China; Three Wars in Europe; The Seven-Year War; Canada; Discontent in the British Colonies; The American Revolution; Scotland: The Jacobites; 5-Day: The Power of the Hapsburgs; The American Revolution	<i>China; Southeast Asia; England; Spain; France; Austria; Prussia; Russia; North America; Canada (New France); Virginia; Boston; Philadelphia; Scotland; Japan</i>	Chi'en-lung; George Washington; Edward Braddock; Louis XV; King George; 5-Day: Maria Theresa
9	1 Thess. 4:3–4	Matthew 5:11–16	The American Constitution; The First American President; Captain Cook Reaches Botany Bay; The Convict Settlement; The Storming of the Bastille; 5-Day: Exploring the South Seas; The French Revolution	<i>Philadelphia; Haiti; New Zealand; Hawaii; England; Australia; France; Paris</i>	James Madison; George Washington; Alexander Hamilton; Thomas Jefferson; James Cook; Louis XVI; Marie Antoinette

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

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
10	1 Corinthians 10:13; 1 John 3:16	1 Corinthians 13:4-8	The Reign of Terror; Princess Catherine Comes to Russia; Catherine the Great; Steam and Coal in Britain; Cotton and Guns in America; 5-Day: Russians and Prussians; The French Revolution; Life in New Towns	<i>France; Russia; England; United States</i>	Louis XVI; Marie Antoinette; Maximilian de Robespierre; Catherine the Great; James Watt; Eli Whitney
11	Jeremiah 29:13; Ecclesiastes 12:1	Galatians 5:16-26	The Rise of the Opium Trade; The Rise of Napoleon; The Haitian Revolt; Industrial Revolution; 5-Day: The Slave Trade; The Empire of Napoleon; Changes in China	<i>China; France; Austria; Italy; Egypt; Spain; Haiti; England; United States</i>	Chi'en-lung; George Macartney; Napoleon Bonaparte; Admiral Nelson; Toussaint L'Ouverture
12	Psalms 18:2; Jeremiah 15:16	Ephesians 6:10-18	Luddites; Lewis and Clark; Tecumseh's Resistance; War of 1812; 5-Day: The Industrial Revolution	<i>England; Louisiana Territory; Mississippi River; Rocky Mountains; France; Canada; Washington D.C.; Paris</i>	Meriwether Lewis; William Clark; Tecumseh; Napoleon Bonaparte
13	Psalms 37:4-5	Philippians 2:3-11	The End of Napoleon; Simon Bolivar; Revolt in Latin America; Mexican Independence; The Slave Trade Ends; William Wilberforce; 5-Day: The Empire of Napoleon; Revolutions in South America	<i>Spain; Russia; Waterloo, Belgium; St. Helena; Venezuela; Peru; Colombia; Mexico; United States; Cuba; Brazil; Africa; Paris</i>	Napoleon Bonaparte; Simón Bolívar; José de San Martín; Don Miguel; Olaudah Equiano; William Wilberforce; Nat Turner
14	1 John 4:7-8	2 Peter 1:5-11	Shaka rules Zulus; Africa; The Boers and the British; The Trail of Tears; Nat Turner's Revolt; 5-Day: The Scramble for Africa	<i>Africa; Cape Colony; England; United States; Oklahoma; Virginia</i>	Shaka; Andrew Jackson; Nat Turner
15	Isaiah 41:10; Hebrews 4:12	1 John 2:15-17	Treaty of Nanjing, China; Remember the Alamo; The Mexican-American War; New Zealand; 5-Day: The Year of Revolutions; The Growth of the USA	<i>China; Guangzhou; Nanjing (Nanking); Texas; Mexico; Rio Grande; California; Nevada; Utah; Arizona; New Mexico; New Zealand; London; 5-Day: France; Louisiana Purchase</i>	Santa Anna; Sam Houston; George Whitefield
16	Psalms 84:11; 1 Timothy 6:12	Colossians 3:12-17	The Gold Rush; 1836-1913 Overview; Victoria's England; British Expansion; The Sepoy Mutiny; Commodore Perry; 5-Day: The British in India	<i>California; England; The British Empire; Burma; Afghanistan; Bengal; India; Japan; London; St. Helena</i>	Jim Marshall; Queen Victoria; Matthew Perry; Napoleon Bonaparte
17	The Bridge to Life	Philippians 3:7-16	The Crimean War; British Invasions: Afghanistan; David Livingstone; Italy United; 5-Day: New Nations	<i>Balkan Territories; Sevastopol; Crimean Peninsula; Russia; Afghanistan; Africa; Italy; Turin; Sicily; Naples; Rome; St. Helena; 5-Day: Greece; Germany</i>	Dost Mohammad; David Livingstone; Count Camillo Cavour; Giuseppe Garibaldi; Napoleon Bonaparte; 5-Day: King Wilhelm I
18	The Bridge to Life	Deed ... Learning to Apply	The Taiping Rebellion; The American Civil War; Paraguay and the Triple Alliance; The Dominion of Canada; 5-Day: The American Civil War; Changes in China	<i>China; United States; Gettysburg; Paraguay; Brazil; Argentina; Uruguay; Canada; Australia; Swiss Alps; Arkansas</i>	Abraham Lincoln; Jefferson Davis; Ulysses S. Grant; Robert E. Lee; John Wilkes Booth; Francisco Solano Lopez; William Lyon Mackenzie; Louis Papineau

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Core H—Scope and Sequence: Schedule for Topics and Skills (cont.)					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
19	Psalms 67:1–3	Book Study	Europe: Year of Revolution; The Second French Republic; The Second Reich; Railroads and the Light Bulb; Japan's Meiji Restoration; 5-Day: Changes in Japan	<i>Europe; France; Austria; Prussia; Germany; Promontory Summit; Japan; Korea; China; Swiss Alps; Ireland; 5-Day: Russia; Neva; Moscow</i>	Louis Napoleon; Otto von Bismarck; Thomas Edison; Commodore Matthew Perry; 5-Day: Nevsky
20	Psalms 67:4–5	Chapter Study	The Dutch East Indies; Japan and Southeast Asia; The Ottoman Empire; The War of the Pacific; The Suez Canal	<i>Dutch East Indies; Japan; Southeast Asia; Russia; Ottoman Empire; South America; Suez Canal; Egypt; Sudan; Swiss Alps; Siam</i>	Said Pasha
21	Psalms 67:6–7	Verse Study	Australia; Carving Up Africa; Ireland's Troubles; The Boer War; 5-Day: The Scramble for Africa	<i>Australia; Africa; Ireland; Cape Colony; South Africa; Swiss Alps; Siam</i>	Ned Kelly; King Leopold II; Mahdi; Charles Parnell; Cecil Rhodes; 5-Day: David Livingstone
22	Titus 3:5–7	Topical Study	Brazil's Republic; Abdulhamid the Red; Russia; Ethiopia and Italy	<i>Brazil; Ottoman Empire; Armenia; Russia; Ethiopia; Italy; Hungarian Plains</i>	Pedro I and II; Abdulhamid II; Alexander III; Yohannes; Menelik
23	1 Thess. 5:16–18	Book Study	The Korean Battleground; The Spanish-American War; Moving West; The Plains Wars; Andrew Carnegie; 5-Day: The Growth of the USA; Changes in Japan	<i>Korea; Philippine Islands; Cuba; United States; Oregon; Mississippi River; Rocky Mountains; Canada; Texas; Wounded Knee; Hungarian Plains; 5-Day: Japan; Korea</i>	Queen Min; José Rizal; Teddy Roosevelt; George Custer; Crazy Horse; Andrew Carnegie
24	Galatians 6:2; Philippians 4:13	Character Study	The Boxer Rebellion; The Russian-Japanese War; Persia; The Balkan Mess; 5-Day: Changes in China	<i>China; Beijing; Russia; Japan; Persia; Balkan Peninsula; Hungarian Plains; Russia</i>	Cixi (Empress Tzu Hsi); Shah Mozaffar al-Din
25	Colossians 3:16–17	Topical Study	China Becomes a Republic; Vietnam-France Conflict; Southeast Asia; The Mexican Revolution; 1914-1949 Overview	<i>China; Indochina; Vietnam; Burma; Malaya; Ceylon; Mexico; India; Russia</i>	Sun Yat-sen; Henry Puyi; Phan Boi Chau; Porfirio Diaz; Pancho Villa
26	Matthew 11:28–30	Book Study	World War I; The Russian Revolution; The End of World War I; Woman Suffrage; The Irish Revolt; 5-Day: The First World War; The Russian Revolution; Rights for All	<i>Europe; Great Britain; France; Germany; Austria-Hungary; Russia; Africa; Ottoman Empire; Baltic Sea; Western Front; United States; Ireland; India; Montreal; Grand Portage</i>	Wilhelm II; Franz Ferdinand; Tsar Nicholas II; Rasputin; Vladimir Lenin; Patrick Pearse; James Connolly; Éamon de Valera
27	Luke 12:22–23	Chapter Study	India Revolts; Ghandi; The Peace of Versailles; Joseph Stalin; The First King of Egypt; 5-Day: Stalin's Soviet Union; Sound and Pictures	<i>India; Versailles; Germany; Austro-Hungary; The Ottoman Empire; Russia; Egypt; Denmark</i>	Mohandas Gandhi; Woodrow Wilson; Georges Clemenceau; David George; Vladimir Lenin; Joseph Stalin; Abbas II; Ahmad Fu'ad
28	Luke 12:24–26	Character Study	Fascism in Italy; Japan, China, and a Pretend Emperor; The Long March; Black Tuesday and a New Deal; 5-Day: The People's Republic; Good Times, Bad Times; The Rise of Fascism	<i>Italy; Japan; China; Manchuria; Jiangxi; New York; Great Plains</i>	Benito Mussolini; Chiang Kai-shek; Hirohito; Mao Zedong; Franklin D. Roosevelt

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

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
29	Luke 12:27–28	Topical Study	Hitler's Rise to Power; Spread of Fascism; Spain's Civil War; German Expansion; Hitler Invades Poland; World War II; 5-Day: The Rise of Fascism	<i>Germany; Spain; Czechoslovakia; Warsaw; Poland; Europe; China; North Africa; Pearl Harbor; Japan; United States</i>	Adolf Hitler; Alfonso XIII; Francisco Franco; Benito Mussolini
30	Luke 12:29–31	Book Study	Holocaust; World War II; The Atom Bomb; The United Nations; Partitioned Countries - India; 5-Day: Europe at War; The World at War; From Colonies to Countries	<i>Denmark; Poland; France; Normandy; Hiroshima; Japan; India; Pakistan</i>	Mohandas Gandhi
31	Galatians 6:9–10	Chapter Study	Partitioned Countries - Israel; The Suez Crisis; Italy and The Balkans; The Marshall Plan; The Cold War; 1950-Present Day Overview; Apartheid in South Africa; 5-Day: From Colonies to Countries; War in the Middle East	<i>Palestine; Egypt; Suez Canal; Italy; Greece; Yugoslavia; United States; U.S.S.R.; West Germany; East Germany; South Africa</i>	Gamal Abdel Nasser; George Marshall
32	1 John 4:20; 2 Corinthians 5:7	Verse Study	Two Republics of China; Vietnam; The Korean War; Argentina; 5-Day: Communist China; Sound and Pictures	<i>China; Vietnam; Korea; Argentina; Holland; Germany; Amsterdam</i>	Chaing Kai-shek; Mao Zedong; Ho Chi Minh; Ramon Castillo; Juan and Eva Peron; Brother Andrew
33	2 Corinthians 9:6–7	Character Study	Freedom in the Belgian Congo; New Nations; The Space Race; Cuban Missile Crisis; The Death of John F. Kennedy; Civil Rights; 5-Day: The Cold War; The Space Race; Rights for All	<i>Belgian Congo; Africa; Southeast Asia; Eastern Europe; Russia; United States; Cuba; Dallas; Warsaw; Czechoslovakia; Germany; Peru</i>	Fidel Castro; Nikita Khrushchev; John F. Kennedy; Rosa Parks; Martin Luther King Jr.; Brother Andrew; Ron Snell
34	Daniel 3:17–18	Topical Study	The Vietnam War; Civil War in Cambodia; Trouble in the Middle East; Soviet Invasions; World Trouble Spots; Terrorism; 5-Day: The Cold War; The Computer Revolution	<i>Vietnam; Cambodia; Middle East; Israel; Afghanistan; Soviet Union; Kashmir; Yugoslavia; Myanmar; Ireland; Munich; New York City; Washington D.C.; Poland; Russia; Romania; Bulgaria; Peru</i>	Ho Chi Minh; Brother Andrew; Ron Snell
35	James 1:2–4	Book Study	India; Iran and Iraq; Chernobyl and Nuclear Power; Scientific Revolution; The Environment; The End of the Cold War; 5-Day: War in the Middle East; The Cold War; Sound and Pictures; The Polluted Planet	<i>India; Iran; Iraq; Chernobyl; United States; U.S.S.R.; Berlin; Bulgaria; Romania</i>	Khomeini; Saddam Hussein; Mikhail Gorbachev; Brother Andrew
36	Jude 24–25	Chapter Study	China; Asian "Tiger" Economies; Communism Crumbles; The Gulf War; World Economy; Peacekeeping; Africa; 5-Day: The Fall of Communism; Rights for All; The End of the Century	<i>China; Japan; Southeast Asia; Germany; Russia; Kuwait; Iraq; Africa; South Africa; Germany; Russia; Ukraine; Afghanistan; 5-Day: Berlin; Yugoslavia; East Timor</i>	Mikhail Gorbachev; Saddam Hussein; Nelson Mandela; Brother Andrew

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Language Arts H—Scope and Sequence: Schedule for Topics and Skills		
Weeks	Mechanics Practice	Creative Expression
1	nouns	“What a Character” (Descriptive) R: <i>The King’s Fifth</i>
2	action verbs; helping verbs; singular and plural verbs	“Time Travel” (Creative) R: <i>The King’s Fifth</i>
3	pronouns and antecedents; gender of pronouns	“Where and When” (Literary Elements; Argumentative) RA: <i>A Murder for Her Majesty</i>
4	adjectives: common, proper, and compound	“The Party Line” (Argumentative) R: <i>The Iron Peacock</i>
5	intensive, reflexive, and indefinite pronouns	“How to Change a Nation” (Persuasive) RA: <i>Out of Many Waters</i>
6	clauses; coordinating and correlative conjunctions	“The Plot Thickens” (Writing Process; Creative Writing) R: <i>Madeleine Takes Command</i>
7	linking verbs; predicate nouns; predicate adjectives	“Today: Write Haiku; Like the Mighty Samurai; Practice Makes Perfect” (Poetry) R: <i>The Ghost in the Tokaido Inn</i>
8	transitive verbs; intransitive verbs; direct objects and indirect objects	“Personal Reflection” (Reflection) RA: <i>Escape Across the Wide Sea</i>
9	verb tenses: simple, perfect, and continuous	“Diary of an Escapee” (Journal) RA: <i>Escape Across the Wide Sea</i> R: <i>Stowaway</i>
10	person of pronouns	“Who Controls Your Destiny?” (Literary Analysis) RA: <i>The Ravenmaster’s Secret</i>
11	types of adverbs	Research Paper: Steps 1 & 2 (H: Research a disease of interest and state why the disease or its cure is historically significant. Select topic and locate sources.)
12	prepositions; object of the preposition; prepositional phrases	Research Paper: Step 3 (Collect Information)
13	hyphens and dashes	Research Paper: Step 4 (Generate Informational Outline)
14	verbals: gerunds, participles, and infinitives	Research Paper: Step 5 (Write Working Outline)

Key: **R**—Readers; **RA**—Read Alouds; **H**—History

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

Weeks	Mechanics Practice	Creative Expression
15	noun phrases; adverb phrases; verb phrases; appositives; verbal phrases; prepositional phrases	Research Paper: Step 6 (Write first draft of paper)
16	simple, complete, and compound subjects; simple, complete, and compound predicates	Research Paper: Steps 7–9 (Edit; Write final draft; turn in)
17	dependent clauses; subordinating conjunctions; relative pronouns; complex sentences	“Changing the World” OR “Napoleon is Dynamite” (Opinion/argumentative; Research/Support) R: <i>Betsy and the Emperor</i>
18	active and passive voice	“Mary, Mary, Quite...” (Analysis) RA: <i>Mary Jones & Her Bible</i>
19	sentence structure: simple, compound, and complex	“Just the Facts, Ma’am” (Expository) R: <i>Nory Ryan’s Song</i>
20	capitalization	“A Good Hook” (Hooks, Writing Style) RA: <i>A Banner in the Sky</i>
21	adjective and adverb forms: positive, comparative, and superlative	“There’s No Place Like...” (Descriptive) RA: <i>A Banner in the Sky</i>
22	double-negatives; run-on sentences; rambling sentences; sentence fragments	“It’s Only Natural” (Creative) RA: <i>The Good Master</i>
23	ellipses and parentheses	“Who Are These People?” (Argumentative; Research / Support) (any recent book)
24	subject-verb and noun-pronoun agreement	“Hear Ye! Hear Ye! Read All about It!” (Newspaper / Expository) H: The Russian Revolution
25	colons and semi-colons	“Hear Ye! Hear Ye! Read All about It! (Cont.)” (Newspaper / Expository) H: The Russian Revolution
26	types of adjectives	“I Do” (Compare / Contrast) RA: <i>Homeless Bird</i>

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Language Arts H—Scope and Sequence: Schedule for Topics and Skills (cont.)		
Weeks	Mechanics Practice	Creative Expression
27	plural	“Number the Stars” (Analysis / Argumentative) RA: <i>Number the Stars</i>
28	synonyms; antonyms	“I’ll Never Forget That Day” (First-Person Narrative) RA: <i>The Endless Steppe</i>
29	quotation marks	“Escape from Creativity” (Summarization) R: <i>Escape from Warsaw</i>
30	types of sentences: declarative, imperative, interrogative, and exclamatory	“Year of Impossible Assignments” (Expository; Reflection) R: <i>Year of Impossible Goodbyes</i>
31	types of pronouns	“John 13:34–35” (Response / Reflection) RA: <i>The Endless Steppe</i>
32	spelling rules	“A veiled Unveiling” (Description) R: <i>I Am David</i>
33	writing numbers	“The Good Fight” (Literary Analysis) R: <i>I Am David</i>
34	apostrophes	“You’re Not Going to Believe This!” (Retell; Creative Writing) R: <i>It’s a Jungle Out There!</i>
35	commas	“A Prayer” (Prayer) RA: <i>God’s Smuggler</i>
36	commonly mis-used words	“Lights, Camera, Action!” (Oral Presentation) R: <i>The Breadwinner</i>