

Introduction to the World: Cultures—Schedule for Topics and Skills¹

| Week | History | Geography |
|------|---|--------------------------------|
| 1 | Dinosaurs, Ancient Civilizations, African Story Telling | |
| 2 | Ancient Civilizations, Ancient Egypt | <i>Egypt</i> |
| 3 | Ancient Egypt, Ancient Greece, Ancient Rome | |
| 4 | Ancient Rome | <i>Italy</i> |
| 5 | Vikings | <i>Norway, Denmark, Sweden</i> |
| 6 | | |
| 7 | Medieval Times | |
| 8 | Medieval Times, Inca, China | |
| 9 | Europe | <i>Europe</i> |
| 10 | Explorers, Early America | |
| 11 | Food and Eating, Homes and Houses | <i>North America</i> |
| 12 | France | <i>France</i> |
| 13 | Travel, Transportation, American West | |
| 14 | | |
| 15 | Homes, Clothing | |
| 16 | Innovation | |
| 17 | | |
| 18 | First World War | |
| 19 | | |
| 20 | Second World War | |
| 21 | | |
| 22 | Transportation, Culture | |
| 23 | Houses and Homes, Culture | |
| 24 | Houses and Homes, Clothing | |
| 25 | Clothing, Work | |
| 26 | Leisure, Culture | |
| 27 | Music, Religion | |
| 28 | | |
| 29 | | |
| 30 | | <i>England</i> |
| 31 | Mountains | |
| 32 | Mountains | |
| 33 | Jungles | |
| 34 | Jungles | <i>England, New Jersey</i> |
| 35 | Deserts | <i>China, Switzerland</i> |
| 36 | Deserts | <i>California</i> |

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1. This Schedule for Topics and Skills does not include Memory Work, Bible Reading, or Biography.

| Date: | Day 1 ₁ | Day 2 ₂ | Day 3 ₃ | Day 4 ₄ | Day 5 ₅ |
|--|---|-----------------------------|--------------------|---------------------|--------------------|
| Bible | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 10–12 | pp. 12–16 | pp. 16–18 | pp. 18–21 | pp. 22–27 |
| | See "About Biblical Dates" in Introductory material in Sec. One | | | | |
| Memorization <i>Sing the Word: From A to Z</i> | All have sinned and fall short of the glory of God. (Romans 3:23) "All have sinned"—Track 1 | | | | |
| History/Geography: See Study Guide ¹ | | | | | |
| <i>The Usborne Children's Encyclopedia</i> | pp. 114–115 | pp. 116–117 | | | |
| <i>Living Long Ago</i> | | | pp. 2–3; 26–27 | pp. 50–51 | |
| <i>I Heard Good News Today</i> | | | | | chap. 60 |
| Read-Alouds ¹ | | | | | |
| <i>The Boxcar Children</i> | chap. 1 | chap. 2 | chap. 3 | chap. 4 | chap. 5 |
| <i>The Llama Who Had No Pajama</i> | | "Hello and Good-by" p. 7 | | "Birthdays" p. 8 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 5 | p. 6 | p. 7 | p. 8 | |
| Miscellaneous | | | | | |
| Field Trip/Practical Life Skills | Do various practical activities (found in Section Three at the back of this manual) with your children and take at least one field trip each month. Read our comments in the Notes on the next page. Note also Dr. Beechick's recommendations on pp. 69–71 in <i>Language and Thinking for Young Children</i> . We provide several copies of the Field Trip Planning Sheets following Appendix 3. | | | | |
| | | | | | |
| Other Notes | | | | | |
| <p>Note to Mom or Dad: There are no notes for <i>The Arnold Lobel Book of Mother Goose</i> or for <i>The Llama Who Had No Pajama</i>. Please read and enjoy the poetry. In the younger grades, we hope to introduce children to poetry, making it an enjoyable event. We do not want their first experience to be difficult, confusing, or frustrating.</p> | | | | | |

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1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.
2. You will find the Timeline Figures and Suggestions for the Bible Assignments on the Timeline Figure Schedule in Section One, as there is no Study Guide for Bible. All other Figures and Suggestions will be listed on the Timeline Figure Schedule, as well as in the appropriate Study Guide.

Key: Check off when complete See Notes following Schedule Map Assignment Timeline Figure in packet Timeline Suggestion

| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ |
|--|---|------------------------------|------------------------------|---------------------|--------------------|
| Bible ^[N] | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 10–12 | pp. 12–16 🕒📅 ² | pp. 16–18 🕒📅 ² | pp. 18–21 🕒📅 | |
| | See "About Biblical Dates" in Introductory material in Sec. One | | | | |
| Memorization ^[N] <i>Sing the Word: From A to Z</i> | All have sinned and fall short of the glory of God. (Romans 3:23) "All have sinned"—Track 1 | | | | |
| History/Geography: See Study Guide ^[N] ¹ | | | | | |
| <i>The Usborne Children's Encyclopedia</i> | pp. 114–115 ^[N] | pp. 116–117 ^[N] | | | |
| <i>Living Long Ago</i> | | | pp. 2–3; 26–27 | pp. 50–51 | |
| Read-Alouds ^[N] ¹ | | | | | |
| <i>The Boxcar Children</i> | chap. 1 | chaps. 2–3 | chap. 4 | chap. 5 | |
| <i>The Llama Who Had No Pajama</i> | | "Hello and Good-by" p. 7 | | "Birthdays" p. 8 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 5 | p. 6 | p. 7 | p. 8 | |
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| Other Notes | | | | | |
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Week 1—Notes

Bible

Memorization

This year's memorization project is to be done over the next 30 weeks or so. We will memorize one Bible verse per week (and one verse per letter of the alphabet). When your children have mastered the entire group of verses, we encourage you to have them present the verses to an audience—either you, your family and guests, a home-school group, or your church or Sunday school.

Our purpose in this assignment is not only to instill good Scriptures within our children's hearts and minds, but to help them develop confidence and ability in public speaking. To this end, we want them not merely to memorize the passages, but to interpret them with appropriate dramatic inflection, intonation, and motion. Over the course of the year, as your children memorize more and more verses, have them also think of the meaning of the words, how they might be spoken in a dramatic setting, and what hand or body motions might improve communication.

Please don't be afraid of drama. Encourage your children to say their verses loudly, boldly, and with a lot of expression. (I remember one Sunday morning I was asked to read Psalm 22 as an introduction to worship. I had played lead roles in several high school presentations, and have always enjoyed public reading and speaking. That one Sunday, however, despite my background—or perhaps because of it—I may have gone a bit overboard. I read the passage several times to become familiar with it before I had to read it to the congregation. I was struck by the screaming agony of the speaker. It's no milquetoast, mousy statement! When the organist finished her introit, I stood, walked over to the microphone, paused, then shouted the beginning words with all the dramatic force I could muster: "My God! My God! Why have you forsaken me?! ..." The congregation half leaped out of its seats. One woman told me later that she thought maybe I'd been shot. Whatever: they had been unprepared for what I did.)

But while in that context I may have overdone the drama, it is highly improbable that your children will become too dramatic. They may be inappropriately dramatic (acting goofy or melodramatic when they should be acting serious), but they can hardly overdo a quality dramatic presentation. Encourage drama. Help your children practice speaking in a dramatic fashion. They will find it easier to start out being overly dramatic (perhaps

and then having to *move back* to normalcy than having to slowly inch forward from a mouse-like, fearful mumble toward appropriate dramatic intonation.

* * *

All the verses your children will memorize are contained in the weekly schedule. When they memorize these verses, we recommend they say the name of the letter of the alphabet before saying the verse itself. Thus: "A—All have sinned and fall short of the glory of God. Romans 3:23. B—Believe in the Lord Jesus ...," etc.

We also strongly encourage you to have your children memorize the verse *and the reference* to help in locating the verse in the Bible itself.

One last note: you may notice that in the verses for the letters *H, O, R, T, W* and *Z*, the word "lord" appears in all-CAPS: *LORD*. There is a reason for this. *LORD* (all-CAPS) is a different word in the Hebrew from the word translated *Lord* or *lord*. *LORD* (all-CAPS) is the translation of the name of God YHWH, Yahweh. Yahweh doesn't *mean* "lord." Yahweh Himself explains the meaning of His name in Exodus 34:6 and 7. It is in those two verses that He proclaims His name (see Exodus 33:19) in a way that He never proclaims it anywhere else: *And he passed in front of Moses, proclaiming, "[Yahweh], [Yahweh], the compassionate and gracious God, slow to anger, abounding in love and faithfulness, maintaining love to thousands, and forgiving wickedness, rebellion and sin. Yet he does not leave the guilty unpunished; he punishes the children and their children for the sin of the fathers to the third and fourth generation."*

This, the entire two sentences, beginning with *Yahweh, Yahweh* and ending with ... *the third and fourth generation*, is the complete name of God. And while some of God's people have been motivated by that name to go out and preach the good news (see, for instance, 3 John 1:7), others have been specifically *demotivated* by that name: they would prefer that their neighbors die than hear about God and His mercy (see Jonah 3:10–4:2).

* * *

Sing the Word

We include the album *Sing the Word* in the "Introduction to the World: Cultures" curriculum. We believe with this great mnemonic aid, the entire set of 26 scripture verses in the "Introduction to the World: Cultures" Bible program will be easier to memorize and a blast to learn!

| Date: | Day 1 <small>86</small> | Day 2 <small>87</small> | Day 3 <small>88</small> | Day 4 <small>89</small> | Day 5 <small>90</small> |
|--|--|-------------------------|-------------------------|--|-------------------------|
| Bible | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 253–257 | pp. 257–260 | pp. 260–263 | pp. 264–266 | pp. 267–268 |
| Memorization <i>Sing the Word: From A to Z</i> | Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a Sabbath to the LORD your God. (Exodus 20:8–10) "Remember the Sabbath Day"—Track 18 | | | | |
| History/Geography | | | | | |
| <i>I Heard Good News Today</i> | chap. 37 | chap. 49 🌐 † 📄 | chap. 29 🌐 † 📄 | | chap. 41 |
| <i>The Usborne Children's Encyclopedia</i> | | | | pp. 144–145 📄 | |
| Read-Alouds: See Study Guide | | | | | |
| <i>The Story of Doctor Dolittle</i> | chap. 17 🌐 📄 | chap. 18 🌐 📄 | chap. 19 | chap. 20 | chap. 21 |
| <i>The Llama Who Had No Pajama</i> | | "A Year Later" p. 41 | | "The Llama Who Had No Pajama" pp. 42–43 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 87 | pp. 88–89 | p. 90 | p. 91 | |
| Miscellaneous | | | | | |
| Create-a-Calendar | 📄 | | | | |
| Developmental Activity | Sort through your clothes; whatever doesn't fit or you don't wear anymore—pass on! | | | | |
| Field Trip/Practical Life Skills | | | | | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Key: 📄 Check off when complete 📄 See Notes following Schedule 🌐 Map Assignment 🌐 † Timeline Figure in packet 🌐 Timeline Suggestion

| Date: | Day 1 <small>86</small> | Day 2 <small>87</small> | Day 3 <small>88</small> | Day 4 <small>89</small> | Day 5 <small>90</small> |
|--|--|-------------------------|--------------------------|--|-------------------------|
| Bible | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 203–206 | pp. 206–208 | pp. 209–213 | pp. 213–216 | |
| Memorization <i>Sing the Word: From A to Z</i> | Remember the Sabbath day by keeping it holy. Six days you shall labor and do all your work, but the seventh day is a Sabbath to the LORD your God. (Exodus 20:8–10) "Remember the Sabbath Day"—Track 18 | | | | |
| History/Geography | | | | | |
| <i>I Heard Good News Today</i> | chap. 37 | chap. 49 🕒 🗺 | chap. 29 🕒 🗺 | | |
| <i>The Usborne Children's Encyclopedia</i> | | | | pp. 144–145 | |
| Read-Alouds: See Study Guide | | | | | |
| <i>The Story of Doctor Dolittle</i> | chap. 20 | chap. 21 | | | |
| <i>In Grandma's Attic</i> | | | Introduction and chap. 1 | chap. 2 | |
| <i>The Llama Who Had No Pajama</i> | | "A Year Later" p. 41 | | "The Llama Who Had No Pajama" pp. 42–43 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 87 | pp. 88–89 | p. 90 | p. 91 | |
| Miscellaneous | | | | | |
| Create-a-Calendar | <input type="checkbox"/> | | | | |
| Developmental Activity | Sort through your clothes; whatever doesn't fit or you don't wear anymore—pass on! | | | | |
| Field Trip/Practical Life Skills | | | | | |
| Other Notes | | | | | |
| | | | | | |

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History/Geography

The Usborne Children's Encyclopedia

pp. 144–147

Is war a sign that God doesn't exist or care about His world? Some people think so, but their arguments actually end up making a case for God, not against Him. Wars are a sign of moral evil between people. In other words, God is not the source of war, we are. This testifies to the fact that human nature is corrupt. Also, in order to condemn war as evil, one must have a standard of good. In other words, how could we call anything evil unless we have some understanding of what is good? We have this understanding because God has made us this way: "the requirements of the law are written on their hearts" (Romans 2:15). ■

| Date: | Day 1 <small>176</small> | Day 2 <small>177</small> | Day 3 <small>178</small> | Day 4 <small>179</small> | Day 5 <small>180</small> |
|---|---|--------------------------|--------------------------|-----------------------------|--------------------------|
| Bible | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 547–552 | pp. 552–555 | pp. 556–560 | pp. 560–564 | pp. 564–568 |
| Memorization | Review verses that go with second half of the alphabet (M through Z). | | | | |
| History/Geography | | | | | |
| <i>Wild Places</i> | pp. 82–85 | pp. 86–89 | pp. 90–93 | pp. 94–95 | |
| <i>I Heard Good News Today</i> | | | | | chap. 92 |
| Read-Alouds: See Study Guide¹ | | | | | |
| <i>The Apple and the Arrow</i> | pp. 42–46 (last full para.) | pp. 46–50 | pp. 51–57 | pp. 58–64 | pp. 65–75 |
| <i>The Llama Who Had No Pajama</i> | "I Was Riding ..." p. 65 | | | "Good Morning ..." p. 66 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 170 | p. 171 | p. 172–173 | | |
| Miscellaneous | | | | | |
| Create-a-Calendar | <input type="checkbox"/> | | | | |
| Developmental Activity | Tell a story—either one you make up, or one you have heard. (There is no shame in retelling good stories. That is what storytellers have always done. They have always passed stories from one generation to the next.) | | | | |
| Field Trip/Practical Life Skills | | | | | |
| Other Notes | | | | | |
| You're all done! | | | | | |

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| Date: | Day 1 <small>176</small> | Day 2 <small>177</small> | Day 3 <small>178</small> | Day 4 <small>179</small> | Day 5 <small>180</small> |
|---|---|-----------------------------|--------------------------|-----------------------------|--------------------------|
| Bible | | | | | |
| Reading <i>Egermeier's Bible Story Book</i> | pp. 552–555 | pp. 556–560 | pp. 560–564 | pp. 564–568 | |
| Memorization | Review verses that go with the second half of alphabet (M through Z). | | | | |
| History/Geography | | | | | |
| <i>Wild Places</i> | pp. 82–85 | pp. 86–89 | pp. 90–93 | pp. 94–95 | |
| Read-Alouds: See Study Guide¹ | | | | | |
| <i>The Apple and the Arrow</i> | pp. 46–50 | pp. 51–57 | pp. 58–64 | pp. 65–75 | |
| <i>The Llama Who Had No Pajama</i> | | "I Was Riding ..." p. 65 | | "Good Morning ..." p. 66 | |
| <i>The Arnold Lobel Book of Mother Goose</i> | p. 170 | p. 171 | p. 172–173 | | |
| Miscellaneous | | | | | |
| Create-a-Calendar | <input type="checkbox"/> | | | | |
| Developmental Activity | Tell a story—either one you make up, or one you have heard. (There is no shame in retelling good stories. That is what storytellers have always done. They have always passed stories from one generation to the next.) | | | | |
| Field Trip/Practical Life Skills | | | | | |
| Other Notes | | | | | |
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Living Long Ago

Note to Mom or Dad: There are several *Living Long Ago* assignments with a “Before You Read” section. Be sure to look over this important information before reading those assignments. All of the assignments also have extra discussion questions, as set forth below.

Some children have a hard time becoming interested in this book, because the material presented doesn’t fit into their understanding of time and space. It isn’t important that they are able to differentiate between time periods in history yet (that will come as their understanding of the world and time grow), so you can simply explain that over a progression of time these were ways that people lived and changed.

If you want to explore the material further, try building models of the different types of houses, making appropriate outfits for their dolls, creating some of the weapons and armor from cardboard and tinfoil, or building forts, castles, teepees, etc. You can also try dressing up as characters or making food from a certain time period. Remember, the goal of this book is to expand your children’s awareness of history and of the world around them.

pp. 2–3

To Discuss After Your Read

Q: The book states that the first people used animal skins to make the first clothes. Where did they get this idea?

A: Look up Genesis 3:21 in your Bible!

Q: If you had to make your own clothes from natural materials you could find around your house, could you do it? What would you use? What might your clothes look like?

Q: For fun, try to find some berries or leaves to use to make your own homemade paint or dye. Use an old white t-shirt to test your creation.

pp. 4–5

To Discuss After Your Read

Q: Both men and women wore make-up and jewelry in Ancient Egypt. What about where you live today? Do men and women still wear make-up and jewelry? Do you?

Q: Why do you think the ancient Egyptians ever started to wear make-up and jewelry in the first place? Why do people still wear make-up and jewelry today?

Q: For fun, try making an Egyptian collar using the instructions in the book.

Timeline and Map Activities

🕒 **Ancient Egyptians (2000–1000 BC)**

🌐 Egypt ❶ (map 1)

pp. 6–7

To Discuss After Your Read

Q: How did the Ancient Romans live differently than we do now? What do you like about the way they lived?

Q: Use an old sheet to make your own homemade tunic!

Timeline and Map Activities

🕒 **Roman Empire (500 BC–AD 300)**

🌐 Italy ❷ (map 1)

pp. 8–9

To Discuss After Your Read

Q: Why did the Vikings’ houses, food, and clothing need to be different from those of the Romans and Egyptians?

A: they lived in a much colder climate

Q: For fun, try to make swords and shields like the Vikings used. Cardboard and tinfoil may come in handy for this project!

Timeline and Map Activities

🕒 **Vikings (AD 1000)**

🌐 Norway ❸; Denmark ❹; Sweden ❺ (map 1)

pp. 10–11

To Discuss After Your Read

Q: What do you think of the clothing of the Medieval Times? Is medieval clothing more similar to ours?

Q: Try to make a medieval pouch using the directions in the book.

Q: Use small strips of cloth to swaddle a doll like medieval people did their babies. Do you think doing this really made their limbs grow straight? Why or why not?

Timeline and Map Activities

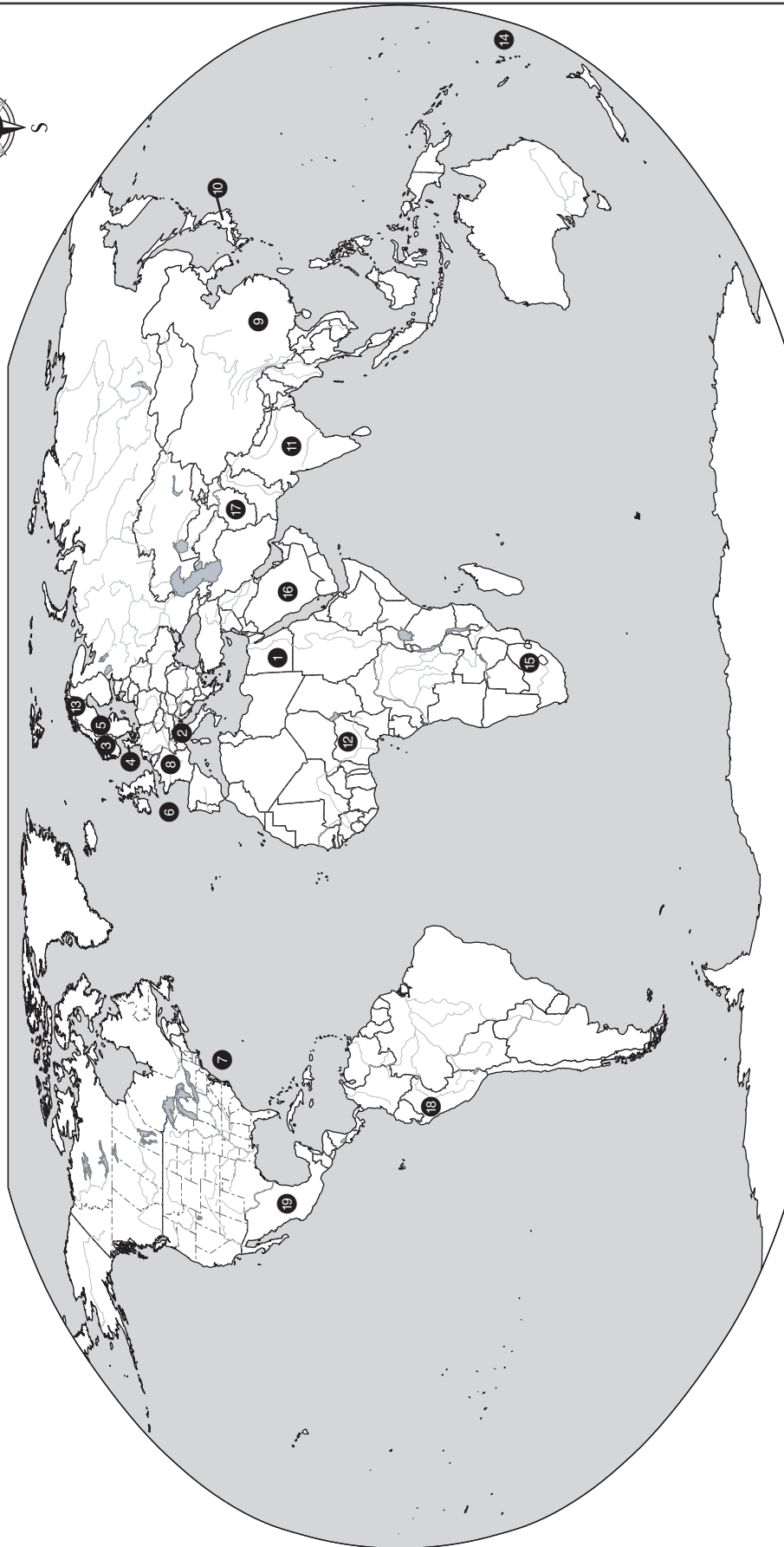
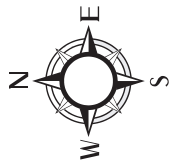
🕒 **Medieval Times (1000–1500)**

pp. 12–13

To Discuss After Your Read

Q: In Europe, clothes showed how rich and important a person was. Is this still true today?

Living Long Ago - Map 1



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The Apple and the Arrow

Background

This Newbery Honor book tells the legend of William Tell, who lived in Switzerland at the time the Swiss sought freedom.

Tell is a **legendary** figure; there is no solid evidence that he ever really lived. While this popular legend has Tell shooting the apple off his son's head around 1290, most accounts say it happened in November of 1307.

This story takes place in the early 1300s during the time of knights and cannons.

Note: The vocabulary in this book is a bit more advanced than other books you have read this year. Please take your time as you read this aloud to your children.

Chapter 1

Unfamiliar Words

legend: a famous story that happened a long time ago, and has been passed from parent to child for so many years that no one remembers what parts are true and what parts have been added to make the story more exciting.

crossbow: a powerful, small, horizontal bow with a trigger for shooting arrows; made of wood, first used by the Normans at the Battle of Hastings (1066—the Normans won).

chamois (SHAM-me in English; sham-WAH in French): a small antelope that lives in the mountains of Europe.

vesper bell: Catholic churches ring this to remind people of the late afternoon or early evening church service.

land of Uri: another name for Switzerland after one of its cantons.

canton: an area or state.

alpine pasture: a meadow in the high mountains. The word alpine comes from the Alps mountains where the story occurs.

bailiff: oversees an estate and acts as a steward.

larder: a place where food is stored.

wrought: excited.

sieve: a strainer.

Vocabulary to Learn

A goat **bleated** contentedly. (*made a sound*)

A man does not take his elder son with him when he **conspires**, does he? (*makes a secret agreement*)

To Discuss After You Read

- Q:** Why did the boys find snow in the mountains in the early fall?
A: *higher elevations are cooler and snow comes earlier in the mountains*
- Q:** What was the boys' job?
A: *to care for the family goats by making sure they had food and water and milking them*
- Q:** What did the family eat for dinner? Do you think this is a good meal? Why or why not?
A: *a bowl of goat milk with rye bread soaked in it and an apple*
- Q:** At the time of this story, King Rudolph ruled all the lands round about. How did Albrecht differ from his father?
A: *he believed rulers should rule with an iron hand; and there should be no free people*
- Q:** Mother believes war causes starvation and death for all. Do you agree?
Q: Why did father plan to revolt?
A: *the King was taking too much control, was too cruel, and imprisoned too many free folk*
- Q:** What does father promise mother before he goes to town?
A: *he promises to keep his tongue muzzled and his thoughts to himself, speaking only to trusted friends*
- Q:** Describe the goats' pen.
A: *it is made of three large boulders and is designed to keep out marauding bears and wolves*

Timeline and Map Activities

William Tell (14th Century)

- 🌐 Switzerland ①; Alps ②; Germany ③; Austria ④; Italy ⑤; Altdorf ⑥; Lucerne ⑦; Saint Gothard (a road; at least its general location) ⑧ (map 1)

Chapter 2

Unfamiliar Words

ducal hat: a hat that belonged to a duke.

knave: a tricky person.

wheat rick: a stack of wheat in the open air.

cravenly cling (to a person): cling in a cowardly way.

dolt: a heavy stupid fellow.

dross: worthless or commonplace.

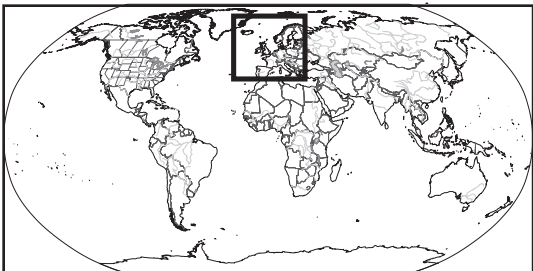
filbert: is a European hazel nut.

hamlet: a small village.



hazel nut

The Apple & the Arrow - Map 1



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