

<b>Introduction to American History, Part 1—Schedule for Topics and Skills<sup>1</sup></b>		
<b>Week</b>	<b>History/Social Studies</b>	<b>Geography</b>
1	American Indians	<i>North and South America</i>
2	Columbus	<i>North and South America</i>
3	Columbus	<i>Spain, Japan, India</i>
4	Columbus; Slavery; Spanish Explorers	<i>Africa, Spain, Portugal, Latin America, Peru</i>
5	Spanish in Mexico; Aztecs	<i>Florida, Central America, Spain, South America, Atlantic and Pacific Oceans, Philippines, Mexico</i>
6	Incans; Pizarro Takes Peru	<i>South America, Peru</i>
7	Mayans	<i>South America, Jerusalem, Constantinople, Spain</i>
8	European Explorers and Colonists	<i>United States, Mexico, Spain, Portugal, Brazil, Canada</i>
9	English Settlers; Pilgrims; Puritans	<i>England, Spain, Virginia, North Carolina, Holland, Massachusetts, North America</i>
10	Puritans; Quakers	<i>Pennsylvania</i>
11	New Settlements in America; 13 Colonies	<i>Georgia, New York, Massachusetts, Connecticut, Rhode Island, Pennsylvania, Maryland</i>
12	New York Colony; Virginia Colony	<i>New York, Virginia, England</i>
13	Freedom of Press; French & Indian War	<i>Germany, England, France, North America, Philadelphia</i>
14	Sugar Act; Stamp Act	<i>England, New England</i>
15	Boston Massacre; Boston Tea Party	<i>Mississippi River, Canada, Massachusetts</i>
16	Declaration of Independence	<i>Boston</i>
17	Declaration of Independence; American Revolution	<i>New England, Lexington, Canada, Florida, Atlantic Ocean, Mississippi River</i>
18	American Revolution	<i>New England</i>
19	American Revolution; Our First Government; Constitution	<i>Original 13 States, Philadelphia</i>

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

## Introduction to American History, Part 1—Schedule for Topics and Skills<sup>1</sup>

Week	History/Social Studies	Geography
20	Constitution; Westward Expansion	<i>Appalachian Mountains</i>
21	Westward Expansion; Our First President; West Coast Settlement	<i>Vermont, Kentucky, Tennessee, Ohio, Washington D. C., Pacific Ocean, California</i>
22	Cotton Gin & Other Inventions	
23	Cotton Gin & Other Inventions	
24	Cotton Gin & Other Inventions	
25	Louisiana Purchase	<i>Louisiana, Massachusetts, Ohio River Valley</i>
26	Lewis & Clark Expedition; Exploring the West	<i>Western United States</i>
27	Lewis & Clark Expedition	<i>Western United States</i>
28	Lewis & Clark Expedition	<i>Western United States, New England</i>
29	War of 1812, Monroe Doctrine	<i>Canada, Oregon, Maryland, Myanmar, New England, Pennsylvania</i>
30		
31		
32	Immigration; Erie Canal	<i>Erie Canal, Germany, Ireland</i>
33	Erie Canal; American Businessmen	<i>United States</i>
34	American Businessmen; Medicines; Inventions; Texas	<i>Texas</i>
35	Moving West; Railroads	<i>Western United States, Railroads</i>
36	Politics; Factories	<i>United States, South Carolina</i>

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Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Bible</b>					
<b>Reading</b>	Luke 1:1–23	Luke 1:24–38	Luke 1:39–56	Luke 1:57–80	Luke 2:1–20
<i>The Discoverer's Bible for Young Readers</i>	Genesis 1:1–2:3	Genesis 3	Genesis 4:1–16	Genesis 6:5–22	Genesis 7
<i>American Indian Prayer Guide—Maya</i> 	Day One p. 9	Day Two p. 9	Day Three pp. 10–11	Day Four p. 11	Day Five p. 12
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b> 	Psalm 8 —Track 1				
<b>History/Geography: See Study Guide</b> 					
<i>The Story of the USA, Book 1</i> <sup>2</sup> 		chap. 1 – Exercise 1A	Exercises 1B–E	chap. 2– Exercise 2A  	Exercises 2B–E
<i>North American Indians</i>	pp. 5–11	pp. 12–19	pp. 20–27	pp. 28–32	
<b>Readers</b> 					
<b>Regular:</b> <i>A Lion to Guard Us</i>	chaps. 1–2  	chap. 3–4	chaps. 5–6	chap. 7–9	chap. 10–11
<b>Advanced:</b> <i>The Corn Grows Ripe</i> 	chap. 1	chaps. 2–3	chap. 4	chap. 5	chaps. 6–7
<b>Read-Alouds</b> <sup>1</sup>					
<i>Walk the World's Rim</i>	Preface & chap. 1    	chap. 2	pp. 28–34	pp. 35–41	chap. 4
<i>A Child's Introduction to Poetry</i>		"Introducing Professor Driscoll" pp. 7–8			
<b>Other Notes</b>					

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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. The answers to the questions from *The Story of the USA* are found in the History Study Guide.

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

Date:	Day 1 <sup>1</sup>	Day 2 <sup>2</sup>	Day 3 <sup>3</sup>	Day 4 <sup>4</sup>	Day 5 <sup>5</sup>
<b>Bible</b>					
<b>Reading</b>	Luke 1:1–23	Luke 1:24–38	Luke 1:39–56	Luke 1:57–80	
<i>The Discoverer's Bible for Young Readers</i>	Genesis 1:1–2:3	Genesis 3	Genesis 4:1–16	Genesis 6:5–22	
<i>American Indian Prayer Guide—Maya</i> 	Days One & Two pp. 9–10	Day Three pp. 10–11	Day Four p. 11	Day Five p. 12	
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b> 	Psalm 8 —Track 1				
<b>History/Geography: See Study Guide</b> 					
<i>The Story of the USA, Book 1</i> <sup>2</sup> 	chap. 1 – Exercise 1A	Exercises 1B–E	chap. 2 – Exercise 2A  	Exercises 2B–E	
<i>North American Indians</i>	pp. 5–11	pp. 12–19	pp. 20–27	pp. 28–32	
<b>Readers</b> 					
<b>Regular:</b> <i>A Lion to Guard Us</i> <sup>3</sup> 	chaps. 1–2  	chaps. 3–5	chaps. 6–8	chaps. 9–11	
<b>Advanced:</b> <i>The Corn Grow Ripe</i>	chaps. 1–2	chaps. 3–4	chaps. 5–6	chap. 7	
<b>Read-Alouds</b> <sup>1</sup>					
<i>Walk the World's Rim</i>	Preface & chap. 1   	chap. 2	pp. 28–34	pp. 35–41	
<i>A Child's Introduction to Poetry</i>		"Introducing Professor Driscoll" pp. 7–8			
<b>Other Notes</b>					

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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. The answers to the questions from *The Story of the USA* are found in the History Study Guide.
3. We offer you two schedules for each Reader book. If you use the 4-day schedule, your children will read at a faster pace than the 5-day plan. If your children would prefer a less robust pace, please follow the 5-day plan for each Reader.

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## Week 1—Notes

### Bible

#### Memorization

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

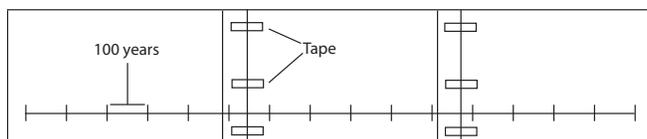
### History/Geography

#### Timelines

Throughout the year, we will provide Timeline suggestions from your assigned reading in your History Study Guide books, Advanced **Readers**, Regular **Readers**, and **Read-Alouds**. These suggestions will be provided weekly in your Instructor’s Guide and Notes.

**Note to Mom or Dad:** Timeline suggestions are marked with a 🕒 symbol and can be found on the Timeline Figure Schedule or in the Study Guides. Those timeline suggestions preceded by a 🕒† symbol have an accompanying figure in the Sonlight Timeline Figure packet.

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



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

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

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

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

#### Assignment for Mom or Dad

Please read “Why You Will Find Contradictions in History” in the History Study Guide, p. 1.

#### Story of the USA

As you are working through the *Story of the USA* workbooks, please keep in mind a few things. These are workbooks and as such, we do not consider them a spine or main text of this curriculum. Use them to develop comprehension skills and to help your children interact with blocks of text. Also, we do schedule all of the workbooks, but feel free to look over the material before hand a decide which sections to assign your children.

A customer on the Sonlight® Forums, “Just Little Ol’ Me,” has given some really helpful comments about how to approach these workbooks.

*The Story of the USA* books are published as “reading comprehension” workbooks. Seen in that light, rather than in the “read and learn history” light, maybe you can help your child tolerate them better. Many, if not most, homeschoolers face standardized tests at least every few years, and I’ve never met anybody who loves those Reading Comprehension sections! This series of workbooks can help your student really improve on that part of the test, if you approach them with that goal.

Instead of concentrating on the information in the lesson, focus on improving their responses to the questions at the end of the passages. Have them mark up the book, finding the answers to each question and writing the number of the question in the margin next to the answer. Hand out colored pencils and let them highlight the sentence or phrase where the answer is found. If they can’t find one (because it is not explicitly stated), YOU can circle the appropriate paragraph and then help them see how to come up with the correct answer.

Finally, the material in Core 4’s volumes of SotUSA [Volumes 3 & 4] starts to justify some notes, whereas in Core 3 [Volumes 1 & 2] you mostly had the answers in the IG. Don’t forget to refer to them, and it is OK (more than OK) to skip a chapter (or several) for use later on when the topics are better suited to your child’s age and maturity. I saved the chapter on women’s rights and reproduction innovations for the week in Science 5 when those body parts are covered. I just didn’t see the need to take the time in “history” to dwell on that, but it really fits in nicely in the “science” program about six months later.

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>
<b>Bible</b>					
<b>Reading</b>	Acts 13:42–52	Acts 14:1–18	Acts 14:19–28	Acts 15:1–21	Acts 15:22–41
<i>The Discoverer's Bible for Young Readers</i>	2 Samuel 5:17–25	2 Samuel 9	2 Samuel 12:1–14	2 Samuel 13:23–38	2 Samuel 15:13–36
<i>American Indian Prayer Guide—Miami &amp; Shawnee</i>	Day One p. 77	Day Two pp. 77–78	Day Three pp. 78–79	Day Four pp. 79–80	Day Five p. 80
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b>	Proverbs 27:17 —Track 7				
<b>History/Geography: See Study Guide</b>					
<i>The Landmark History of the American People, Vol. 1</i>	pp. 66–68 (through first para, right column)	pp. 68–69 (two-thirds down right column, ending "And so it went.")	pp. 69–71 (end of para that spans pp. 70–71)		
<i>The Winter at Valley Forge</i>				pp. 4–15  	pp. 16–30  
<b>Readers</b>					
<b>Regular:</b> <i>The Cabin Faced West</i>	pp. 48–58	pp. 59–63	pp. 63–71	pp. 72–78 (mid-page)	pp. 78–83
<b>Advanced:</b> <i>Phoebe the Spy</i>	pp. 6–16 (first para)  	pp. 16–23	pp. 24–31	pp. 32–39	pp. 40–48
<b>Read-Alouds</b>					
<i>Toliver's Secret</i>	chap. 1	chap. 2  	chap. 3	chap. 4  	chap. 5
<i>A Child's Introduction to Poetry</i>		"John Milton" pp. 50–51			
<b>Other Notes</b>					

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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>
<b>Bible</b>					
<b>Reading</b>	Acts 6	Acts 7:1–18	Acts 7:19–44	Acts 7:45–60	
<i>The Discoverer's Bible for Young Readers</i>	1 Samuel 17:32–51	1 Samuel 18:5–16	1 Samuel 20:1–4, 24–42	1 Samuel 24:2–18	
<i>American Indian Prayer Guide—Miami &amp; Shawnee</i>	Day One p. 77	Days Two & Three pp. 77–79	Day Four pp. 79–80	Day Five p. 80	
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b>	Proverbs 27:17 —Track 7				
<b>History/Geography: See Study Guide</b>					
<i>And Then What Happened, Paul Revere?</i>	pp. 16–25 (second para)    	pp. 25–35	pp. 36–45		
<i>The Landmark History of the American People, Vol. 1</i>				pp. 58–60 (para that spans columns)  	
<b>Readers</b>					
<b>Regular:</b> <i>The Cabin Faced West</i>	pp. 48–58	pp. 59–67 (finish second para)	pp. 67–75 (finish para)	pp. 75–83	
<b>Advanced:</b> <i>Phoebe the Spy</i>	pp. 6–17  	pp. 18–28	pp. 29–35	pp. 36–48	
<b>Read-Alouds</b>					
<i>Johnny Tremain</i>	pp. 313–322				
<i>Carry On, Mr. Bowditch</i>		chap. 1    	chap. 2	chap. 3	
<i>A Child's Introduction to Poetry</i>		"John Milton" pp. 50–51			
<b>Other Notes</b>					

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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>176</small>	Day 2 <small>177</small>	Day 3 <small>178</small>	Day 4 <small>179</small>	Day 5 <small>180</small>
<b>Bible<sup>1</sup></b>					
<b>Reading</b>	Proverbs 6:6–11	Proverbs 6:12–19	Proverbs 6:20–23	Proverbs 8:1–11	Proverbs 8:12–21
<i>The Discoverer's Bible for Young Readers</i>	Revelation 1	Revelation 2	Revelation 3	Revelation 21:1–12, 22–27	Revelation 22
<i>American Indian Prayer Guide—Hawaiians</i>	Day One p. 149	Day Two p. 150	Day Three pp. 150–151	Day Four p. 151	Day Five p. 152
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b>	Psalm 42:11 —Track 15				
<b>History/Geography: See Study Guide<sup>1</sup></b>					
<i>The Landmark History of the American People, Vol. 1</i>	pp. 141–145 (middle of first column, p. 145)	pp. 145–148 📍 🗺			
<i>The Story of the USA, Book 2</i>			chap. 8– Exercises 8A–E		
<i>American Adventures I</i>					chap. 6
<b>Readers<sup>1</sup></b>					
<b>Regular: Sarah, Plain and Tall</b>	chap. 6	chap. 7	chap. 8	chap. 9	
<b>Advanced: Stone Fox</b>	chaps. 1–2 📍 🗺	chaps. 3–4	chaps. 5–6	chaps. 7–8	chaps. 9–10
<b>Read-Alouds<sup>1</sup></b>					
<i>Swift Rivers</i>	pp. 177–193 (finish para from p. 192)	pp. 193–210	pp. 211–228 (middle of page)	pp. 228–246 (finish para from p. 245) 📍 🗺	pp. 246–268
<i>A Child's Introduction to Poetry</i>		"Maya Angelou" pp. 90–91			
<b>Other Notes</b>					
<b>You're all done!</b>					

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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>
<b>Bible<sup>1</sup></b>					
<b>Reading</b>	Ruth 1:14–22	Ruth 2	Ruth 3	Ruth 4	
<i>The Discoverer's Bible for Young Readers</i>	James 2	James 3	James 4	James 5	
<i>American Indian Prayer Guide—Hawaiians</i>	Days One & Two pp. 149–150	Day Three pp. 150–151	Day Four p. 151	Day Five p. 152	
<b>Memorization &amp; Sing the Word: Great in Counsel and Mighty in Deed</b>	Psalm 42:11 —Track 15				
<b>History/Geography See Study Guide<sup>1</sup></b>					
<i>The Landmark History of the American People, Vol. 1</i>	pp. 136–140 🌐 □	pp. 141–145 (middle of first column, p. 145)	pp. 145–148 🌐 † □		
<i>The Story of the USA, Book 2</i>				chap. 8 plus all Exercises A–F	
<b>Readers<sup>1</sup></b>					
<b>Regular: Sarah, Plain and Tall</b>	chap. 6	chap. 7	chap. 8	chap. 9	
<b>Advanced: Stone Fox</b>	chaps. 1–2 🌐 □	chaps. 3–5	chaps. 6–7	chaps. 8–10	
<b>Read-Alouds<sup>1</sup></b>					
<i>Swift Rivers</i>	pp. 193–210	pp. 211–228 (middle of page)	pp. 228–246 (finish para from p. 245) 🌐 □	pp. 246–268	
<i>A Child's Introduction to Poetry</i>		"Maya Angelou" pp. 90–91			
<b>Other Notes</b>					
<b>You're all done!</b>					

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## The Erie Canal

### Suggested Learning Objectives

#### pp. 4–11

In the early days of the United States, the Appalachian Mountains slowed western expansion. The trek across was so difficult, the few families who made it became thoroughly isolated from their eastern countrymen.

De Witt Clinton, governor of New York, persuaded the New York legislature to vote six million dollars toward canal construction. This meant that every person in New York would pay five dollars toward the project.

Clinton's ditch would stretch 363 miles, over swamps, rivers, mountains, and forests, from the Hudson River to Lake Erie, forty feet wide at the surface, twenty-eight feet wide at its four-foot deep bottom.

#### Timeline and Map Activities

##### **The Erie Canal completed (1825)**

 New York **1**; Lake Erie **2**; Hudson River **3**; Appalachian Mountains **4** (map 1)

#### pp. 12–18

The canal had to overcome several difficulties: Few engineers had worked on canals before, the plans for the canal were incomplete, the local workers could not finish their small portions (so eager Irish laborers took over), tree stumps slowed the progress (until someone designed a stump-puller), water seepage had to halt (first with clay, then with a special cement), and malaria-bearing mosquitoes killed many people (until cold weather killed them off).

#### pp. 19–25

The canal crossed the Appalachians in a series of eighty-four locks: The boat enters the lock, the gate shuts, and water flows in and raises the boat to the next lock.

Besides locks, the canal also needed aqueducts, gates and sluices, emergency drains, and branch canals.

#### pp. 26–31

The canal paid off construction debts in nine years, and paid for itself then thirty times over until New York abolished tolls.

A boat took seven to ten days to travel the full distance, pulled along by a couple horses or mules who walked beside the canal on a towpath. ■

# The Erie Canal - Map 1



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# Squanto, Friend of the Pilgrims

## Setting

Massachusetts; London; Spain; late 1500s to early 1600s

**Note to Mom or Dad:** Please be aware that some customers have contested the historical accuracy of portions of this book. As historical fiction, some specifics are necessarily fabricated. For example, all of the dialogue is fiction because we do not know what was actually said. We do believe, however, that the book as a whole is a productive learning tool and provides an opportunity for elementary school children to understand the events and setting of the time period.

## Overview

Squanto leaves his home to travel along the American coast with some white men. He goes to England with them, then waits several years before he can return to America with Captain John Smith. Unfortunately, just before Squanto gets back to his people, a slave trader catches him, then sells him in Spain. Squanto seeks asylum with two Brothers of the church and makes his way to London, where he must wait again. He finally reaches America only to learn that his entire village died of sickness two years before. Squanto lives with Massasoit for a short time before he lives with the Mayflower Pilgrims in 1620, whom he teaches to fish and farm. The white men become his family.

## A Ship from Far Away

### To Discuss After You Read

**Q:** What excites Squanto's people?  
**A:** *the white men land nearby in a big ship*

**Q:** How do Squanto's people prepare for the white men?  
**A:** *they prepare a big feast*

### Timeline and Map Activities

🕒 † Squanto (died 1622)

🕒 Mayflower Pilgrims land in Plymouth (1620)

📍 Massachusetts ① (map 1)

## The Fire–Stick

### To Discuss After You Read

**Q:** What scares Squanto?  
**A:** *the sound of the fire-stick when it kills a bird*

**Q:** What surprising man does Squanto meet?  
**A:** *Charles Robbins, a white man who speaks Patuxet*

## Squanto and the Englishmen

### To Discuss After You Read

**Q:** What task do the white men want Squanto to do?  
**A:** *help them trade along the coast*

**Q:** What year does Squanto leave his mother?  
**A:** 1605

## London

### To Discuss After You Read

**Q:** What animal in London surprises Squanto?  
**A:** *horses that he thinks are deer*

**Q:** Where does Squanto sleep?  
**A:** *he lives with Mistress Robbins, mother of his friend, and he sleeps on the floor because the bed is too soft*

### Timeline and Map Activities

📍 London ① (map 2)

## To The Indian Show and Captain John Smith

### To Discuss After You Read

**Q:** Why does Squanto dislike his role in the show?  
**A:** *he scares little children and feels bored*

**Q:** How does Captain John Smith help Squanto?  
**A:** *he takes him to America*

### Timeline and Map Activities

📍 River Thames ② (map 2)

## Captain Hunt and In the Dark

### To Discuss After You Read

**Q:** When do Captain Smith and Squanto go to America?  
**A:** 1614

**Q:** How does Captain Hunt use Squanto?  
**A:** *he captures him and plans to sell him as a slave*

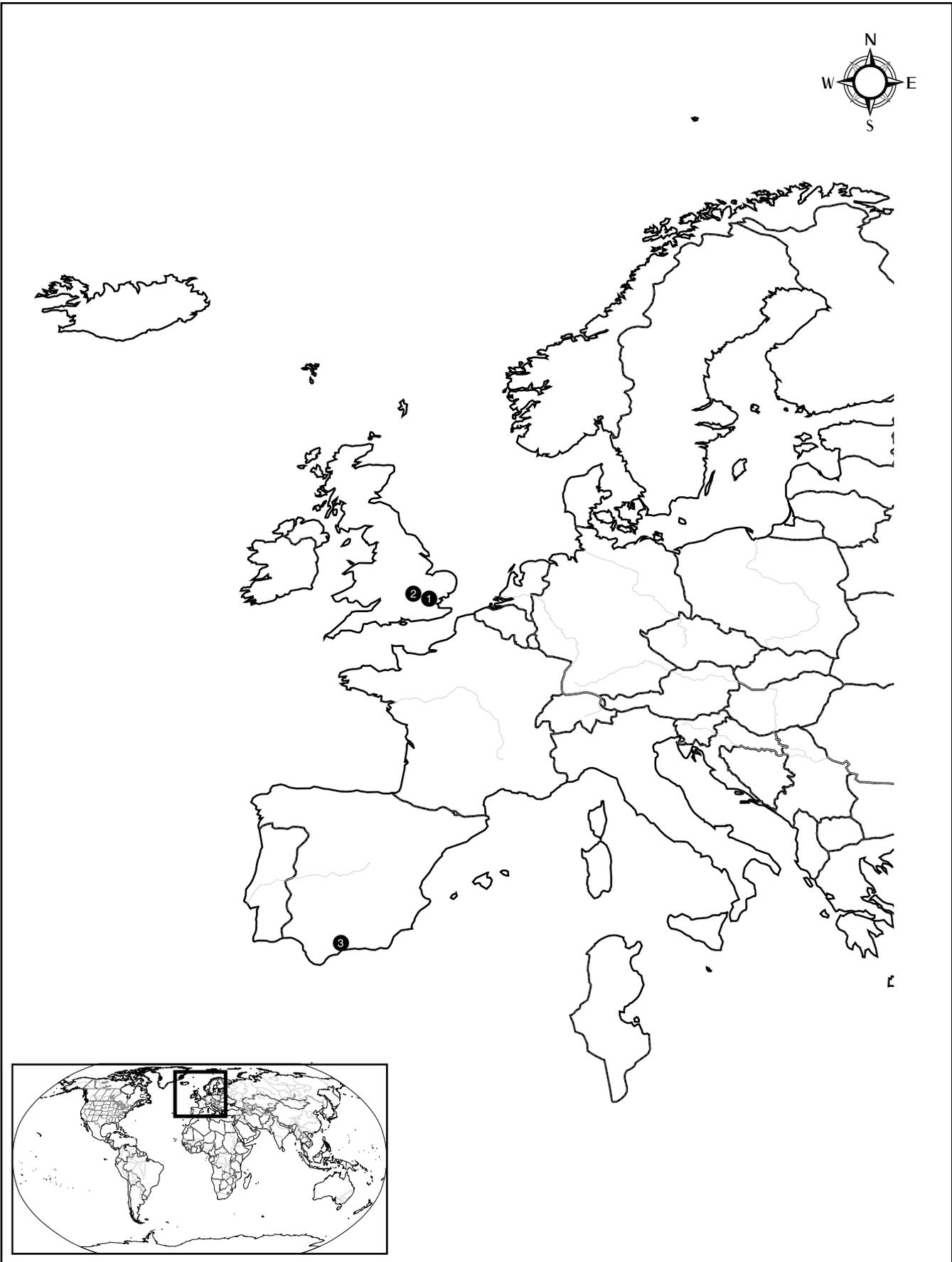
## The Slave Market and Christmas Eve

### To Discuss After You Read

**Q:** What happens to Squanto at the slave market?  
**A:** *a man buys him, but Squanto runs to two Brothers and speaks in English—the startled men somehow gain his freedom*

**Q:** How does Squanto's role in the Indian show work out for his good?  
**A:** *when he has nowhere to stay in London, a man recognizes him as Squanto and gives him a place to stay*

## Squanto, Friend of the Pilgrims - Map 2



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## Chapter 9

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### Vocabulary to Learn

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

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

### To Discuss After You Read

- Q:** Why did the Spaniards capture slaves?  
**A:** *they revolted against the King's command, some refused to give up their pagan gods and become Christians, and the slave raiders broke the law and collected slaves. Do you think these are valid and/or true reasons?*
- Q:** How did Esteban become a slave?  
**A:** *his exceedingly poor parents sold him to save the rest of their children*
- Q:** As Esteban walked the world's rim, which countries had he been in?  
**A:** *Spain, Hispaniola, Cuba, Florida, and now Mexico*
- Q:** Who left Mexico for the trip north?  
**A:** *Coronado's soldiers went up to Culiacan, along with the two priests, Chakoh and Esteban, and Indian porters who carried supplies*
- Q:** How does Esteban view Spanish food?  
**A:** *as bait for a trap*
- Q:** What does Esteban miss about his life before he became a slave?  
**A:** *the freedom to pass each day as he pleased*

## Chapter 10

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### Vocabulary to Learn

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

### To Discuss After You Read

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

- Q:** What does Esteban believe the Spanish can teach?  
**A:** *fancy manners, fake behavior done to manipulate, and how to lie or be a traitor to your friends*

- Q:** What life would Esteban rather choose for Chakoh?  
**A:** *better a warrior in a mat hut than a beggar in the Spanish plaza*

- Q:** Do you think Fray Oronato became ill from germs?  
**A:** *I wonder if Esteban gave him temporary food poisoning*

## Chapter 11

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### To Discuss After You Read

- Q:** How does Esteban maintain his honor and his freedom?  
**A:** *he leads the priests to Cibola, he goes ahead of the priests to make sure they are well cared for in the Indian villages; but once the trip is done, he plans to take his freedom that was promised to him earlier*
- Q:** Why does Esteban not want Chakoh to remain in Mexico?  
**A:** *he doesn't believe the Spanish would be right for, or good to, Chakoh*
- Q:** What does Esteban think Chakoh needs to be welcome in Mexico?  
**A:** *he must either bear arms for the king or have something to trade*

## Chapter 12

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### Vocabulary to Learn

The men of the **pueblo** had discovered their presence and were waiting at the foot of the **mesa**. (**pueblo:** *the communal dwelling of an Indian Village of the southwestern United States; mesa:* *an isolated hill or mountain with steeply sloping sides*)

### To Discuss After You Read

- Q:** Why was the reaction of the Cibola Indians so surprising?  
**A:** *Esteban has been well received by all Indians thus far—to be taken prisoner was a shock*
- Q:** Why are the Indians angry?  
**A:** *because of the slave traders who steal Indians*
- Q:** Did Esteban have a chance to escape?  
**A:** *not really, he was sent running and the warriors shot at him*
- Q:** How many died at Cibola?  
**A:** *about a hundred*

## Chapter 13

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### To Discuss After You Read

- Q:** Why is Mexico a sad place for Chakoh?  
**A:** *there are many people but not one of them is a friend; he worries about the soul of Esteban—who will mourn him?*

**Q:** What in Chakoh's mind is the proper death rite?

**A:** to light a funeral pyre and chant the death song

**Q:** Why does Chakoh decide to leave Mexico?

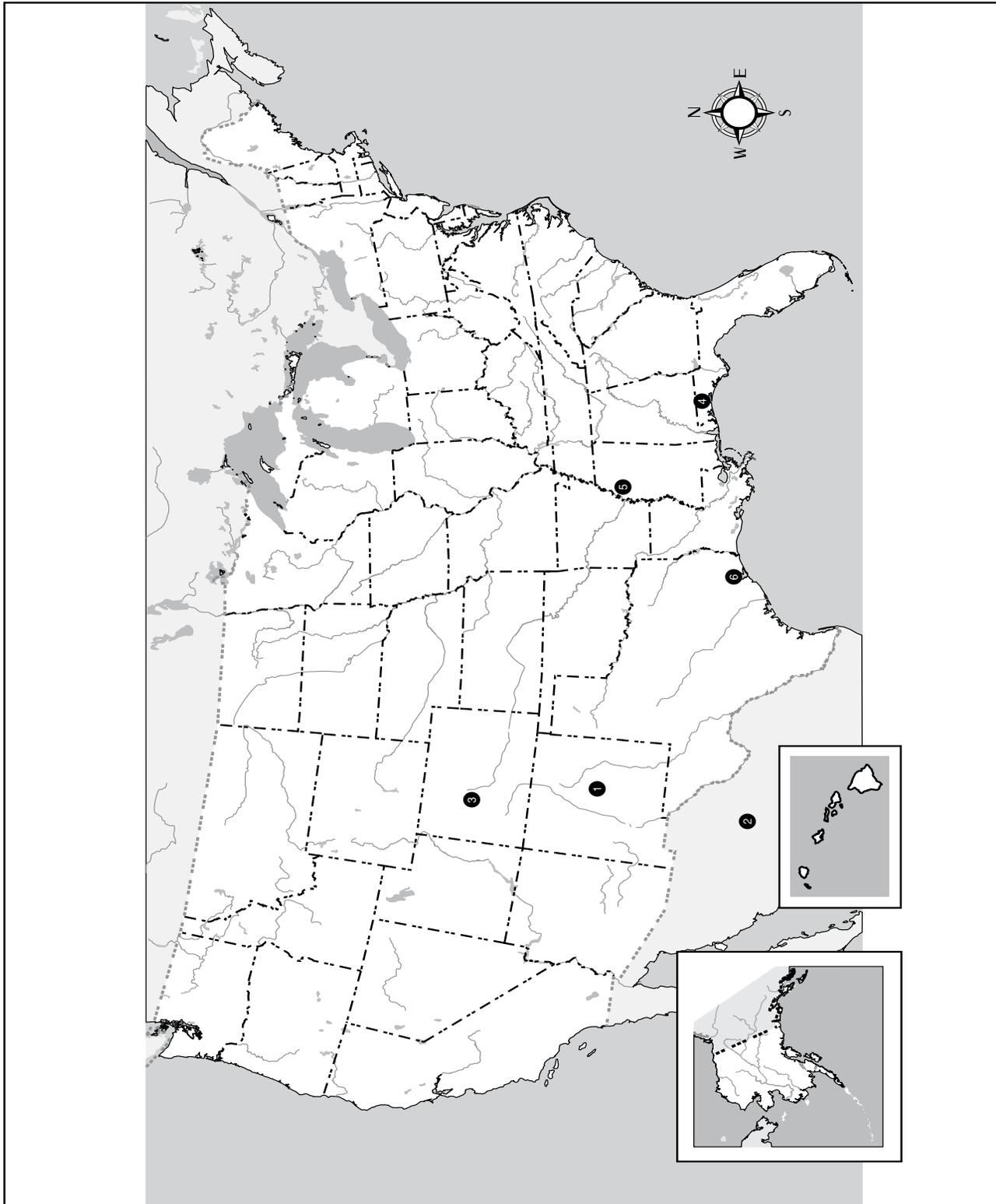
**A:** there is nothing for him to do there—in his village he can

*be headman and a warrior, and if he brings seeds, there will be no hunger either*

### Timeline and Map Activities

📍 Esteban's wanderings (1528–1536) ■

## Walk the World's Rim - Map 1



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