

INSTRUCTOR'S GUIDES HISTORY / BIBLE / LITERATURE

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Sonlight Instructor's Guide—FREE!
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Unique to the History / Bible / Literature (HBL) Instructor's Guide:

1 BIBLE

Sonlight's curriculum reflects a Christian worldview and you'll find references to Scripture and Biblical ideas throughout your studies. The goal is to help you and your children read, memorize and talk about Scripture so that God's word becomes woven into the fabric of your lives.

2 DISCUSSION QUESTIONS

Each IG includes various types of discussion questions—including review, comprehension, and open-ended questions—with answers. Focus on the key points, maximize your time, and assess how well your children understand what they're learning.

3 AN EASY RECORD-KEEPING SYSTEM

With space to record completion dates, your student's initials, extra notes and even extra subjects—all your records will be in one place for reporting. »

“Sonlight is faith-based and user-friendly: Flip to the appropriate Instructor's Guide, pull the necessary books, grab the necessary supplies, and get going. It only took a few weeks for all of us to get our bearings with our new homeschool life and schedule. The simplicity of the organized curriculum really made the transition as smooth as possible.” shares Sarah R of Loveland, CO.

Level A: History/Bible/Literature
Days 101–105: Date: _____ to _____

Week Overview

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

Week 21

	Date:	Day 101	Day 102	Day 103	Day 104	Day 105
BIBLE	<i>Egermeier's Bible Story Book</i>	pp. 298–300	pp. 301–302	pp. 302–304 †	pp. 304–308 †	pp. 309–312 †
	Memorization	U: Unto us a child is born, unto us a son is given; and the government shall be upon his shoulder: and his name shall be called Wonderful, Counselor, the Mighty God, the Everlasting Father, the Prince of Peace. (Isaiah 9:6–7) (You will memorize this passage this week and next.)				
	<i>Sing the Word: From A to Z</i>	"Unto Us a Child is Born"—Track 21. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<i>The Usborne Book of Living Long Ago</i>	pp. 46–48				pp. 70–72
	<i>The Usborne Internet-Linked Children's Encyclopedia</i>		pp. 154–155	pp. 156–157	pp. 158–159	
READ-ALOUDS	<i>Twenty and Ten</i>	chap. 1 †	chaps. 2–3	chap. 4 pp. 39–48 (to last para.) †	chap. 4 pp. 48–61	chap. 5
	<i>The Llama Who Had No Pajama</i>	p. 41				
	<i>The Arnold Lobel Book of Mother Goose</i>		pp. 96–97	pp. 98–99	pp. 100–101	
MISCELLANEOUS	Developmental Activity	Make a puppet.				
	Field Trip/Practical Life Skills					
Additional Subjects:						

Egermeier's Bible Story Book

Day 103 pp. 302–304

Timeline and Map Points
† Jeremiah (ca. 627 BC)

Day 104 pp. 304–308

Timeline and Map Points
† Babylonian captivity (ca. 605–537 BC)

Day 105 pp. 309–312

Timeline and Map Points
† Daniel (ca. 635–536 BC)

The Usborne Book of Living Long Ago

Day 101 pp. 46–48

To Discuss After You Read
Q: What is the favorite feature of your home? Is there a convenience you are thankful for? [p. 46]

Parental Notes

Intro to the World: Cultures | Section Two | Week 21 | 45

PEEK INSIDE A SONLIGHT IG

Sonlight Instructor's Guides include complete lesson plans and notes for the entire year! Download a free sample online.

sonlight.com/instructors-guide

4 TEACHING TIPS

See the rationale and educational philosophy behind Sonlight's methods and activities. Each IG includes detailed teaching tips, explains assignments, provides extra information about important topics and provides support to discuss difficult content. With Sonlight's IG's you'll get the most from the materials so you can teach with confidence!

5 TIMELINE & MAP ACTIVITIES

Put your learning in chronological and geographical context. Timeline activities tell you when to add people, events, and dates to your *Timeline Book*. Map activities help you plot the places you visit in your reading. Your kids will plot points on their *Markable Map* and you have all the answers in the included map key.

6 HANDS-ON ACTIVITIES

In the younger years, you'll find optional hands-on activities designed to deepen your students' understanding of history and offer concrete evidence of learning.

7 VOCABULARY AND CULTURAL LITERACY NOTES

Find clear definitions for important vocabulary that appears in your reading. Enjoy useful Cultural Literacy notes that add depth to your reading and explain things students probably don't know (e.g., what a hoop skirt looks like).

8 NOTES

Extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counter-balancing arguments, clarification, further explanations, and commentary.

The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

9 FLEXIBLE FORMAT

Because many families end up ahead or behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. The IG is a guide, not a taskmaster. As you become comfortable teaching your children, you can skip or alter assignments to fit your family's unique needs.

4

Bible Reading

James is a very practical book. He reminds us that life isn't all rainbows and roses, but that we must work hard, turn to God in difficult times, and do what the Word says. We can be part of God's story if we follow Him. James also urges us to live in the freedom Christ brings through His forgiveness. This kind of life, one that is firmly set on being part of God's story through trouble and hard work, is exactly what Daniel and his friends demonstrate in your children's reading.

7

Memorization (Bible)

All Psalm 42:1–6

Continue to memorize Psalm 42.

¹ As the deer pants for the water brooks,
So my soul pants for You, O God.
² My soul thirsts for God, for the living God;
When shall I come and appear before God?
My tears have been my food day and night,
While they say to me all day long, "Where is your God?"
³ These things I remember and I pour out my soul within me.
For I used to go along with the throng and lead them in procession to the house of God,
With the voice of joy and thanksgiving, a multitude keeping festival.
⁴ Why are you in despair, O my soul?
And why have you become disturbed within me?
Hope in God, for I shall again praise Him
For the help of His presence.
⁵ O my God, my soul is in despair within me;
Therefore I remember You from the land of the Jordan
And the peaks of Hermon, from Mount Mizar.

161

The Beginner's American History

pp. 200–205

Cultural Literacy
steamboat: a ship using steam-driven propellers for propulsion.

To Discuss After You Read
Q: Why didn't France want to buy Fulton's diving boat?
A: Who did want to buy it?
Q: Where did Robert Fulton make and try his first steamboat?
A: France
Q: How far up the Hudson did his New York steamboat go?
A: 150 miles
Q: Describe the route of the first steamboat in the West.
A: starting from Pittsburgh, it went down the Ohio River, then down the Mississippi to New Orleans

Timeline and Map Points

New York (D3) (map 5)

pp. 228–232

To Discuss After You Read
Q: Did the telegraph idea come easily to Samuel Morse?
A: no; he worked on it with little profit; Alfred Vail helped him financially and got the patent and helped with the design

Landmark History of the Amer. People, Vol. 1
Chapter 19 pp. 134–136

Cultural Literacy
pipe dream: a saying that means that something is unrealistic or unattainable. The phrase originated in late 19th century America in reference to dreams or visions people would experience from smoking opium pipes. [p. 136]
Monticello: Thomas Jefferson's estate in Charlottesville, Virginia. [p. 136]

To Discuss After You Read
Q: Why were Barber-Surgeons thought of as members of a lower class than doctors? [p. 135]
A: because they dirtied their hands, they didn't have to know any special languages, they didn't need to read books, they were just seen as craftsmen who knew how to carve, cut, and sew up the human body
Q: What did apothecaries do? [p. 135]
A: they mixed medicines

The book mentions that "people thought it was indecent or irreligious to dissect a human body. And if anyone did such a thing, he did it in secret if he did it at all." Why do you think people of the time took this perspective? Some of the influence came from Christianity, which believes every human being is uniquely made in God's image. As such, there is a certain amount of holy respect and awe for God's creation, especially the human body since people are said in the Bible to be made in the image of God (see Genesis 1:26–27, for instance). Fortunately, some Christians also understood that since God created the world and everything in it, they had a duty to explore and seek to understand God's creation, which included learning how the human body works. This is why many Christians were eventually on the forefront of science and medicine. Still, given that human beings are made in God's image, Christians who work with human remains for scientific purposes should do so with "trembling awe," as C.S. Lewis put it (*God in the Dock*, "Vivisection," p. 226). [p. 136]

Timeline and Map Points
Every Man his own Doctor; or, the Poor Planter's Physician is first published by Benjamin Franklin in Philadelphia (1734)
London (E3); Oxford (E3); Cambridge (E3) (map 4)

112 | Week 33 | Section Two | 5-Day | Intro to American History, Year 1 of 2

6

For another perspective on Ancient Egypt, read about Moses' adventures there in Exodus in the Bible.

Did you know that Egyptian pharaohs are mentioned several times in the Bible? See, for instance, Genesis 12, 40–42, 45–47, 50, and many other examples in Exodus and elsewhere.

Q: Mummified bodies exist to this day. Do you find it reasonable that people would save dried out bodies to live in again? The Bible tells us we will have new bodies in heaven. (1 Cor. 15)

Timeline and Map Points

Egypt (D7) (map 1)

Optional: Hands-On History: World Cultures

We have scheduled the activities in the World Cultures History Project Kit to be used with Sonlight's History / Bible / Lit A—Intro to the World: Cultures program. Please note that some activities may be spread out over a few days (or the whole week!) if that works better for you and your child.

Field Trip/Project

Sometime this week sort (buttons, beads, etc.) of your sorted your Color? Shape? Weight?

Please take these items and see if they fit in your schedule.

Take a field trip to a museum. Also include activities from the Field Trip/Project book.

In the high school levels, each course comes with both a Parent Guide and a Student Guide.

10 STUDENT GUIDE

The Student Guide contains discussion and thought questions, ranging from basic comprehension to college-level analysis.

11 PARENT GUIDE

The Parent Guide contains all the same notes and questions, and also includes answers to the questions. 🌟

“I chose Sonlight because several of my friends used it and recommended it. I liked the fact that it was literature-based. Boy, am I glad I made that choice! The Instructor’s Guides made teaching less intimidating because it included specific instruction on what to teach when. It was engaging and helpful. I liked how the IG laid out the lesson plans, so that all I had to do was determine which parts of the plan we would implement each day/week. This made teaching much less stressful for me!” explains Deborah G of Orlando, FL.

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320 Student Guide
History / Bible

Days 1–5
Date: _____ to _____

Week 1

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible/Apologetics					
<i>How to Ruin Your Life By 30</i>	pp. 12–16	pp. 16–19	pp. 20–24	pp. 24–26	
Bible Reading	Genesis 1–2	Genesis 3–4	Genesis 5–6	Genesis 7–8	Genesis 9–10
Memorization	Psalm 27:1–2				
History, Biographies, & Historical Fiction					
Special	Day 1: Parents and Students: make sure you both read the notes. 📖				
<i>7 Men Who Rule From the Grave</i>	preface & chap. 1 ☉ ⚡	chap. 2	chap. 3	chap. 4 ☉ ⚡	chap. 5
Current Events	Parents and Students: Please read the notes for Current Events in the Notes for Day 1 this week. 📖				
Other Notes					

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17 Chapters 19–24

To Discuss After You Read

- What does Manifest Destiny mean? [chap. 19] 🌟 *the idea that nations with military power should conquer those with less power*
- According to the author, why did the USG decide to build a navy? What was the outcome? [chap. 20] 🌟 *for imperialistic reasons to gain more land; US soldiers took Cuba and the Philippines from weak Spain*
- Do you think the U.S. is an “indispensable nation”? [chap. 20] 🌟 *answers will vary*
In Switzerland, all males must serve in the military (and women may do so voluntarily), and are required to maintain weapons at home; and, they must attend refresher training each year; their military is ready and prepared at all times to defend their land. [chap. 21]
The author seems to tie the Swiss model to guerrilla warfare. With armed citizens, all the people can defend their property from invading forces. Rather than functioning as a standing army that relies on leadership to function, individuals can fight back at will. [chap. 21]
- What military model does the author find successful and why? [chap. 21] 🌟 *the guerrilla model; you need fewer soldiers and just a few soldiers can immobilize an army of conventional soldiers*
- How has Switzerland managed to stay out of European Wars? [chap. 22] 🌟 *all adults are trained as part of the nation’s militia; sharpshooting is a national pastime; all are trained to kill the leaders first; every home has a bomb shelter in the basement, the highways have long sections that also function as military airstrips, tunnels can function as airplane hangers, and they store food and ammunition to outlast any invaders*
- What additional advantage do guerrilla forces have? [chap. 23] 🌟 *they are independent and don’t rely on leaders to survive*
- Why is guerrilla warfare so hard to soldiers to combat? [chap. 24] 🌟 *when soldiers kill civilians out of frustration, they lose the will to fight; they know morally they are acting unjustly*

18 Chapters 25–31

To Discuss After You Read

- Do you think the USG behaved morally in the Philippines? [chap. 25] 🌟 *answers will vary*
- What is the idea behind the term, “the ugly American”? [chap. 26] 🌟 *“the belief that we are superior to the rest of the world and have the right to force our ways onto them”*

- According to the author, why do many nations hate the USG? [chap. 27] 🌟 *its conquest and ill-treatment of other peoples due to the incorrect idea of “The White Man’s Burden”*
- Why were most cases of delayed stress syndrome among ground troops? [chap. 28] 🌟 *they could see the many people who died because of them*
- Why does the author consider the Spanish-American war so strategic? [chap. 29] 🌟 *“Americans embraced the belief that the USG has the right and duty to meddle in other countries;” and that we should always view reasons for war with skepticism*
- How did the U.S. gain the land it needed to build the Panama Canal? [chap. 30] 🌟 *it supported the Panamanian rebels and helped them secede from Colombia; it wrongly used its might to overcome a smaller nation*
- What does the author mean when he says, “helping crooks and tyrants”? What is the outcome? [chap. 31] 🌟 *“During the 20th century, every President sent American troops to far corners of the globe, usually not to defend liberty, but to train, equip, or provide other kinds of help to the armed forces of crooks and tyrants.” “All these governments have enemies, so now their enemies are our enemies.”*

Timeline and Map Points

- Spanish American War (1898)**
 - Kosovo 📍 (map 1)
 - Indonesia 📍 Vietnam 📍 Taiwan 📍 Korea 📍 (map 3)
 - Panama 📍 Columbia 📍 Antigua 📍 (map 4)
 - Afghanistan 📍 Iran 📍 Iraq 📍 (map 6)
 - Sudan 📍 Congo 📍 Zimbabwe 📍 (map 7)

19 Chapters 32–38

To Discuss After You Read

- What does the author mean by “usual suspects”? [chap. 32] 🌟 *the same nine nations are often involved in wars because they have all embraced the “deadly ideas that lead to war”*
- Why were the Boxer Rebellion and the Russo-Japanese War significant? [chap. 33] 🌟 *when Japan won, it was the first time an Asian nation defeated a European power; both were a fight to gain independence from invading forces, and Japan’s imitation of stealing territory*
- Name the nations that allied with each other in WWI. [chap. 34] 🌟 *the Central powers (and the Axis powers in WWII): Germany, Austria-Hungary, and Italy; the Allies: Russia, France, Britain, and Serbia*

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Hitler and the Jewish quite likely that you are other holocausts of this ish attempt to wipe out earliest part of this cente policies of govern- h the Soviet Union and lled in the two countries ons of deaths at the ld over.
century, we need to look it for what it is, where it We need to evaluate the al events and intel- linking and actions. I will t.
that what you will deal

rint 🕒 Timeline Suggestion
ection Two | Week 1 | 1

WHERE WILL YOUR SONLIGHT STUDIES TAKE YOU?

sonlight.com/scope-and-sequence