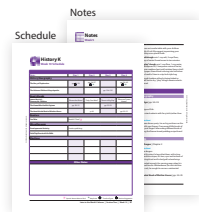


# Instructor's Guide Quick Start

The BookShark™ 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" in **Section Four**.

This IG includes a 36-week schedule, notes, assignments, readings, and other educational activities. See **Section Three** for specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher. Here are some helpful features that you can expect from your 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.

## Maps

Colorful map answer keys, 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 Schedule

Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

## 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

- Q When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?
- A suggestions: white and dark meat (chicken); green beans/ yellow beans; yellow tomatoes; yellow squash; dark

## Vocabulary

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

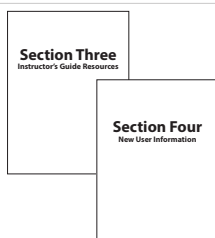
## Vocabulary

This section includes 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 your 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").

**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 2010, 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. To build it, the government moved 4.7 million people.



## 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.

# How to Read the Schedule Page

## More notes with important information about specific books.

The **N** symbol provides you with a heads-up about difficult content. We tell you what to expect and often suggest how to talk about it with your students.

## 4-Day Schedule:

This entire schedule is for a 4-Day program. Designed to save one day a week for music lessons, sports, field trips, co-ops or other extra-curricular activities.

Write in the week's date for your records.

The **T** symbol indicates you will find a timeline suggestion in the notes for that day.

The **M** symbol indicates you will find a timeline suggestion in the notes for that day.

The **F** symbol indicates you will find a timeline figure in the notes for that day.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Beginner's American History</i>	pp. 57–62 <b>N</b>	pp. 63–65 (to the break) <b>M</b>	pp. 65–68 <b>F</b> <b>T</b>	pp. 69–74 <b>M</b>	
<b>Read-Alouds</b>					
<i>The Witch of Blackbird Pond</i>	chap. 10 <b>M</b>	chap. 11	chap. 12 <b>M</b>	chap. 13	
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28–29			
<b>Readers</b>					
<b>Regular:</b> <i>Squanto, Friend of the Pilgrims</i>	"London" <b>M</b>	"The Indian Show" & "Captain John Smith" <b>M</b>	"Captain Hunt"	"In the Dark"	
<b>Advanced:</b> <i>The Matchlock Gun</i>	chaps. I–II <b>N</b> <b>T</b>	chaps. III–IV	chaps. V–VII	chaps. VII–X	
<b>Hands-on</b>					
Optional: American History I Lap Book	Activity 8: European Exploration & Colonization (approx. 25–40 minutes)				
<b>Electives</b>					
<b>Other Notes</b>					

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**N** Special Note to Mom or Dad   **M** Map Point   **F** Timeline Figure   **T** Timeline Suggestion



# History C

## Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	Review pp. 6–27  	Review pp. 28–49 	Review pp. 50–73 	Review pp. 74–96	
<i>Geography Songs</i>	“Continents and Oceans” Track 32		“Continents and Oceans” Track 32	“Continents and Oceans” Track 32	
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. 1 	chap. 2	chap. 3	chap. 4	
<i>Aesop's Fables for Children</i>	“The Wolf and the Kid” p. 11	“The Tortoise and the Ducks” p. 12	“The Young Crab and His Mother” p. 13	“The Frogs and the Ox” p. 13	
<i>104 Poems of Whimsy and Wisdom</i>		p. 1		pp. 2–3	
<b>Electives</b>					
<b>Other Notes</b>					
<p>We include the Schedule and Notes for the Readers in your Language Arts Guide or Readers Schedule.</p>					

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# Notes

## Week 1

### Day 1

### History/Geography

#### Reading the History Books Aloud

We encourage you to use the narration method to help your children focus and retain the History material. Narration differs from the classroom method of testing random ideas and may seem strange at first, but we have no doubt you'll come to appreciate it.

In the narration method you'll read the History books together, and then have your children tell you what they remember from the reading. Enjoy hearing all your children have grasped!

#### **The Usborne Book of World History** | Review pp. 6–27

**Note:** Some pages of this book contain nudity and battle illustrations. If your children are sensitive to this, we recommend you look through the book before you read it with your child.

Because it's likely been a while since your children have thought about ancient history, we start the year with some review. You'll cover centuries of time in just a few days so just look at the pictures and read the following notes. Don't reread the text—use this to remember where you've been in history.

The earliest civilizations developed on river-banks, for farming was easier there, a steady supply of fish were available, and transportation was easy. Archeologists have discovered the following early civilizations:

#### The Sumerians | pp. 8–13

The Sumerians settled in the Tigris/Euphrates River area. This area is called Mesopotamia, or between the rivers. Sumerians produced one of the earliest writing forms: cuneiform.

They had many small city-states, each with their own rulers and laws.

They built with clay bricks.

They were the first to use the wheel.

They grew crops, rather than hunting and gathering their food.

Sumerians created ziggurats.

#### Timeline and Map Activities

**Note:** Please refer to **Section Four** for instructions on how to complete the Timeline and Map Activities. In addition, please read “Why You Will Find Contradictions in History” in **Section Three**.

#### **Sumer (ca. 3500–2500 BCE)**

#### Ancient Egypt | pp. 14–23

The Nile inundation produces fertile land.

Canals stored water and enabled the Egyptians to grow crops easily.

The first king who ruled a kingdom: Menes ruled Egypt in 3400 BCE.

The Egyptians used hieroglyphics to write.

The Egyptians had a strong sense of the afterlife and built elaborate tombs. The pyramids were tombs built for the pharaohs. The pyramids are one of the wonders of the world.

#### Crete | pp. 24–27

The Minoans built a beautiful palace with beautiful frescoes at Knossos.

No one has translated Minoan script.

Cretans enjoyed bull-leaping probably as part of their worship.

#### **Geography Songs** | “Continents and Oceans” Track 32

We deliberately schedule *Geography Songs* out of order. We begin with the continents, move to the Middle East (where civilization began), and then move to Europe, Russia, Asia, etc. We hope this resource helps you and your children learn more about this wonderful world!

#### Read-Alouds

Read-Alouds are quality literary works you read to your children. Among all their many qualities, Read-Alouds:

- introduce your children to great literature beyond their personal reading capacity. We have classified most of our Read-Alouds as such (rather than as Readers) because they require greater reading skill than most students at the specific level have normally acquired.
- develop a life-long love of reading. When you read great literature to your children, it creates a thirst to read. They'll begin to think, “I love books! One day I'm going to read books like this!”
- expand your children's vocabulary.



- build important listening skills—including the ability to visualize the meaning of spoken words.
- develop an “ear” for good oral reading.
- develop oral reading skills. Having heard quality oral reading done by you, your children will imitate you.
- give you and your children a context for sharing mutually significant times together.

Read-Alouds differ from Readers in that they require deeper understanding of “the way things are”—in life in general or in a specific area. Others are emotionally charged enough that we figure you ought to be “right there” to help debrief your children.

And then there are those books we’ve classified as Read-Alouds simply because they’re too good to let your children enjoy by themselves. We know you’d feel cheated if you weren’t in on the adventure.

#### Vocabulary Development

We incorporate vocabulary development within the Read-Aloud notes. We pull these vocabulary words from the books you read together.

**How to Teach Vocabulary:** Find the vocabulary words in **bold** type in a sentence. Read the sentence to your children and see if they can define the word. If they don’t know, just explain what the word means to your children. For words that are in **bold** type followed by a colon, define the word for your children as you read the book aloud.

Example:

#### Vocabulary


... Night came down quickly over the **equatorial** forest ... (*a rainforest near the equator*)

\*\*\*

**Hibernation:** when animals spend the winter sleeping.

## Red Sails to Capri | Chapter 1

### Overview

The German writer August Kopisch first revealed the existence of the Blue Grotto  (Grotta Azzurra) when he described its extraordinary beauty in August, 1826. Since then the Blue Grotto has become the emblem of the island of Capri; but its history goes back much further. It was well known to the Romans, as proved by antique statues that were found submerged in it back in 1964. This discovery, plus the discovery of remains from an ancient landing place and work on an underground tunnel sug-

gest that the cavern was once visited frequently.

The Capri locals knew about the grotto before Kopisch described it, but they avoided it because they thought witches and monsters inhabited it.

#### Vocabulary

**“The good saints keep us”:** a phrase used by Catholics who believe Saints in heaven watch over people on earth and advocate on people’s behalf.

**tam:** a hat with a tight head band and a wide flat circular crown.

**landlubber:** a person who lives and works on land, an inexperienced sailor.

**wry:** twisted to express emotion.

**“5 lire times forever”:** if the guests continue to pay 5 lire per day to stay at the inn, the Paganos will be rich. In other words, the guests bring good fortune.

#### To Discuss After You Read

Q: What countries do the three strangers come from and what do they seek?

A: *England—to paint beauty; Denmark—to study; France—a writer, in search of adventure*

Q: Why are guests in the off-season so welcome?

A: *they bring in money and give workers something to do*

#### Timeline and Map Activities

**Note:** Find the laminated map answer key at the beginning of this guide.

 *Capri (E5); Naples (E5); Venice (D4); Rome (E4) (map 3)*

## Aesop's Fables for Children | “The Wolf and the Kid” p. 11

**Rationale:** We include this book to make children aware of their cultural heritage—of famous stories. We also want them to be aware of stories told to teach a lesson; a moral tale. Please note that these fables occasionally have adult or antiquated language, such as referring to a donkey as an “ass” or mentioning “making love.” Feel free to screen the stories before reading them to your children.

#### Vocabulary

**kid:** a young goat.



# Notes

## Week 1

### To Discuss After You Read

Q: How did the Kid avoid being eaten by the Wolf?

A: *he asked the Wolf to pipe him a tune; the shepherd dogs heard it and came back to rescue the Kid*

## Day 2

### History/Geography

**The Usborne Book of World History** | Review  
pp. 28–49

#### The Indus Valley | pp. 28–29

Two main cities were Mohenjo-daro and Harappa.  
The cities had long, straight main streets with good drains.  
Brick walls surrounded the cities.

#### Babylon | pp. 30–31

Sargon united the city states of Mesopotamia and formed Babylon.  
Hammurabi wrote the first complete, strict law code.  
The first book found is *The Story of Gilgamesh*.

#### The New Kingdom of Egypt | pp. 33–39

A time of warrior kings, great wealth, and massive temple construction.  
Tutankhamen's tomb gives us a picture of the wealth of the time.  
The Hyksos ruled Egypt for about 100 years.  
The warrior kings conquered the Hyksos.  
Egypt controlled the largest empire of the time.  
Many nations paid tribute to Egypt.  
The easiest travel was on the Nile.  
Temples and tombs were made of stone.  
All homes were made of mud bricks.  
Egyptians kept records on papyrus rolls.  
The Egyptians invented a water clock, understood complicated mathematics, and were skilled doctors.

#### The Hittites | pp. 40–41

A tough warrior people, the Hittites conquered much of modern day Turkey and took land from Egyptian kings.  
The Hittites and the Egyptians signed the first international peace treaty.

#### The Mycenaeans | pp. 42–45

The Mycenaeans settled in Greece.  
The soldiers who fought in the Trojan War came from Mycenae. Homer wrote about the wars in the Iliad.

The Mycenaeans buried their dead in brick lined dirt covered tombs.

The Mycenaeans sailed and traded around the Mediterranean.

The Mycenaeans built beautiful palaces and walled cities.

#### The Canaanites and Philistines | pp. 46–47

Both groups lived in the land with the Jews.

The Canaanites were skilled craftsmen.

The land of Canaan had many natural resources like cedar.

The Philistines controlled the iron trade and were powerful warriors.

#### Timeline and Map Activities

#### Philistines rule eastern Mediterranean (ca. 1190 BCE)

#### The Jews | pp. 48–49

Abraham left Ur of Sumer and settled in modern day Israel.

Joseph served the Egyptian pharaoh.

Moses led the Jews from Egypt back to the Promised Land.

David took land from the Canaanites and Philistines.

David made Jerusalem his capital.

Solomon built a beautiful temple.

After Solomon, the kingdom split into Judah and Israel.

The Assyrians took the people of Israel away from their land.

The Babylonians took the people of Judah away in 587 BCE.

## Read-Alouds

### **Red Sails to Capri** | Chapter 2

#### Vocabulary

The bell was being rung with both hands now. It **clamored** and clanked. (*made loud sustained noise*)

#### To Discuss After You Read

Q: Why can't Michele go to Naples?

A: *there is too much work with the guests, and guests could mean money in the chest (or savings)*

Q: Why would the name Capri, or goat, be appropriate for a mountainous island?

A: *people need to be goat-like to walk the steep island*



**Aesop's Fables for Children** | "The Tortoise and the Ducks" p. 12

#### Vocabulary

**Jupiter:** the ruler of the gods in Roman mythology.

**104 Poems of Whimsy and Wisdom** | p. 1

**Rationale:** Our hope is that a BookShark™ student finds pleasure in these rich poems, and will go on to create—to communicate!—something of beauty.

And we hope that this book of poetry encourages them, a bit, towards that end.

"Mix a Pancake"

#### To Discuss After You Read

Q: What words rhyme in this poem?

A: *pan and can*

"Animal Crackers"

#### To Discuss After You Read

Q: The end of this poem might be a bit confusing, when the speaker talks of having "cocoa and animals once more for tea!" In America, people drink a cup of tea—we wouldn't have cocoa and animal crackers for tea. What does that mean?

A: *This poem comes from England, and some people there call the evening meal "supper," and some people call it "tea." The speaker is having animal crackers and cocoa for supper!*

## Day 3

### History/Geography

**The Usborne Book of World History** | Review  
pp. 50–73

#### The Phoenicians | pp. 50–51

The Phoenicians dominated trade in the Mediterranean area.

The Phoenicians produced a rare purple dye.

The Phoenicians established colony cities.

Main Phoenicians cities were Tyre, Sidon, and Carthage.

The Phoenicians were the first to sail around Africa.

The Phoenicians produced the first alphabet.

#### The Assyrians | pp. 52–57

The Assyrian Empire was in northern Mesopotamia. Key cities were the capital, Ashur, and Nineveh. Both were on the Tigris River.

The Assyrians formed the first library written on clay tablets.

The Assyrians had a strict code of law.

The Assyrians used a shaduf and aqueducts to water their fields.

The chief god was Ashur, and the king ruled in his name.

The Assyrian army kept the kingdom under control.

The army used foot soldiers, bow and arrows, cavalry, and siege engines.

Conquered people paid tribute.

The Assyrians treated conquered people cruelly.

Assyria fell in 612 BCE.

#### Babylon | pp. 58–59

Nebuchadnezzar won an empire and built the rich city of Babylon on the Euphrates River.

Babylon had the famous Hanging Garden and the blue tiled Ishtar Gate.

In 539 BCE the Persians conquered Babylon.

#### Northern Europe | pp. 60–61

Europe's damp climate destroyed old artifacts and texts. We know little about the lives of the people of Europe.

The existing artifacts show the craftsmen were skilled.

England's Stonehenge is a large circle of huge stones and was probably a temple and a calendar.

#### China | p. 62

China's oldest civilization lived near the Yellow River.

Shang kings ruled for 500 years; the Chou conquered them in 1057 BCE.

Archeologists found ancient Chinese writing on animal bones.

The tombs of Shang kings contain chariots as well as other treasures.

#### America | p. 63

Farmers of Central and South America have grown cotton since 3000 BCE.

The Olmecs from 1200 BCE carved statues from jade and built great mounds with no wheels or metal tools.

#### India | p. 63

In 1500 BCE Aryan invaders conquered India.

They brought the Sanskrit language, the Hindu religion, and the caste system.



# Notes

## Week 1

### The Greeks | p. 64

From 1100-700 BCE were the Dark Ages in Greece. Greece was divided into city-states: Athens, Sparta, and Corinth.

Homer wrote poems about the Trojan War and its heroes.

The Greeks adapted the Phoenician alphabet.

The Greeks started many colonies and traded around the Mediterranean.

The Greeks were the first to create coins of standard weight and metal.

### Timeline and Map Activities

 **Greek Golden Age (ca. 479–431 BCE)**

### The Persians | pp. 65–66

The Medes conquered Assyria and the Persians conquered Babylon.

Cyrus controlled a huge empire.

Darius built an enormous palace at Persepolis in 518 BCE.

Darius allowed the conquered people freedom in their customs and religion.

Darius utilized satraps to rule the provinces and built good roads for messages.

### The Greeks | pp. 67–73

Darius I of Persia invaded Greece but was conquered at Marathon in 490 BCE.

Darius' son, Xerxes, crossed the Hellespont with an army to fight the Greeks.

Xerxes was defeated by the Athenian navy in the Battle of Salamis.

Pericles rebuilt Athens after the war.

Sparta fought Athens in the Peloponnesian War. Sparta defeated Athens in 404 BCE.

Democracy where all citizens vote on important matters first happened in Athens.

The high land in Athens is the Acropolis and the market is the Agora.

Greek theatre used male actors and face masks.

Greeks could vote politicians out of town with ostraka.

The philosopher Socrates questioned everything.

Only boys went to school and studied reading, music, and sports.

Philip of Macedon united the warring Greek states.

When Philip died, his son, Alexander, conquered the Persian Empire.

Alexander studied under the philosopher Aristotle.

Alexander founded many cities. Alexandria in Egypt housed a library and a famous lighthouse. Many scholars came to Alexandria. Archimedes designed a screw that moved water, and Ptolemy studied the planets. Eratosthenes calculated the distance around the Earth.

The Greeks wrote their history, developed philosophy, studied scientific problems, wrote rules of geometry, wrote prescriptions for medicines, created beautiful works of art and architecture, and invented the Olympic Games.

### Timeline and Map Activities

 **In the Second Century CE, Ptolemy created the main map people used**

 **Pythagoras (ca. 566 BCE) predicted that the Earth is round**

**Geography Songs** | "Continents and Oceans" Track 32

### Read-Alouds

**Red Sails to Capri** | Chapter 3

### Vocabulary

**kilometer:** 1,000 meters; a meter is about 39 inches; a kilometer is a little more than half a mile.

**semicircle:** a half circle.

**bellied:** bulged.

### To Discuss After You Read

Q: According to Mamma, why does macaroni stick to the bottom of a pan? Is this a reasonable explanation?

A: *it's jealous and wants all your attention*

**Aesop's Fables for Children** | "The Young Crab and His Mother" p. 13

### Day 4

### History/Geography

**The Usborne Book of World History** | Review pp. 74–96

### China | pp. 74–77

In 221 BCE, an emperor united China into one nation. He founded the Ch'in dynasty.

During the Han dynasty, the Silk Route opened.

The peasants farmed rice; the emperor controlled all.

Peasants built The Great Wall to keep raiding tribes out of Chinese lands. It still stands to this day and is about 3,000 miles long.

The Chinese invented valuable silk cloth and used standardized money.





The Chinese used civil servants to help run the government. Confucius wrote his instructions for life.

Chinese writing uses characters and each symbol represents a word.

The Chinese invented paper, the compass, an earthquake detection machine, and lacquer.

#### Scythians and Mongols | pp. 78–79

The Scythians and Mongols lived between the Mediterranean area and China.

Both were nomadic people who raised sheep and horses. The Scythians lived in log cabins during the winter months; the Mongols lived in yurts.

#### America | pp. 80–81

Some Indians hunted and gathered food; some built permanent homes.

The Hopewell Indians built huge earth mounds, some built huge statues, and others built pyramids.

The Indians grew tobacco and maize.

The Mayan Indians built large cities, played a unique ball game, created a complex calendar, coiled clay pots, and carved stone.

#### India | p. 83

The Aryans were Hindus. Hinduism taught the caste system.

Buddha was a prince who chose to teach others a kinder religion.

Emperor Ashoka became a Buddhist and wrote a legal code for India.

#### The Celts | pp. 84–85

The Celts were fierce fighters who lived in Gaul and England. Eventually the Romans conquered them.

The Celts wove wool in tartan patterns for clothes, created beautiful objects in bronze and gold, recited great poems from memory, and invented a reaping machine.

The Celtic priests were called Druids.

#### Rome | pp. 86–91

Rome began as a small village on seven hills.

Rome kicked out its kings and became a republic.

Rome fought against Carthage's Hannibal.

Rome's way of life spread through people who moved into conquered areas.

Rome had many slaves taken from conquered peoples.

Rome built great roads so soldiers could move quickly.

Julius Caesar attempted to gain control of Rome. People who wanted Rome to remain a republic murdered him on the Ides of March in 44 BCE.

Octavian fought Mark Anthony and Cleopatra for the throne. He became the first emperor of Rome and is called Augustus.

Rome's powerful army conquered the world.

During Octavian's rule, peace reigned. Trade brought prosperity, and taxes paid for the army's protection.

In the amphitheatres, people watched fights between people and animals.

Mount Vesuvius, a volcano, erupted and buried Pompeii in ashes and lava. Archeologists have dug in Pompeii and discovered much about life in Rome.

After Emperor Marcus Aurelius, barbarians attacked parts of the empire.

Emperor Hadrian built a wall across much of England to keep out barbarians.

The emperors inflated the money supply to pay for the army. People became poorer.

People blamed the Christians for their troubles and persecuted them.

When the Jews rebelled, Rome destroyed Jerusalem in CE 70.

Emperor Diocletian divided the empire into four parts to gain better control.

Constantine became a Christian and made Constantinople his capital.

The Huns led by Attila drove many people into Rome. Attila was called the "scourge of God".

Latin is the foundation of many modern languages such as French.

Barbarians conquered Rome in CE 476.

#### Byzantine | pp. 92–93

The Byzantine Empire was a split from the Roman Empire and lasted for more than 1,000 years.

Justinian controlled a large empire. Justinian wrote "just" laws.

### Geography Songs | "Continents and Oceans" Track 32

#### Read-Alouds

#### Red Sails to Capri | Chapter 4

##### Vocabulary

The voice, at least, was not **concealed**. (*hidden*)

\* \* \*

**Philosophy:** the study of human nature and conduct.

##### To Discuss After You Read

Q: How does Michele view the steps to Anacapri?

A: *at first he thinks they are ugly, but in Lord Derby's picture they are beautiful—like a stairway to heaven*



# Notes

## Week 1

**Aesop's Fables for Children** | "The Frogs and the Ox"  
p. 13

**104 Poems of Whimsy and Wisdom** | pp. 2–3

"The Twelve Months"

### To Discuss After You Read

The author plays with language in this poem. Some words are real words, like "snowy" and "breezy." But most of the rest normally don't end in "y." Poets are allowed to adjust language to fit their poems. There's even a name for this: poetic license. Poets have a license to play with language!

The word "bower" isn't used much anymore, but it means a pleasant shady place outdoors, or a summerhouse. A summerhouse is a small building in a park or garden where people might sit in the summer time.

"The Months"

### To Discuss After You Read

Look at the rhymes through this poem. When poets talk about rhymes, each different ending gets a new letter. The first two lines rhyme with each other, so they are both assigned the letter A. The second two lines rhyme with each other, so they are assigned the letter B.

- So far the poem is *AABB*.
- Then the rhymes alternate, and they are new endings, so the next four lines are *CD CD*.
- Back again to two lines rhyming: *EEFF*.
- Then comes the last four lines, with a tricky rhyme pattern that's not overly obvious: *GHHG HIIIH*.

That's quite technical, but here is what the poet may be saying with the rhyme pattern: the year changes. Some things seem similar, some things show up again. But there is always something new, something unexpected.









Isn't that interesting, that the poet could show that with the rhyme itself? ■



# History C

## Week 2 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>The Usborne Book of World History</i>	p. 97	pp. 98–99   	pp. 100–101  		
<i>Leif the Lucky</i>				pp. 1–9   	
<i>Geography Songs</i>	“Middle East” Track 7		“Middle East” Track 7	“Middle East” Track 7	
<b>Optional: Hands-on History: World History II Kit</b>	Viking Runic Carvings				
<b>Read-Alouds</b>					
<i>Red Sails to Capri</i>	chap. 5	chap. 6	chap. 7	chap. 8	
<i>Aesop's Fables for Children</i>	“The Dog, the Cock, and the Fox” p. 14	“Belling the Cat” p. 15	“The Eagle and the Jackdaw” p. 16	“The Boy and Filberts” p. 16	
<i>104 Poems of Whimsy and Wisdom</i>		p. 4		p. 5	
<b>Electives</b>					
<b>Other Notes</b>					



# Notes

## Week 2

### Day 1

#### History/Geography

##### **The Usborne Book of World History** | p. 97

When reading this book have your children sit around you to look at the pictures.

##### To Discuss After You Read

- Q: How did Christianity survive the barbarian invasion?  
 A: *through traveling monks that sought to convert others and by people who demonstrated their faith*

##### **Geography Songs** | “Middle East” Track 7

We start with the Middle East since civilization began here.

The song “Middle East” (pages 15 and 16, track number 7) in *Geography Songs* includes Cyprus and North Yemen as part of the Middle East. This is not correct. Cyprus entered the European Union in May of 2004 (although this does not include the Turkish-held area of “Turkish Republic of Northern Cyprus”) So it is important to note that while your book lists Cyprus in the Middle East, the Republic should more properly be considered European. North Yemen should also be omitted from the song because North and South Yemen merged to become Yemen in 1990, the year that the song book was written.

##### **Optional: Hands-on History: World History II Kit**

The Optional *Hands-on History: World History II* activities are scheduled to correspond with BookShark’s content. Please note that the activities can be done over any day/s of the week. It isn’t necessary to do the project on the same day that the history content is read. You can purchase the optional hands-on kit at [www.bookshark.com/chk](http://www.bookshark.com/chk) (Item #CHK).

Follow the instructions in the kit to complete the Viking Runic Carvings project this week. Vikings inscribed their tales and histories using runes. Your student will make their own rune carvings and a special carrying pouch.

#### Read-Alouds

##### **Red Sails to Capri** | Chapter 5

##### Vocabulary

“I thought the boat would turn over with his **ravings**.”  
(*irrational, incoherent utterings*)

“It’s all my fault,” said Michele **dolefully**. (*woefully; sadly*)

\* \* \*

**jackanapes**: monkeys, apes, slang for an insult for a person.

**sirocco**: a wind that is so full of dust that it sends everyone indoors.

##### To Discuss After You Read

- Q: “Monsieur Jacques paced the floor like a caged animal.” What does this sentence mean?  
 A: *he walked back and forth in an agitated manner like a restless caged animal that can’t go anywhere*
- Q: According to Signor Pagano what comes with the price of a fisherman’s boat? Does he like his job?  
 A: *the fish he will catch, his love of the sea, the feel of the wind on his face, the excitement, the danger, and his pride in the haul; yes!*
- Q: How does the cove relate to philosophy according to Herre Nordstrom?  
 A: *they will find the truth by gaining knowledge*

##### **Aesop’s Fables for Children** | “The Dog, the Cock, and the Fox” p. 14

### Day 2

#### History/Geography

##### **The Usborne Book of World History** | pp. 98–99

##### To Discuss After You Read

- Q: How did Islam begin?  
 A: *a man named Mohammed preached a new religion that worshipped Allah, the one God; his followers call Mohammed the Prophet*
- Q: What is the Islamic holy book called and where do Muslims worship?  
 A: *Qur’an or Koran; mosque*
- Q: How did Islam spread?  
 A: *caliphs fought wars to spread their faith*
- Q: Why is Charlemagne significant? What is he known for?  
 A: *he pulled the pieces of Europe together and formed a Roman Empire and he was crowned by the Pope*

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Q: What influence did religion have in Europe?

A: *Christians fought to keep Muslims from invading; the head of the church (the Pope) quarreled with the King for power; the people in Europe accepted Christianity as their religion*

#### Timeline and Map Activities

🕒 **Mohammed (ca. CE 570–632)**

👤 **Mohammed fled to Medina in CE 622. He later returns to conquer Mecca in 629**

👤 **Battle of Poitiers “Tours” (CE 732)**

👤 **Islam begins (ca. CE 622)**

👤 **Charlemagne (CE 742–814) forms a new Roman Empire**

📍 Tours (D2); France (D3); Spain (E1); Arabia (H10) (map 3)

📍 Mecca (E4) (map 4)

📍 Muslim Empire (map 5)

#### Read-Alouds

#### **Red Sails to Capri** | Chapter 6

##### To Discuss After You Read

Q: What is Angelo’s opinion of a “smart fool”? Why?

A: *there is nothing in the world as dangerous; they will do anything*

Q: According to Angelo, why do the people of Capri not mention the cove?

A: *due to an old superstition, a solemn pledge to the church, and a great fear of the mysterious cave*

#### **Aesop’s Fables for Children** | “Belling the Cat” p. 15

##### To Discuss After You Read

Q: Why do you think none of the mice wanted to “bell the Cat”?

#### **104 Poems of Whimsy and Wisdom** | p. 4

#### "Morning"

##### To Discuss After You Read

This poem sounds lovely in Italian, but the translator who put the words into English chose their words carefully and beautifully.

Q: What does it mean to be “illuminated by immensity”?

A: *one of the meanings could be that the sun lights up the world. We can’t see much in the dark, but when the sun rises, we can see all around. But poems can have more than one meaning, so if you think of something else, that works, too!*

#### "When the Sun Rises"

##### To Discuss After You Read

Try reading the first four lines of this poem. Without the last line, it sounds almost like a complaint: “I work and sleep and have to dig my own well and grow my own food.”

But then the last line somehow changes the four lines before! Rather than entirely about “I,” suddenly we read about sharing nature!

And “Kings can do no more”? That gives the whole poem a tremendous amount of dignity and majesty.

“I know how to work and to rest. I know how to produce water and food. I am self-sufficient. I live a balanced life.”

Isn’t that interesting!

## Day 3

### History/Geography

#### **The Usborne Book of World History** | pp. 100–101

##### To Discuss After You Read

Q: In what nations did Vikings settle? Did they keep their ethnicity?

A: *France, England, Iceland, Greenland, Sicily and Italy; no, they adopted local customs and languages and eventually “blended in”*

##### Timeline and Map Activities

👤 **Vikings discover America (CE 1000)**

📍 America (United States) (D2); Iceland (B5); Greenland (B4); Atlantic Ocean (D3) (map 1)

#### **Geography Songs** | “Middle East” Track 7

#### Read-Alouds

#### **Red Sails to Capri** | Chapter 7

##### Vocabulary

“It has **tormented** me for many years.” (*caused suffering*)

\*\*\*

**curlicues:** fancifully curved figures.

**concoction:** crudely mixed together.

**imbeciles:** not smart.



# Notes

## Week 2

### To Discuss After You Read

- Q: Why does Signora Pagano decide to stay in bed?  
 A: *she hopes that by her refusing to work in the inn, the men will leave and not go to the cove*
- Q: Why is it important for Signor Pagano to take Michele to the cove?  
 A: *Papa has a chance to give Michele something precious—an adventure to make him feel brave and important*

**Aesop's Fables for Children** | "The Eagle and the Jackdaw" p. 16

### Vocabulary

**jackdaw:** a black bird similar to a crow.

## Day 4

### History/Geography

**Leif the Lucky** | pp. 1–9

**Note:** This book does not have page numbers. Please count the page that begins "A thousand years ago" as page 1.

### Vocabulary

**fjord:** narrow inlets of water between steep cliffs.  
**thralls:** people held in bondage or slavery.

### To Discuss After You Read

- Q: Who was Erik the Red?  
 A: *sample: a fierce Norseman who was banned from Norway, and Iceland, and discovered Greenland and built a community of Norse there; he had three sons, and his son Leif discovered America*
- Q: Why did the chieftains travel west with Erik?  
 A: *to gain new land for their families to live on*

### Timeline and Map Activities

- 🕒 **Erik the Red (ca. 950–1003)**
- 🌍 *Iceland* (B5); *Greenland* (B4) (map 1)
- 🌍 *Norway* (A4) (map 3)

**Geography Songs** | "Middle East" Track 7

## Read-Alouds

**Red Sails to Capri** | Chapter 8

### Vocabulary

Signora Pagano looked particularly **jubilant**. (*expressing great joy*)

### To Discuss After You Read

- Q: What does Mamma mean by: "Sometimes it takes a brave man to run away"?  
 A: *sometimes it takes more courage to do what is right than to do what is expected of you*
- Q: Why does Angelo decide to go at noon to the cove?  
 A: *at noon the men's behavior would not be at all suspicious*

**Aesop's Fables for Children** | "The Boy and the Filberts" p. 16

**104 Poems of Whimsy and Wisdom** | p. 5

"Ducks' Ditty"

### Vocabulary

**backwater:** a part of the river not reached by the current, a stagnant place.

**dabble:** this has several meanings, but one meaning is specific to ducks: to move the bill in shallow water when feeding.

**drake:** a male duck.

**roach:** an edible Eurasian fish of the minnow family, popular with fishermen.

**larder:** pantry.

### To Discuss After You Read

If you have ever been near a pond with a lot of ducks, you know that they can be very noisy!

A "stanza" is a set of lines in a poem that are separated from other lines. Here we have four stanzas.

And in the third stanza, we find out who is saying these words. The speaker (or, rather, speakers!) are the ducks themselves!



"Four Ducks on a Pond"

To Discuss After You Read

This is another poem that has a surprise twist at the end.

The first four lines are so lovely. You can imagine looking at the pond, in the beautiful weather, with the ducks swimming.

It is a simple thing, but sometimes humans do remember little, unexpected moments. There was probably nothing very important about that memory, which is why the speaker seems almost surprised to still remember it.

But why does he remember that moment with tears?

It's a little unsolved mystery! Did his family move away from the pond and he never saw it again? Was that a moment of happy peace before a beloved parent died? Is the speaker sad that youth has gone, crying simply because so much time has passed?

It's interesting to think about. What do you believe the poet is thinking about? ■

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# History C

## Week 3 Schedule

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
<b>History/Geography</b>					
<i>Leif the Lucky</i>	pp. 10–15	pp. 16–21 	pp. 22–31 	pp. 32–39	
<i>Geography Songs</i>	"Middle East" Track 7		"Middle East" Track 7	"Middle East" Track 7	
<b>Read-Alouds</b>					
<b>Memorization</b>	Our memorization/public speaking assignment is your child's favorite poem. Once your child has decided on a poem, have them read the poem ten times this week—twice each day.				
<i>Red Sails to Capri</i>	chap. 9	chap. 10			
<i>Sticks Across the Chimney</i>			chap. 1 pp. 9–24 (finish para.) 	chap. 1 pp. 24–34	
<i>Aesop's Fables for Children</i>	"Hercules and the Wagoner" p. 17	"The Kid and the Wolf" p. 17	"The Town Mouse and the Country Mouse" p. 18	"The Fox & the Grapes" p. 20	
<i>104 Poems of Whimsy and Wisdom</i>		p. 6		p. 7	
<b>Electives</b>					
<b>Other Notes</b>					



# Notes

## Week 3

### Day 1

#### History/Geography

#### **Leif the Lucky** | pp. 10–15

##### Vocabulary

**Odin:** a Norse god of war and death; when Viking warriors die, they believe they go to his hall called Valhalla. He is pictured with one eye, as he supposedly gave the other eye in an attempt to gain wisdom.

**Tor:** (also spelled Thor)—the son of Odin, “the god of thunder, the sky, and agriculture.”

**Northern Lights:** colorful light that seems to dance in the sky; caused by charged particles (electrons and protons) that collide with gases in the upper atmosphere.

**six-man’s load on his shoulders:** this description show how strong Erik was, he was able to do the work of six men.

##### To Discuss After You Read

Q: Why were the Vikings glad to arrive in Greenland?

A: *they found a safe place to land, it had grass and fresh water, and the Vikings could cook their food*

Q: What did Leif learn as a chieftain’s son?

A: *to sail a ship, to hunt with a spear and axe, to survive in the winter cold*

#### **Geography Songs** | “Middle East” Track 7

#### Read-Alouds

##### Memorization | Poem

For the memorization/public speaking assignment your children will memorize their favorite poem. We recommend a poem at least 12 lines long, but no more than 70. Let them choose one that captures their attention—Robert Louis Stevenson writes some particularly good ones. The poem will be due for presentation in Week 8. To start, have them read their poem ten times this week—twice each day. Encourage them to think about the meanings of the words and the poem as a whole. Do they understand it completely?

#### **Red Sails to Capri** | Chapter 9

##### To Discuss After You Read

Q: We are told that “Michele felt as if he had been chasing tomorrows all his life.” What does that mean?

A: *it seemed like he had been waiting for things to happen*

Q: Why does Michele ask if Pietro can come too?

A: *they are brothers of the heart; Pietro didn’t go to Naples without him—bringing him along would only be fair*

#### **Aesop’s Fables for Children** | “Hercules and the Wagoner” p. 17

##### Vocabulary

**Hercules:** a hero of Roman mythology known for his great strength

### Day 2

#### History/Geography

#### **Leif the Lucky** | pp. 16–21

##### To Discuss After You Read

Q: What role did Erik play in Greenland?

A: *he served as “first man” to Norsemen who asked questions and he passed judgment; he hosted merchantmen who traveled to the land*

Q: Once Leif gained a ship, what did he do?

A: *he sailed to Norway to meet the new king*

##### Timeline and Map Activities

Scotland (A1) (map 3)

#### Read-Alouds

##### Memorization | Poem

#### **Red Sails to Capri** | Chapter 10

##### Vocabulary

Even the air they breathed was blue. And their bodies, filled with it, felt light and **buoyant**. (*floating*)

Every ripple was edged with gleaming bubbles; every wave carried with it a trail of **spangles**. (*sparkling or glittering light effects*)



Three by three the boats continued to take their turns, and with every trip the **hilarity** mounted. (*intense laughter*)

**To Discuss After You Read**

Q: As they traveled to the cove “no one said a word. There was nothing to say. All the talking was over; only doing remained.” What does this mean?

A: *all the plans had been discussed, now they just needed to carry them out*

Q: All three men came to Capri for something. What did they each find in the cave?

A: *adventure, beauty, and truth*

Q: Of what was the journey just the beginning?

A: *a huge tourist industry; people have come by the hundreds and thousands from all over the globe to see one of the most beautiful places in all the world*

**Aesop’s Fables for Children** | “The Kid and the Wolf”  
p. 17

**104 Poems of Whimsy and Wisdom** | p. 6

“Not They Who Soar”

**To Discuss After You Read**

Q: In this poem, how many different sounds at the end of words can you find?

A: *only three: words that rhyme with sod and plod, words that rhyme with care and air. And the two ends of the two stanzas: soar*

This poem basically says, “If you’re soaring, you’re not a hero. Yes, nice to be you, free up there. But the ones who keep going, despite whipping and bare feet and thorns and rocks—these are the true heroes.”

## Day 3

### History/Geography

**Leif the Lucky** | pp. 22–31

**To Discuss After You Read**

Notice the king’s rule: everyone had to stop eating when he set down his knife and spoon; this meant everyone had to be watching the king at all times—he needed to be the center of attention.

Q: Why did Leif travel to the New Land?

A: *by accident; he left Norway to bring the Christian faith to Greenland; his ship got caught in a storm and he lost his way; he traveled west to find the land Bjarne saw*

Q: What was Vinland like?

A: *it had trees (unlike Greenland), was beautiful, had no people, had grains and fruit to eat; the men could live there easily*

**Timeline and Map Activities**

Vinland (C3) (map 1)

**Geography Songs** | “Middle East” Track 7

### Read-Alouds

**Memorization** | Poem Sticks Across the Chimney | Chapter 1 pp. 9–24  
(finish paragraph)

**Vocabulary**

**whitewashed:** painted with an inexpensive paint.

**Yule tree:** Christmas tree.

**rallied:** draw together, to pull together.

**maw:** the throat, or jaws.

**gaunt:** thin, angular.

**torrents:** a sudden outpouring.

**heath:** area of land covered by low growing plants that survive in poor soil.

**To Discuss After You Read**

Q: Where does the family live? Why?

A: *they lived in a small house built near a Viking burial mound; they could afford it because people believed the land was haunted; they needed an inexpensive place since their father had died and his business sold*

Q: Why didn’t the children tell their mother that their figurines hadn’t been chosen for the fair? Was this wise?

A: *they didn’t want her to be sad that her law of generosity and selfishness wasn’t true; probably not, mother could have comforted them and given them advice*

**Timeline and Map Activities**

Denmark (B4) (map 3)



# Notes

## Week 3

**Aesop's Fables for Children** | "The Town Mouse and the Country Mouse" p. 18

Have your children retell the story of the country mouse and the town mouse.

### Day 4

### History/Geography

**Leif the Lucky** | pp. 32–39

#### Vocabulary

**Hoar-frosted mountains:** frost that forms on free-standing items like grass and trees.

#### To Discuss After You Read

Notice how Leif figured out how to return to Greenland. He calculated based on the height of the sun compared to the height of the sun in Greenland. He determined to then sail north and east and found his home. Also, he watched his surroundings while sailing carefully enough that he was able to spot a shipwreck, and he rescued the stranded people and their goods. Although Leif was called "Lucky," much that he accomplished occurred because of his leadership and careful work.

Notice the large number of Vikings who traveled to Vinland to settle there: 150 plus cattle and supplies. If you look at a map, you will notice that the Vikings could have reached a wide variety of lands on their way to Vinland. Scholars believe Leif and his men could have landed at Labrador, Newfoundland, or the Gulf of the Saint Lawrence River. Viking artifacts (including houses) were found in Newfoundland.

Q: Leif discovered and settled the New World in 1001 CE, and Columbus discovered the New World in 1492. How much later is that?

A: *almost 500 years later*

**Geography Songs** | "Middle East" Track 7

### Read-Alouds

**Memorization** | Poem

**Sticks Across the Chimney** | Chapter 1 pp. 24–34

#### Vocabulary

**min Herre:** Sir, or Lord in Danish.

**barnacles:** sea creatures that live in shallow water and cling to boats and rocks.

#### To Discuss After You Read

Q: What did the children buy with the money they earned? How many of the gifts were for them?

A: *10 chicks, 1 duck, and a dozen seed cakes and cinnamon buns; all of the gifts were for their mother*

**Aesop's Fables for Children** | "The Fox and the Grapes" p. 20

#### To Discuss After You Read

Q: The phrase "sour grapes" comes from this story. What do you think people mean by the phrase?

**104 Poems of Whimsy and Wisdom** | p. 7

"'Hope' Is the Thing with Feathers"

#### To Discuss After You Read

To be "abashed" is to be ashamed or embarrassed. To be "in extremity" is to be in a condition of extreme adversity or difficulty.

This delightful poem is an extended metaphor, comparing hope to a bird that sings without stopping. Perhaps in an extremely bad situation, the bird might be embarrassed, but usually it sings and cheers the hearts of the listeners. The speaker claims to have heard it in very cold times and very odd times, but no matter how hard a situation, the bird didn't need anything ("ask a crumb") from the speaker. ■