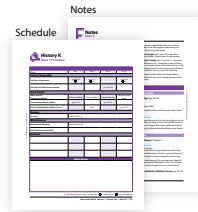


Instructor's Guide Quick Start

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.



Day 2	Day 3	Day 4
pp. 36-37 Q1-2		pp. 38-41 Q1-2

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 1.2 million people.

Section Three
Instructor's Guide Resources

Section Four
New User Information

Instructor's Guide Resources and New User Information

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

How to Use the Schedule


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 kids.


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  symbol indicates there is a timeline suggestion in the notes for that day.











The  symbol indicates you will find a map assignment in the notes for that day.

The  symbol indicates there is a figure for you to place on the timeline.

Use the extra rows to schedule additional assignments or activities.

Additional space for your record keeping.

History D Week 9 Schedule

Date:	Day 1	Day 2	Day 3	Day 4
History/Geography				
<i>The Beginner's American History</i>	pp. 57-62 	pp. 63-65 (to the break) 	pp. 65-68 	pp. 69-74 
Read-Alouds				
<i>The Witch of Blackbird Pond</i>	chap. 10 	Chap. 11	chap. 12 	chap. 13
<i>A Child's Introduction to Poetry</i>		"Lyric Verse" pp. 28-29		
Readers				
Regular: <i>Squanto, Friend of the Pilgrims</i>	"Squanto and the Englishmen" 	"London" 	"The Indian Show" & "Captain John Smith" 	"Captain Hunt" & "In the Dark"
Advanced: <i>The Matchlock Gun</i>	chaps. I-II 	chaps. III-IV	chaps. V-VII	chaps. VII-X
Electives				
Other Notes				

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 Special Note to Mom or Dad  Map Point  Timeline Figure  Timeline Suggestion

Intro to American History, Year 1 of 2 | Section Two | Week 9 | 53

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History B

Week 1 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Children Just Like Me</i>	pp. 6–10 	pp. 11–15 	pp. 16–19 	pp. 20–23	
Read-Alouds					
<i>Charlotte's Web</i>	chaps. 1–2 	chap. 3	chap. 4	chap. 5	
<i>Favorite Poems of Childhood</i>	"The Land of Nod" p. 1		"Hurt No" & "Cat" p. 2		
<i>Mother Goose Rhymes</i> (see note below)		"Humpty Dumpty"			
Electives					

Other Notes

Note: Please note the assignment Mother Goose Rhymes listed under Read-Alouds is not a separate book. These rhymes are printed in the notes on the day it is assigned.

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Notes

Week 1

Day 1

History/Geography

Reading the History Books Aloud

We encourage you to use the narration method, at least through the 8th grade level, helping 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 grasped!

With narration, children will remember more than a worksheet can test, because they have to listen intently if they are to have enough material to record three to five sentences about what they learned. We recommend keeping notes of all they have read about in a separate notebook. It will be helpful to have written records of the things they—and you—have learned.

Children Just Like Me | pp. 6–10

To Discuss After You Read

Q: Many different people groups make up North America, from Native Americans to settlers and immigrants from around the world. Do you know where your ancestors lived? Do you have any friends who came from another country?

A: *answers will vary*

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**.

North America (C2); Canada (C2); The United States of America (C2) (map 1)

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 have incorporated "natural language learning"-oriented vocabulary development exercises in the Read-Aloud notes. These vocabulary words correspond with the day's Read-Aloud assignment, pulled from the reading and clarified. More general vocabulary development can be found in BookShark's Language Arts programs.

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.

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**Charlotte's Web** | Chapters 1–2

Explain that the chapter numbers are Roman numerals and have your children read the numbers.

Vocabulary

"He's yours," said Mr. Arable. "Saved from an **untimely** death." (*a death that is too early*) [chap. 1]

* * *

runt: a small, weak animal that requires much extra work, therefore farmers usually kill them. [chap. 1]

To Discuss After You Read

Q: What does the father mean when he says, "Fern is ... trying to rid the world of injustice"? [chap. 1]

A: *this injustice is killing baby animals that are too small, something they have no control over*

Q: Harrisburg is the capital of Pennsylvania, What is the capital of your state? What is the capital of your country? [chap. 1]

A: *answers will vary*

Q: Why did Wilbur have to be sold? [chap. 2]

A: *he was getting too big and needed too much food*

Timeline and Map Activities

Harrisburg, Pennsylvania (D10) (map 4) [chap. 1]

Favorite Poems of Childhood | "The Land of Nod" p. 1

Rationale: It takes practice to read poetry correctly. Except when reading nursery rhymes and silly songs, avoid letting the rhyme control your reading pattern. Rather, you should read a poem for its sense: as if it were prose. Though this may feel a little awkward at first, you will find that it yields great benefits for the listener. Despite the initial feelings of awkwardness, the beauty of the language, the cadence, and the rhyme will all come through.

Day 2

History/Geography

Children Just Like Me | pp. 11–15

Note: As you read about the lives of children around the world, notice the large variety of family structures shown in the book, including single and divorced parents, same-sex marriages, stepsiblings, single-child homes, homes with a lot of extended family, and more. Feel free to take this time to discuss the different types of family structures with your children. [p. 14]

To Discuss After You Read

Q: Why does Cymian's family think it is important to observe Native traditions of the Shawnee tribe? Do you think this might be true of other peoples' traditions? [pp. 12–13]

A: *there are very few Native Americans left in the United States, so it is important that those few people remember and act on the traditions of their ancestors*

Q: What are your favorite holiday traditions? Why?

A: *answers will vary*

Timeline and Map Activities

Mexico (D1) (map 1)

Read-Alouds

Charlotte's Web | Chapter 3**Vocabulary**

hullabaloo: a loud noise or uproar.

scythes: a tool with a long curving blade used to cut grass or grain by hand.

slops: inedible human food, left-overs that make great pig food; the word *slops* is also onomatopoeic [on-o-MAH-toe-poe-AY-ic]: i.e., it sounds like what it means.

To Discuss After You Read

Q: Why does Wilbur escape?

A: *he is bored with his small world*

Q: Why does he return home?

A: *he is frightened and tired and realizes he's too young to be on his own*

Mother Goose Rhymes | "Humpty Dumpty"

Rationale: We provide you with a Mother Goose rhyme each week to enrich your children's education. Throughout life, your children will encounter references to these basic rhymes and exposure to them embraces our cultural heritage. So read and enjoy them!

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Couldn't put Humpty together again.



Notes

Week 1

Day 3

History/Geography

Children Just Like Me | pp. 16–19

To Discuss After You Read

- Q: Brazil is well known for its statue that overlooks Rio de Janeiro. What famous symbols are important to your country? Draw a picture of one of the symbols. Discuss what the symbol is and what it represents.
- A: *answers will vary; for example, some symbols of the United States include the Statue of Liberty, bald eagles, or the national flag*
- Q: Does anyone in your family play an instrument? If you could choose, what would you like to play?

Timeline and Map Activities

- 🌐 South America (F3); Brazil (C2) (map 1)

Read-Alouds

Charlotte's Web | Chapter 4

Vocabulary

provender: dry food for livestock.

To Discuss After You Read

- Q: What does Wilbur want more than anything?
- A: *a friend*
- Q: How does Wilbur feel when the sheep tells him he is less than nothing?
- A: *sad, worthless*
- Q: Have you ever accidentally (or on purpose) made someone feel that way?
- A: *answers will vary*

Favorite Poems of Childhood | "Hurt No" and "Cat" p. 2

Day 4

History/Geography

Children Just Like Me | pp. 20–23

To Discuss After You Read

- Q: Trini's family enjoys special meals on Sundays and follows Catholic traditions. What spiritual practices or other non-religious traditions does your family follow?
- A: *answers will vary*
- Q: Review the different schools and school books used by children in South America. How are they similar or different to the ones used where you live? [pp. 19–23]
- A: *answers will vary; possible, the books are similar but are in different languages, schools are similar but may look a little older*

Read-Alouds

Charlotte's Web | Chapter 5

Vocabulary

Underneath her rather bold and cruel **exterior**, she had a kind heart, and she was to prove loyal and true to the very end. (*outside*)

* * *

scheming: making sly plans.

To Discuss After You Read

- Q: How does Charlotte justify catching bugs to eat?
- A: *no one feeds her, so she must take care of herself, and if she didn't rid the world of some bugs, the world would be overrun with the creatures*
- Q: How does Wilbur react to his new friend?
- A: *after his initial joy, he is not sure if he's ready for this type of friend* ■



History B

Week 2 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Children Just Like Me</i>	pp. 24–28 	pp. 29–32	pp. 33–37 	pp. 38–41 	
Read-Alouds					
<i>Charlotte's Web</i>	chap. 6	chap. 7	chap. 8	chap. 9 	
<i>Favorite Poems of Childhood</i>	"I Love Little Pussy" p. 3		"Mary's Lamb" pp. 4–5		
Mother Goose Rhymes		"A Week of Birthdays"			
Electives					
Other Notes					

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Notes

Week 2

Day 1

History/Geography

Children Just Like Me | pp. 24–28

Look at how many countries (44!) make up the small continent of Europe! [p. 25]

Many European nations joined together in 1973 to form the European Union, or EU. They share open borders and use the same money system called the Euro. In 2016, Britain voted to remove itself from the EU.

To Discuss After You Read

- Q: What sports and hobbies do children in Europe enjoy? Why do you think they like doing these activities?
- A: *walking dogs, Legos, Gaelic football, hockey, dancing, music; answers will vary*
- Q: How does your life differ from the lives of the children you read about today?
- A: *answers will vary*

Timeline and Map Activities

🌐 Europe (C6); England (D1) (map 1)

Read-Alouds

Charlotte's Web | Chapter 6

Vocabulary

gratified: pleased.

unremitting: constant, not slackening.

scruples and compunctions: a *scruple* is a sense of right and wrong that directs a person's behavior; to *have scruples about* a matter means to feel uncomfortable about doing that thing; *compunction* refers to a feeling of guilt that arises when one has done wrong.

untenable: not fit to be lived in.

lair: den of a wild animal.

interlude: a short break, pause.

To Discuss After You Read

- Q: Why don't the geese trust the rat?
- A: *he had no morals to keep him acting rightly; he would kill a gosling if he could get away with it*

Favorite Poems of Childhood | "I Love Little Pussy" p. 3

Day 2

History/Geography

Children Just Like Me | pp. 29–32

To Discuss After You Read

- Q: Martyna's parents are both engineers. What jobs do your family members have (parents, grandparents, aunts, siblings)?
- A: *answers will vary*
- Q: What do you have in common with the children you read about today?
- A: *answers will vary*

Timeline and Map Activities

🌐 Poland (C6); France (C6) (map 1)

Read-Alouds

Charlotte's Web | Chapter 7

Vocabulary

Stop your crying! I can't stand **hysterics**. (*a fit of uncontrollable laughter or weeping*)

* * *

anesthetic: a substance that produces a loss of feeling.

To Discuss After You Read

- Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so?

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**Mother Goose Rhymes** | “A Week of Birthdays”

Note: Please note Mother Goose Rhymes are provided in the notes below and are not a separate book.

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
Thursday's child has far to go,
Friday's child is loving and giving,
Saturday's child works hard for its living,
But the child that's born on the Sabbath day
Is bonny and blithe, and good and gay.

Day 3

History/Geography

Children Just Like Me | pp. 33–37

To Discuss After You Read

- Q: Go through the section on Europe and read how each child says hello. Do any sound familiar to you? Which ones sound the most similar to English? Which ones sound the most different? [pp. 26–37]
- A: *Finnish “hei,” German “hallo,” and Swedish “hej” are similar; many others are different*

The English language was influenced by several different languages as it was created, including an older form of German, which is why the German word for hello sounds so similar. Other languages like Latin also influenced English. Latin also influenced French, Spanish, and Italian. If you ever read or hear one of those languages, you can find similar words there as well.

While there are 24 official languages in Europe, in truth hundreds are spoken across the continent. According to Summer Institute of Linguistics, there are 6,909 languages in the world, though that number is shrinking. One of the reasons the number is going down: about 2,000 of the languages have fewer than 1,000 people who speak them!

Timeline and Map Activities

- Russia (B9) (map 1)

Read-Alouds

Charlotte's Web | Chapter 8

To Discuss After You Read

- Q: Why does Mrs. Arable worry about Fern?
- A: *she doesn't think that animals can talk and worries because Fern thinks they do talk*
- Q: Is Mr. Arable worried about Fern hearing what animals say? Why or why not?
- A: *no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination*

Favorite Poems of Childhood | “Mary's Lamb” pp. 4–5

Day 4

History/Geography

Children Just Like Me | pp. 38–41

To Discuss After You Read

- Q: Describe the foods children like Bassma and Yohanna eat. Would you like to try any of them?
- A: *they eat meats, grains, and vegetables like couscous, goat, lamb, chicken, bread, rice, pea and lentil stew, etc.*

Timeline and Map Activities

- Africa (E6) (map 1)

Read-Alouds

Charlotte's Web | Chapter 9

Vocabulary

spinnerets: the organs which a spider uses to spin the thread for its web.

troupe: a group of traveling performers.



Notes

Week 2

Explain to your children that people have some of the same names for their endoskeleton that spiders have for their exoskeleton. Humans have bones inside the body to support them while spiders have an outer shell that supports them. Similarities include the following:

coxa is the joint of the hip

femur is the upper leg bone

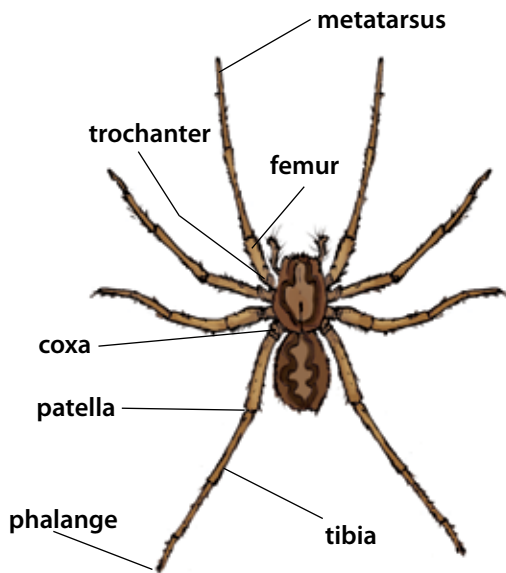
trochanter is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis

tibia is one of the two lower leg bones

patella is the knee cap

metatarsals are the foot bones

phalanges are the toe [or finger] bones



To Discuss After You Read

Q: Is bridge-building a good example of human weaving? Why or why not?

A: *answers will vary*

Timeline and Map Activities

🌐 *Queensborough Bridge (also known as the 59th Street Bridge in New York City, NY. It was built in 1909 and connects midtown Manhattan with Queens) (D11) (map 4) ■*



History B

Week 3 Schedule

Date:	Day 1	Day 2	Day 3	Day 4	Day 5
History/Geography					
<i>Children Just Like Me</i>	pp. 42–45 	pp. 46–49 	pp. 50–55 	pp. 56–61 	
Read-Alouds					
<i>Charlotte's Web</i>	chap. 10	chap. 11	chap. 12	chap. 13	
<i>Favorite Poems of Childhood</i>	"Holding Hands" p. 6		"The Field of Mouse" p. 7		
Mother Goose Rhymes		"Old King Cole"			
Electives					
Other Notes					

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Notes

Week 3

Day 1

History/Geography

Children Just Like Me | pp. 42–45

Note: Shigo’s family has another unique family structure: her father has two wives. You may wish to preview this page and prepare to approach or avoid the subject with your students. If you choose to approach it, you may wish to note the word polygamy is used for a marriage with more than two people, and monogamy means a marriage between only two people. Polygamy is more accepted in Africa than it is in other continents, although some places in the Middle East also accept it. Polygamy is looked down upon in other societies, however, and is not legal in many countries.

To Discuss After You Read

After reading about how the San people dance to try to heal the sick or encourage it to rain, talk with your students about what your family does in times of trouble. How do you help other people? How do you find hope and remain strong?

- Q: Why is jewelry important to Shigo? Why is it important to Joshua?
- A: *for Shigo’s people, jewelry shows where each person comes from; for Joshua, it’s how his family earns money to buy food*
- Q: *Compare the ways that Shigo and Joshua live. Whose family do you think is wealthier? Why?*
- A: *answers may vary; Shigo’s family seems to be wealthier; Shigo has a brick house that keeps them warm, bright clothing and lots of jewelry, eats plenty of meat, and owns cows and working pets; Joshua’s family is saving up money to buy a brick house, they often need to search for food to eat, he wears donated shoes to school, and the family sells jewelry to make money*

Although it seems like Shigo’s family has more money than Joshua’s, point out that both families seem to be happy and love each other. The children enjoy their family traditions, spend time learning at school, and find ways to have fun. Happiness does not depend on wealth or possessions.

Read-Alouds

Charlotte’s Web | Chapter 10

Vocabulary

“I was just thinking,” said the spider, “that people are very **gullible.**” (*easily deceived or cheated*)

“It pays to save things,” he said in his **surlly** voice. (*grouchy*)

After a while she **bestirred** herself. (*roused, became active*)

To Discuss After You Read

- Q: Charlotte knew that if she waited patiently, food would come to her. Do you think a solution will always come to mind if you wait?
- A: *while this worked for Charlotte, sometimes we need to do research or ask others for help*
- Q: Do you think Charlotte is smart? Why or why not?
- A: *sample: she has an amazing vocabulary, and is very observant—so, yes, I think she is smart*

Favorite Poems of Childhood | “Holding Hands” p. 6

Day 2

History/Geography

Children Just Like Me | pp. 46–49

To Discuss After You Read

- Q: Pick one area of Africa and describe the way that people dress there. Why do you think they dress that way? Feel free to look at the pictures for help remembering. [pp. 40–49]

Take a few moments and talk about your family values in clothing. How do you want your children to present themselves to the world?

Timeline and Map Activities

-  *South Africa (G7) (map 1)*

Read-Alouds

Charlotte’s Web | Chapter 11

Vocabulary

gyromatic: a semi-automatic car transmission used in Dodge cars from 1949 to 1955.

**To Discuss After You Read**

Q: Charlotte claims that people are very gullible (or believe anything). Do you think she was right? Do you think it makes sense to always believe your eyes? Or can you think of a time when you might not see correctly?

A: *answers will vary*

Mother Goose Rhymes | “Old King Cole”

Old King Cole was a merry old soul,
And a merry old soul was he;
He called for his pipe, he called for his bowl,
And he called for his fiddlers three!
And every fiddler, he had a fine fiddle,
And a very fine fiddle had he.
“Twee tweedle dee, tweedle dee,” went the fiddlers.
Oh, there’s none so rare as can compare
With King Cole and his fiddlers three.

Day 3

History/Geography

Children Just Like Me | pp. 50–55

Today, pick 2 or 3 countries from Asia that you are familiar with and discuss them with your children. Find the country on a map, talk about their language and religion. Find a picture of their currency online.

Timeline and Map Activities

Asia (C9); China (D10) (map 1)

Read-Alouds

Charlotte’s Web | Chapter 12**Vocabulary**

idiosyncrasy: an odd or unusual behavior.

acrobat: one who is skilled at balancing or gymnastics.

baser: inferior, lower class.

gruffly: brusque or stern in manner or appearance; harsh.

gander: an adult male goose.

St. Vitus’s Dance: a nervous disorder that causes spasmodic movements in victims’ limbs and facial muscles and a general lack of coordination.

To Discuss After You Read

Q: When it comes to helping others, who are you more like: Charlotte (helping because you care) or Templeton (helping because it helps you)? What motivates you (makes you happy) to help?

Favorite Poems of Childhood | “The Field of Mouse”
p. 7

Day 4

History/Geography

Children Just Like Me | pp. 56–61

Both Mehak and Vishnu believe in Hinduism, but Vishnu is part of a special religious group called the Bishnoi. About 80% of India’s population follow the Hindu religion. Hinduism promotes the worship of many gods (*polytheism*), as well as *pantheism* (the idea that god is [or the gods are] everywhere and in all that exists; i.e., god is [or the gods are] an impersonal divine force). Evidence for this kind of perspective can be traced back to the very earliest human civilizations. Other religions such as Christianity, Islam, and Judaism, are *monotheistic*, meaning they worship one god.

To Discuss After You Read

Q: What crafts interest you the most? Painting? Jewelry? Sculpting? Something else?

You could search for local craftsmen and ask to visit their workshop.

Q: Some people avoid eating meat, like many Hindus in India. How would you like to eat just rice, beans and vegetables?

Try cooking new meal with your students this week inspired by one of the dishes in your book. If you have never tried it before, make your meal vegetarian or vegan. Invite your students to help with this adventure!

Timeline and Map Activities

Japan (D11); South Korea (D11); India (D9) (map 1)

Read-Alouds

Charlotte’s Web | Chapter 13**Vocabulary**

aeronaut: one that travels in a balloon.



Notes

Week 3

dung: manure.

orb: something circular.

radial: in rays. Thus the orb lines are the circular lines of a web, the radial extend outward from the center.

To Discuss After You Read

Q: Do you know anyone who has done amazing things like Charlotte's cousins have done?

Q: Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?

A: *his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him* ■

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
1	Cultures; People; Countries	<i>North America; Canada; United States; Pennsylvania; Mexico; South America; Brazil</i>	
2	Cultures; People; Countries	<i>Europe; England; Poland; France; Russia; Africa</i>	
3	Cultures; People; Countries	<i>South Africa; Asia; China; Japan; South Korea; India</i>	
4	Cultures; People; Countries	<i>Southeast Asia; Australia</i>	
5	Archaeology		
6	Archaeology; Early People and Cities	<i>Mediterranean Sea</i>	
7	Earliest Civilizations	<i>Mesopotamia; Sumer; Tigris and Euphrates Rivers</i>	
8	Earliest Civilizations	<i>Sumer</i>	
9	Ancient Egypt	<i>Sumer; Egypt; Nile River; Ur</i>	Narmer/Menes
10	Ancient Egypt	<i>Egypt; Nile River; Valley of the Kings</i>	
11	Ancient Egypt	<i>Egypt; Nile River</i>	
12	Ancient Egypt; Pyramids	<i>Egypt</i>	
13	Ancient Egypt; Old and Middle Kingdoms	<i>Egypt</i>	
14	Ancient Egypt; Pyramids	<i>Egypt</i>	Tutankhamen
15	Ancient Egypt; Pharaohs	<i>Egypt</i>	
16	Ancient Egypt; Crete	<i>Egypt; Crete</i>	
17	India; Babylon; Ancient Myths; Anatolia; New Kingdom of Egypt	<i>Egypt; India; Indus River; Babylon; Mesopotamia</i>	Hammurabi
18	Egyptian Houses; Egyptian Temples; Hittites; Mycenaeans	<i>Egypt; Anatolia; Greece</i>	
19	Mycenaeans; Trojan War; Canaanites; Philistines; Ancient Nomads; Phoenicians; Invention of the Alphabet	<i>Palestine; Mediterranean Sea; Syria; Arabia; Israel; Carthage; Troy; Phoenicia; Tyre; Sidon</i>	Homer
20	Assyrian Empire; Babylon	<i>Assyria; Babylon</i>	Nebuchadnezzar
21	Ancient Monuments; Early China; Olmecs; The Dark Ages	<i>Babylon; Europe; China; Yellow River; America; India; Persian Empire; Jerusalem; Lydia</i>	Cyrus; Darius I
22	Ancient Greece	<i>Greece</i>	
23	Ancient Greece	<i>Olympia; Greece</i>	
24	Alexander the Great ; The Greeks; Ancient China	<i>Greece; Athens; Sparta; Alexandria</i>	Alexander the Great
25	Great Wall of China	<i>China; Great Wall of China</i>	

History/Geography—Scope and Sequence: Schedule for Topics and Skills

Week	History	Geography	Biography
26	Tang Dynasty; The Silk Road	<i>China; Chang'an; Dunhuang; Taklamakan Desert; Afghanistan</i>	
27	Ancient China; The Silk Road; Han Dynasty	<i>China; The Silk Road; Samarkand; Baghdad; Herat; Tyre; Istanbul, Turkey</i>	Confucius
28	Ancient China; Chinese Inventions	<i>Chang'an, China</i>	
29	Ancient China	<i>China; The Great Wall; The Silk Road</i>	Confucius
30	Mongols; The Maya; Ancient Africa; Assyrians	<i>China; Mongolia; Central America; Kush; Axum; India;</i>	Gautama (The Buddha)
31	Rome & the Romans; Celts	<i>Rome; The Tiber River; Spain; Gaul</i>	Julius Caesar; Hannibal; Octavius (Augustus Caesar)
32	Rome & the Romans	<i>Rome; Gaul; The Tiber River; Alexandria</i>	
33	Rome & the Romans	<i>Rome; Macedonia</i>	
34	The Roman Empire; Barbarians; Beginning of Christianity	<i>Rome; Pompeii; Romania</i>	Marcus Aurelius
35	The Roman Empire; Barbarians	<i>Rome; Carthage; Tiber River; Italy</i>	Constantine; Cleopatra
36	Byzantine Empire; Persia	<i>Constantinople; Byzantine Empire; Persia; Rhine River</i>	Justinian

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