

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 3 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

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 11:2 | | pp. 38-41 12:3 |

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 to Mom or Dad").

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 2016, 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.



History 5

Week 1 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|--|--|---|--|-------|
| History/Geography | | | | | |
| <i>Journey to the Eastern Hemisphere</i> | China: The Big Picture through "Zhou Dynasty" | Confucianism through "Ming Dynasty" | "Manchus" through "China as a Republic" | "Communists Win Control" through "China Today" | |
| Eastern Hemisphere Notebook Pages | The Big Picture & Timeline #1–2 pp. 5–6 | Timeline #3–9 pp. 6–7 | Timeline #10–15 pp. 7–8 | Timeline #16–20 p. 9 | |
| Current Events | | | | | |
| Read-Alouds | | | | | |
| <i>Where the Mountain Meets the Moon</i> | chaps. 1–3 | chaps. 4–9 | chaps. 10–12 | chaps. 13–15 | |
| <i>All the Small Poems</i> | "porches" | | "cow" | "zinnias" | |
| Readers | | | | | |
| <i>Li Lun, Lad of Courage</i> | pp. 11–38 | pp. 39–66 | pp. 67–end | | |
| <i>Wild Orchid: A Retelling of "The Ballad of Mulan"</i> | | | | chaps. 1–3 | |
| Electives | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Notes

Week 1

Day 1

History/Geography

Journey to the Eastern Hemisphere | China: The Big Picture through “Zhou Dynasty”

The *Journey to the Eastern Hemisphere* book reads much like a well-written encyclopedia and covers only the countries, regions, or continents that your students will study this year.

We begin with China, a nation with the longest recorded history. We spend three weeks working through the article, and then finish our time in China reading a biography.

To help your children focus on the *Journey* articles, we have them write notes on the Eastern Hemisphere Notebook pages.

Notice that the author chooses to use the more politically-correct form to designate time. She uses “BCE” instead of the traditional “BC,” and “CE” rather than “AD.” BCE stands for Before Common Era, “BC” stands for Before Christ, “CE” stands for Common Era, and “AD” stands for Anno Domini—or, “in the year of Our Lord, Jesus Christ.”

Timeline and Map Activities

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

Note: You may have extra timeline figures that are not scheduled. You can add these to your timeline or disregard.

Confucius (ca 551–479 BCE)

Shang dynasty (ca. 1600–1066 BCE)

Eastern Hemisphere Notebook Pages | The Big Picture & Timeline #1–2, pp. 5–6

Alongside your readings of *Journey to the Eastern Hemisphere*, your children will write down facts and insights that catch their attention on decorated pages designed to remind them of the country or region they read about.

Over the course of the school year your children will assemble and complete a number of pages into a keep-sake binder. This is intended as a fun project, so encourage them to enjoy the process.

The Big Picture

On the Eastern Hemisphere Notebook Pages under “The Big Picture,” (page 5) have your children write three facts about China they found interesting.

Possible answers:

1.3 billion people; was the longest recorded history; a land of contrasts; started as a united nation in 221 BCE; is currently communist-controlled

Timeline #1–2

As your children spend time with the people of the lands they visit, they will gather information about important dates and time periods in their history. To keep accurate records of this history, they will complete a timeline for each place they visit. However, rather than marking dates, they will be asked to dig deeper into each significant event to better understand how and why it helped shape the region’s history. Today, have your children complete the timeline for numbers 1 and 2 on page 6.

Possible answers:

- 1. Bronze vessels, war chariots, written records*
- 2. Confucius—live morally, respect others, lead family-focused life*

Optional: Choose Your Adventure

In the countries your children will visit, they will have the option to choose at least one adventure to do. The first one starts in week 4. Feel free to come back to this section later and skip it for now. Adventures will help your children become an expert about some aspect of that country and will require them to spend some time with outside resources. Your children may need a little help in the first few days to find the articles they need. Please model how to search for the scheduled articles.

Multiple Intelligences: Individual students learn in different ways. There is not just one, but many different kinds of intelligence. Each “Choose Your Adventure” project reflects one or more of Howard Gardner’s Multiple Intelligences, depicted by the following icons:

- Linguistic Intelligence (word smart)
- Logical-Mathematical Intelligence (number and reasoning smart)
- Spatial Intelligence (picture smart)
- Bodily-Kinesthetic Intelligence (body smart)
- Musical Intelligence (music smart)
- Interpersonal Intelligence (people smart)
- Intrapersonal Intelligence (self smart)
- Naturalist Intelligence (nature smart)

Below are instructions for the “Choose Your Adventure” projects that may be found in more than one country. We have collected them here for easy reference:



Nature Fact Card: On a 5" x 8" index card or a half sheet of lined paper, include the following:

- The name of the plant or animal and its scientific classification.
- A colored picture of the plant or animal from a magazine or draw and color your own.
- Location where the plant or animal lives.
- What the animal eats and if it is an "omnivore," "herbivore," or "carnivore."
- The plant's or animal's average life span.
- Its natural predators—does anything eat this plant or animal?
- 3–5 fascinating facts about your animal or plant.
- A brief statement about why you chose to research this creature.

Famous Person Cards: If your children take interest in a particular historical figure, feel free to complete a Famous Person Card for "extra credit." On a 5" x 8" sized index card, or a half sheet of lined paper include the following:

- Person's full name
- His or her picture, if available
- Date and place of birth
- Family: what were the names of this person's parents? Did this person have any siblings? If so, what were their names?
- Childhood: where did this person grow up? Who did he or she live with? Were there any important world events that occurred during this person's childhood, such as wars or famines, etc.? Did these world events affect this person in any way?
- Education: where did this person go to school? Did he or she go to college? If so, where?
- Brief life history: this section should include major events in this person's life, as well as information about why this person is famous.
- Three fun facts you learned about this person that you didn't know before.

Country Cards: On a 5" x 8" sized index card, or a half sheet of lined paper include the following:

- The country's official name
- Total area
- Population

- Location in the world: you can include a map, as long as the map also shows or includes a statement about where in the world this country is found, and does not simply depict the country itself.
- Capital city
- Type of government
- Languages spoken
- Type of currency
- Name one famous landmark
- Briefly describe the geography of this country
- Briefly describe the climate of this country
- Describe one interesting or unique custom or cultural tradition that is important to the people of this country
- Was this country ever controlled by another country? If so, when? By whom?
- List three important events in this country's history and why they are important
- List three fun or interesting facts about this country

A Final Note

If you plan to use this program later with another child or are teaching multiple children we recommend purchasing an extra set of the Eastern Hemisphere Notebook Pages to ensure you have the correct version to match this guide.

We hope that you enjoy your adventure this year and that it helps you learn more about the world we live in. If we can be of any assistance, please do not hesitate to e-mail us at main@BookShark.com, or call us at (303) 797-2954. Happy exploring!

Current Events | Report

We believe that by fifth and sixth grade students need to begin learning about world affairs—matters of social, political, economic, and cultural concern. They should be informed about these matters, and they ought to be forming opinions about them.

Once each week, students must report verbally on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?



Notes

Week 1

Please read the same article as your children read and add background information to aid to in your children’s understanding. If you come across an uncommon or unfamiliar term explain it. Give them whatever historical, cultural, and other background you can, as well as talk about any parallel situations with which they might be familiar from their studies of history or other cultures.

The best time to hold these discussions about current events is over the dinner table.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. Then children are better able in the future to read articles about the same people or the same or related events.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It’s similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: “We don’t have it so bad.”

Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people’s mistakes.

By reading the newspaper we can find opportunities to take new directions. Imagine. Are you likely to go someplace you’ve never heard of? Hardly! Nor are you likely to try a new idea if you’ve never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider.

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.

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.

Where the Mountain Meets the Moon | Chapters 1–3

We open this year with a fairy tale that won the Newbery Honor. It is beautifully crafted and a pleasure to read. Please recognize that as a fairy tale, magical things occur. Compare it to fairy tales that occur in stories from your homeland. As you read this together with your children, highlight differences in family life that you notice.

To Discuss After You Read

- Q: The stories Minli’s father told kept Minli from dullness. Why did the stories keep Minli vibrant? [chap. 1]
- A: *stories can take us outside our lives, can broaden our horizons, give us hope and pleasure*



- Q: Do you agree with Ma when she says, “Our house is bare and our rice hardly fills our bowls, but we have plenty of stories. What poor fortune we have!” [chap. 1]
- A: *no, while the family owns a small house and sufficient food, we do not become happier with our possessions. A loving father and a cheerful daughter can more than compensate for fewer belongings*
- Q: Why does Minli buy the goldfish? [chap. 2]
- A: *to bring fortune to her family, plus the goldfish acts so unexpectedly and this brought her pleasure, and she liked the looks of the fish; it is her money to spend as she wants*
- Q: Why is Ma so unhappy? [chap. 3]
- A: *she has no hope, no dreams, only hard work, and she wallows in her discontent*

All the Small Poems | “porches”

To Discuss After You Read

- Q: What is the difference in feeling between the front and back porches? Why?
- A: *the front porch feels formal, neat, somewhat stark, the back feels messy, lived in, used—the front is for company, the back for living space*

Readers

Li Lun, Lad of Courage | pp. 11–38

Setting

Lao Shan, China

Overview

Although his family and his village are all fishermen, Li Lun hates the sea. Angry, his father sends him to the top of the mountain to grow seven grains of rice. He cannot return home until he grows seven times that number. By himself for four months, Li Lun conquers the mountain, his fears, the gulls and rats, mildew and hunger, the rain and the drought, and returns to his village with ninety-nine grains. The Keeper of the Temple realizes that Li Lun is not a coward but brave, and that to grow a grain of rice is as great a work as the creation of a mountain, and Li Lun goes to the Temple to grow rice and teach others to do the same.

To Discuss After You Read

- Q: At what age do boys in Li Lun’s village go on their first fishing voyage?
- A: 10

- Q: What does Li Lun fear about the sea?
- A: *that evil spirits would pull him under the water*
- Q: How do the villagers get salt?
- A: *the children carry sea water to holes in the mountain’s rocks; the water evaporates and leaves the salt*
- Q: What is the purpose of the painted eye on the side of the sampan?
- A: *to show the fishing boat the way to travel in deep waters*
- Q: How did Li Lun show respect to Sun Ling?
- A: *he bowed to him, waited for him to speak, spoke respectfully to him*

The hour of short shadows would be noon.

- Q: Retell the story of Lao Shan.
- A: *the mountain was once Mei Shan [Beautiful Mountain], but grew proud of its beauty and height; the wind and the sea decided to put the proud mountain under the sea where all vain things belong, so they lashed the mountain and destroyed everything on it; the mountain remained, renamed as Lao Shan [Sorrow Mountain]*

Timeline and Map Activities

- Lao Shan (Laoshan Mountain), China (C8) (map 4)

Day 2

History/Geography

Journey to the Eastern Hemisphere | Confucianism through “Ming Dynasty”

Timeline and Map Activities

- Civil service examinations begin based on Confucius’ work (124 BCE)
- The Great Wall of China built (221+ BCE)
- Marco Polo (1254–1324) travels to China

Eastern Hemisphere Notebook Pages | Timeline #3–9, pp. 6–7

Possible answers:

3. *Strong central government; strict laws, clear authority, efficient administration; Great Wall; united kingdom; standardized writing; terra cotta warriors*
4. *Cultural growth in science, art and education; Silk Road began; introduction to Buddhism*
5. *Reuniting China and the Grand Canal*



Notes

Week 1

6. *Printing, poetry, literature, arts, Golden Age, Buddhism*
7. *Paper currency, astronomical clock, improved rice production, moveable type, porcelain painting*
8. *Foreign rule; Marco Polo and Kublai Khan*
9. *European influence, Forbidden City, sailed junks with rudders*

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 4–9

To Discuss After You Read

- Q: What good came of Minli's kindness to her father? [chap. 4]
 A: *she didn't want her weary father to give up his rice to her fish so she released it in the river*
- Q: Why does Minli feel uneasy about leaving home? [chap. 5]
 A: *while she is not disobedient, she knows that her parents will worry*
- Q: What would you bring on a trip that differs from what Minli carried? [chap. 5]
 A: *a compass*
- Q: What does Minli create with her bowl? [chap. 6]
 A: *a compass*
- Q: In Ma's sorrow, she says hurtful words to Ba. She claims that it is his fault that Minli left. Does Ma speak the truth? How does Ba respond? [chap. 7]
 A: *no, Minli left to stop Ma's sighs; kindly*
- Q: What descriptive words would you use to describe Minli? [chap. 8]
 A: *curious, compassionate, kind, hard-working, aware of the people around her*
- Q: Ba says that it is impossible to change their future with stories but not ridiculous. What does he mean? [chap. 9]
 A: *while stories cannot change the family's fortune, they can change hearts and bring joy*

Readers

Li Lun, Lad of Courage | pp. 39–66

To Discuss After You Read

- Q: How does Li Lun plant the rice grains?
 A: *he finds sticks and reeds for the bottom of the rock hole he chooses, which must not be too shallow or too exposed and must have sunshine; then he mixes the soil with bird droppings and puts this over the reeds; he puts each grain in the ground and marks the spot with a gull feather, covers the soil with his jacket to ward off gulls, and waters the rice with his gourd*
- Q: What does Li Lun make during the rain?
 A: *he builds a rock bench, then makes a girl-who-sweeps-clear-the-weather doll*

Day 3

History/Geography

Journey to the Eastern Hemisphere | "Manchus" through "China as a Republic"

Timeline and Map Activities

- 📍📅 **Sino-Japanese War (1894–1895)**
- 📍📅 **Boxer Rebellion (1900)**
- 📍📅 **Opium War (1839–1842)**
- 📍📅 **Qing Dynasty (1644–1912)**

Eastern Hemisphere Notebook Pages | Timeline #10–15, pp. 7–8

Possible answers:

10. *Foreign rule, Opium War, Treaty of Nanjing, insufficient food*
11. *Demanded equal rights for women, sought land redistribution; 20 million people killed*
12. *Lost control of Taiwan and Korea, granted all countries equal rights to Chinese ports*
13. *Members fought western and Christian influences*
14. *Led by Sun Yat-Sen (first president); sought nationalism, democracy, and socialism*



15. *Time of turmoil; the republic destroyed by Manchu leader; Yuan sought a dictatorship; Communists rose up to defeat Yuan and Nationalists*

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 10–12

Vocabulary

lychee nuts: a tropical fruit native to southern China. One removes the hard red outer case (that looks like a nut) and eats the translucent white inner fruit. It holds a hard seed in the center that is also discarded. [chap. 10]

To Discuss After You Read

- Q: Why isn't Minli frightened by the dragon? [chap. 10]
A: *he was tied up and crying; plus dragons bring good fortune in Chinese folklore*
- Q: Why is the dragon unable to fly? [chap. 11]
A: *the painter made him unable to fly to humble the magistrate who bought the picture he came from*
- Q: What advice does the goldfish man give Ma and Ba? [chap. 12]
A: *go home and trust Minli to come home to you; if the Book of Fortune can be changed, nothing is impossible*

All the Small Poems | "cow"

To Discuss After You Read

- Q: Why is the author relieved that the cow stops? Explain using the same imagery the author uses.
A: *sample: as an avalanche of moving ground, the cow grinds to a stop*

Readers

Li Lun, Lad of Courage | pp. 67–end

To Discuss After You Read

- Q: Why are the rats brave enough to come into the open to gnaw the stems?
A: *Li Lun covered the stalks with a mat and so the sun doesn't frighten the rodents away*

Q: What does Li Lun do for the final stalk?

A: *he watches it all day and checks on it by night; when harvest comes, he takes the whole stalk*

Q: What does Li Lun say to the boys that tease him as a coward?

A: *I am not a coward. I have done what I was sent to do*

Q: How many grains of rice did Li Lun collect?

A: 99

Q: The Good One tells Li Lun "the production of a grain of rice is as great a work as the creation of a mountain." Do you agree with this proverb?

Q: What happens to each of the seven grains with which Li Lun began?

A: *two are killed by gulls; three [probably four] are gnawed by rats; the remaining one produces ninety-nine grains of rice*

Q: How does the story end for Li Lun?

A: *he will grow rice on the temple grounds and teach others to do the same; his mother is very proud of him, and his father is still angry and distant, but is proud, too, a bit*

Day 4

History/Geography

Journey to the Eastern Hemisphere | "Communists Win Control" through "China Today"

Timeline and Map Activities

Communist regime rules China (1949–present)

Eastern Hemisphere Notebook Pages | Timeline #16–20, p. 9

Possible answers:

16. *Seized land from landlords and redistributed it; annexed Tibet; supported North Korea in Korean War*
17. *Forced farmers to abandon their crops and work in factories, leading to a devastating famine—over 20 million dead*
18. *Sought to destroy China's traditional culture, leading to millions killed and instability*



Notes

Week 1

19. *The communist government cracked down on students who sought more democracy and freedom of speech*
20. *Built 3 Gorges Dam; hosted Olympic Games*

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 13–15

To Discuss After You Read

- Q: Do the monkeys own the peach trees? [chap. 13]
 A: *no, the trees grew from a fallen peach pit; the monkeys are merely greedy*
- Q: How does Minli get past the monkeys? [chap. 14]
 A: *she uses their greedy nature to catch them in a fishnet; if the monkeys would drop the rice they would be free but since they are unwilling, they are captives*
- Q: Why do Ma and Ba decide to wait at home for Minli? [chap. 15]
 A: *they were not meant to find Minli, the secret word or the paper of happiness*

All the Small Poems | “zinnias”

To Discuss After You Read

- Q: Why do you think the author would like to be like zinnias?
 A: *to be one who doesn't fold under trouble; strong, not swayed*

Readers

Wild Orchid: A Retelling of “The Ballad of Mulan” | Chapters 1–3

Setting

Feudal China. (**Note:** The timeframe is uncertain, as the original fable has no recorded date in history—however, most seem to associate the original work, *The Poem of Mulan* around the 6th century.)

Overview

A retelling of the classic story of a young girl who braves the perils of war by courageously taking her father's place, *Wild Orchid* is a compelling narrative that captures not

only the relationship between Mulan and her estranged father, but also of her defiant relationship with her housekeeper, Min Xian, and her friendships with Li Po and Prince Jian. Taking place in Imperial China, we learn that Mulan is not the “typical” girl, from archery to her attire. However, as different as she comes across, her nobleness, strength and determination are all key attributes into what leads her on a journey through war, rebuilding a broken relationship with her father, and finding the values in true friendship.

Vocabulary

tunic: a long, simple, shirt-like garment that drapes from the shoulders down to the hips or thighs. [chap. 3]

To Discuss After You Read

- Q: Why were there cultural differences between giving birth to a boy as opposed to a girl? [chap. 1]
 A: *boys carry on the family name and take care of the parents when they are older; girls are “given” to other families*
- Q: Describe the relationship between Mulan and her father. [chap. 2]
 A: *virtually non-existent. Hua Wei was a general to China's army, and after hearing of the loss of his wife, Mulan believes that he never wanted to return home because of grief, and because of the fact that she was born a daughter*

Timeline and Map Activities

- Chang'an (Xi'an) (C7) (map 4) ■



History 5

Week 2 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|--|--|--------------------------|-------|
| History/Geography | | | | | |
| <i>Journey to the Eastern Hemisphere</i> | Meet the People of China | Land, Water, and Climate in China | Everyday Life in China through "Recreation" | | |
| Eastern Hemisphere Notebook Pages | Map It & Meet the People of China pp. 10–12 | Fun Facts & Land, Water, and Climate p. 12 | Everyday Life in China p. 12 | Confucian Writings p. 13 | |
| Current Events | | | | | |
| Read-Alouds | | | | | |
| <i>Where the Mountain Meets the Moon</i> | chaps. 16–19 | chaps. 20–23 | chaps. 24–28 | chaps. 29–34 | |
| <i>All the Small Poems</i> | "chairs" | "sun" | | "coins" | |
| Readers | | | | | |
| <i>Wild Orchid: A Retelling of "The Ballad of Mulan"</i> | chaps. 4–5 | chaps. 6–8 | chaps. 9–12 | chaps. 13–14 | |
| Electives | | | | | |
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| Other Notes | | | | | |
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Notes

Week 2

Day 1

History/Geography

Journey to the Eastern Hemisphere | Meet the People of China

Eastern Hemisphere Notebook Pages | Map It & Meet the People of China, pp. 10–12

Map It

Your children will map locations in each nation or region to help them become familiar with the area.

Please find the map locations and blank map of China (in the Notebook) on pages 10–11. Have your children plot the cities and points of interest listed on the “Map It” section of the China Notebook Pages. For some of the more difficult to find locations, we have provided your children coordinates of the location on their blank map. Help them use the coordinates (in parentheses after each location) to narrow their search for the location. Please note we have not provided coordinates for all locations.

Find the answer key for the China map, located directly after this week’s notes. Feel free to use the answer key to assist your children.

Meet the People of China

Possible answers:

1. *has many dialects spoken; one form of writing*
 2. *China falls under one time zone*
 3. *the large population—1/5th of all the people on Earth are Chinese*
 4. *due to one-child policy, there are more men than women*
-

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 16–19

To Discuss After You Read

- Q: Do you think Minli’s fish was Aunt Jin? Why or why not? [chap. 16]
- A: *probably, since she had searched all the rivers, and it seems that she searched for the Dragon’s Gate*
- Q: Based on Minli’s experience in the city, do you think the king is the guardian Minli seeks? [chap. 17]
- A: *while he might be since his symbol is a golden dragon and dragons run throughout the story; he might not be since he is so unapproachable*
- Q: Why does the author not give a name to the buffalo boy? [chap. 18]
- A: *maybe to demonstrate how poor he is, or to add mystery to him?*
- Q: Why is the boy unconcerned with who his friend really is? [chap. 19]
- A: *he is just glad to have a friend*
-

All the Small Poems | “chairs”

Readers

Wild Orchid: A Retelling of “The Ballad of Mulan” | Chapters 4–5

To Discuss After You Read

- Q: How did Mulan feel about her first encounter with her father? [chap. 5]
- A: *unappreciated by her father, felt that he was indifferent upon meeting her, etc.*



Day 2

History/Geography

Journey to the Eastern Hemisphere | Land, Water, and Climate in China

Eastern Hemisphere Notebook Pages | Fun Facts & Land, Water, and Climate, p. 12

Land, Water & Climate

Possible answers:

1. Fourth largest country
2. Due to its size, it has a wide variety of climate zones
3. Contains mountains, deserts, plateaus, and plains
4. Has the third largest river in the world (the Yangtze)
5. Has a widely varied climate
6. Part of the Ring of Fire

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 20–23

To Discuss After You Read

- Q: How does Ma begin to change in this chapter? [chap. 20]
A: *she helps her husband carry the goldfish, she isn't so sharp with her words and she feeds the goldfish some of her precious rice*
- Q: Why does Minli share her last coin with the beggar and what is the result? [chap. 21]
A: *he reminds her of Ba, and she discovers that he is the king in disguise*
- Q: Describe the King. [chap. 22]
A: *decisive, punishes mean-spirited people, interested in the world around him, a keen judge of character, ...*
- Q: Why does the King wrestle with giving Minli the borrowed line? [chap. 23]
A: *the precious paper came from the Book of Fortune, and had been in his family for generations; it provided guid-*

ance in times of need; he decides to give it away as his family acquired it improperly

All the Small Poems | "sun"

To Discuss After You Read

- Q: What does the sun do that we enjoy?
A: *it warms the floor for our feet and the cat*

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 6–8

To Discuss After You Read

- Q: What did Hua Wei tell Mulan that helped alleviate her perception of her father? [chap. 8]
A: *that he was cowardly in staying away from his daughter; that by doing what he felt was a duty to his country, he turned his back on his own family*

Day 3

History/Geography

Journey to the Eastern Hemisphere | Everyday Life in China through "Recreation"

Eastern Hemisphere Notebook Pages | Everyday Life in China, p. 12

Possible answers:

1. *Multiple generations live together; a more patriarchal society; people live in high rise apartments; rural areas are more primitive*
2. *The Chinese New Year is the most important holiday; millions of people rise at dawn to practice tai chi in public parks*

Current Events | Report



Notes

Week 2

Read-Alouds

Where the Mountain Meets the Moon | Chapters 24–28

To Discuss After You Read

- Q: How does the dragon acquire the borrowed line Minli needs? [chap. 24]
 A: *from the guardians of the city who received it from the Man in the Moon*
- Q: What words do you think have been on the paper of happiness? [chap. 25]
 A: *he provided her with provisions, a bed, and breakfast*
- Q: How did the King provide for Minli? [chap. 26]
 A: *he provided her with provisions, a bed, and breakfast*
- Q: Is Minli's journey easy? [chap. 27]
 A: *no, she has to unravel clues and travel through cold, desolate and dangerous territory*
- Q: Who do Ma and Ba pray to? [chap. 28]
 A: *the moon!*

Readers

Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 9–12

To Discuss After You Read

- Q: What are some of the initial fears that Mulan has when she is aware of her father's attempts to marry Zao Xing? [chap. 9]
 A: *that her relationship with her father will be lost again; that her father is simply "replacing" her birth mother*
- Q: Discuss the amount of sacrifice that Mulan made for her family in taking her father's place in the army. [chap. 12]

Day 4

History/Geography

Eastern Hemisphere Notebook Pages | Confucian Writings, p. 13

Follow the directions in the Notebook on page 13. Answers will vary.

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 29–34

To Discuss After You Read

- Q: What was the tiger? [chap. 29]
 A: *evil—it was larger than a real tiger, a different color and his claws contained poison*
- Q: Who was the green tiger? [chap. 30]
 A: *a powerful spirit of an angry magistrate*
- Q: How do the twins destroy the green tiger? [chap. 31]
 A: *they pretend the tiger's son took the boy. This enraged the tiger, who in revenge jumped into a well to fight his enemy*
- Q: What did the children use as a weapon against the tiger? [chap. 32]
 A: *they encouraged his great anger toward his son*
- Q: How is the dragon saved? [chap. 33]
 A: *the children's grandfather uses a tonic that counters the poison on his wound*
- Q: Where did the only plants that grew in the land come from? [chap. 34]
 A: *during moonlit nights seeds fell from the sky and grew into unique trees*

All the Small Poems | "coins"

Readers

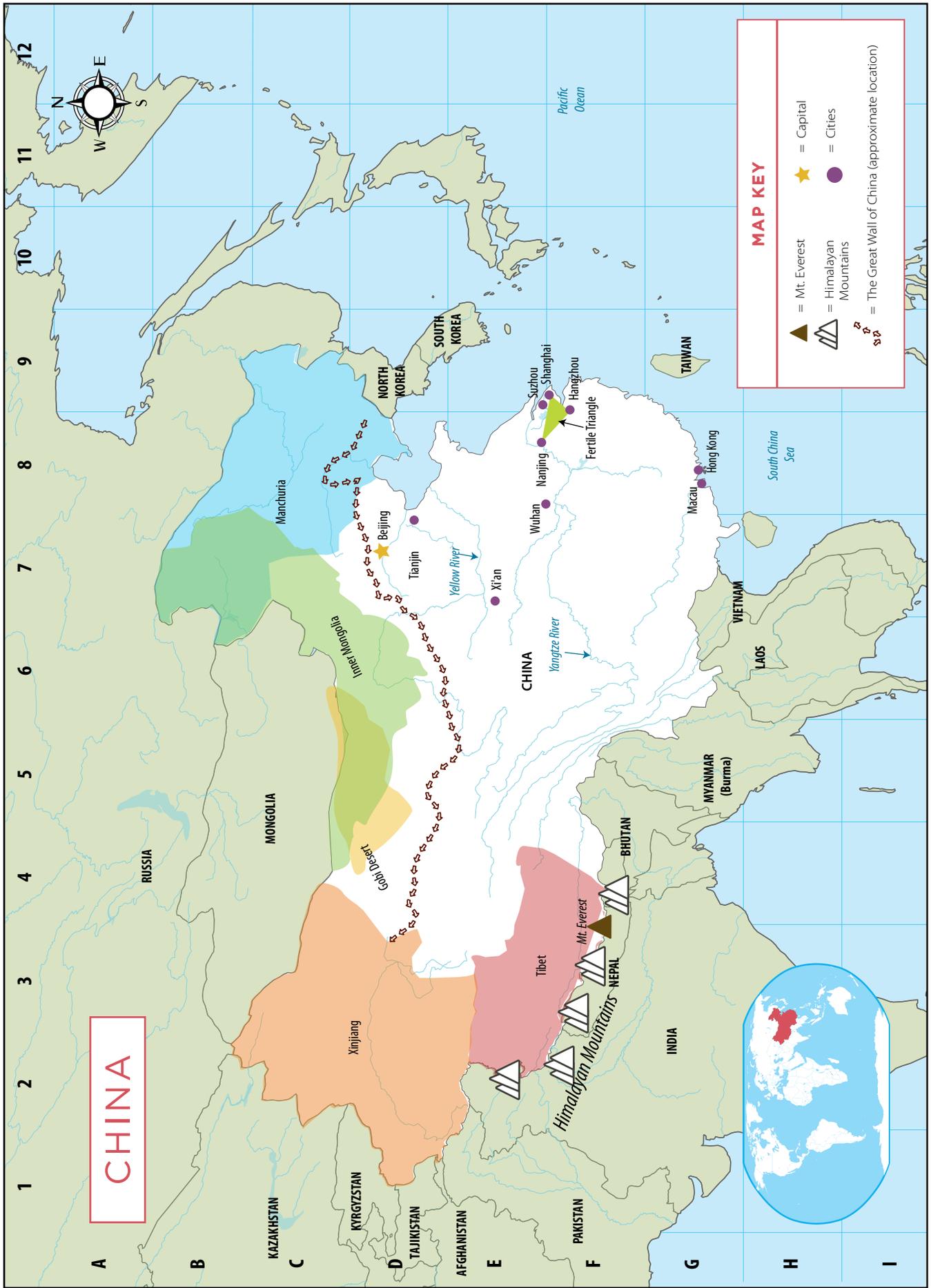
Wild Orchid: A Retelling of "The Ballad of Mulan" | Chapters 13–14

Vocabulary

- courtier:** member of the royal court. [chap. 13]
strife: bitter disagreements. [chap. 13]
mete: dispensing a harsh punishment. [chap. 14]

To Discuss After You Read

- Q: Although Prince Guang feels that the smaller pass needs no protection, why would Prince Jian oppose to this? [chap. 14]
 A: *even though the smaller pass would only allow a few Huns in at a time, it would also allow for an easy entry point to an unprotected China* ■



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History 5

Week 3 Schedule

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|--|---|------------------|---|--|-------|
| History/Geography | | | | | |
| <i>Journey to the Eastern Hemisphere</i> | "Education" through China's Government | Communism | Chinese Culture through "Music" | "Fashion" through China's Wildlife | |
| Eastern Hemisphere Notebook Pages | China's Government p. 14 | Communism p. 14 | Chinese Culture p. 14 | China's Wildlife p. 14 | |
| Current Events | | | | | |
| Read-Alouds | | | | | |
| <i>Where the Mountain Meets the Moon</i> | chaps. 35–37 | chaps. 38–40 | chaps. 41–44 | chaps. 45–end | |
| <i>All the Small Poems</i> | "aquarium" | "pig" | | "jewels" | |
| Readers | | | | | |
| <i>Wild Orchid: A Retelling of "The Ballad of Mulan"</i> | chaps. 15–16 | chaps. 17–19 | | | |
| <i>Sweet and Sour: Tales From China</i> | | | pp. 63–65, pp. 14–17, pp. 39–41, pp. 80–85, pp. 89–91 | pp. 21–22, pp. 33–38, pp. 66–72, pp. 86–88 | |
| Electives | | | | | |
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| Other Notes | | | | | |
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Notes

Week 3

Day 1

History/Geography

Journey to the Eastern Hemisphere | “Education” through China’s Government

Eastern Hemisphere Notebook Pages | China’s Government, p. 14

Answer: *Communist*

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 35–37

To Discuss After You Read

- Q: What results from the storm? [chap. 35]
 A: *while no house in the village was destroyed or people injured, the fish of Ba stops talking*
- Q: How did the magistrate become the green tiger? [chap. 36]
 A: *he had filled his spirit with so much rage that when his body left, his spirit could not rest and turned into the tiger*
- Q: Why was it ineffective to fight the tiger with anger?
 A: *it added to his power*
- Q: How did the villagers make Minli’s new coat so quickly? [chap. 37]
 A: *they formed it of patches cut from their own coats*

All the Small Poems | “aquarium”

Readers

Wild Orchid: A Retelling of “The Ballad of Mulan” | Chapters 15–16

Vocabulary

reconnoiter: to find out information about the opposing enemy. [chap. 16]

standard-bearer: a soldier who carries the army’s emblem, known as a standard. [chap. 16]

To Discuss After You Read

- Q: Describe the plan to trap the Huns in the pass. [chap. 16]
 A: *they would allow the Huns to go through the pass, just far enough to create a choke point. Once the Hun leader passes through, a rockslide would be created to cut him off from the remainder of his army, forcing him to face the awaiting Chinese army*

Day 2

History/Geography

Journey to the Eastern Hemisphere | Communism

Eastern Hemisphere Notebook Pages | Communism, p. 14

Possible answers:

1. *Public/communal ownership (no private ownership)*
2. *Government controlled industries*
3. *Claims financial security and equality for all*
4. *Belief that capitalism is unfair—workers not compensated fairly*
5. *Most people are poor, with a few government officials that are very wealthy*
6. *Single political party*

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 38–40

To Discuss After You Read

- Q: How was the family that was known for happiness saved from the evil magistrate? [chap. 38]
 A: *rather than attempting to flee, they spent their last day together celebrating; the Man in the Moon moved them out of danger*
- Q: How does Minli use the red string of destiny and the page from the *Book of Fortune* to reach the Man in the Moon? [chap. 39]
 A: *she creates a kite to reach him*



- Q: How did the story of “The Dragon’s Pearl” impact Ma? [chap. 40]
 A: *she felt less desirous of the wealth of others when she realized that the dragon gave up his work to create the moon*

All the Small Poems | “pig”

To Discuss After You Read

- Q: According to the author, why do “we” like pigs?
 A: *it is huge, cheerful and seeks to be comfortable (much like us)*

Readers

Wild Orchid: A Retelling of “The Ballad of Mulan” | Chapters 17–19

Vocabulary

dotage: when one becomes old and weak. [chap. 18]

Day 3

History/Geography

Journey to the Eastern Hemisphere | Chinese Culture through “Music”**Eastern Hemisphere Notebook Pages** | Chinese Culture, p. 14

Possible answers: pottery, sculpture, printing, calligraphy, architecture, etc.

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 41–44

To Discuss After You Read

- Q: What does Minli promise the dragon? [chap. 41]
 A: *that she will ask his question of why he can’t fly*
- Q: Where do the moon seeds in the Village of Happiness come from? [chap. 42]
 A: *the tree chopped by the discontented man*

- Q: What one word causes the village to be happy? [chap. 43]
 A: *thankfulness*

- Q: When Ma tells the story of herself, does she see accurately why Minli left? [chap. 44]
 A: *while she recognizes that Minli left due to her unhappiness, she thinks Minli also left due to Minli’s own discontent—that was not true*

Readers

Sweet and Sour: Tales From China

Note: Please take note that there are multiple reading assignments for this title everyday, and that they aren’t sequential. We have outlined all of the notes for each story below.

“The Unanswerable,” pp. 63–65

Vocabulary

Armorer: a maker of weapons or armor.

Latest castings: to make using liquid metal poured into a mold to harden.

Ferrule: a metal band used to strengthen a seam or joint.

To Discuss After You Read

- Q: What does the title mean?
 A: *when the armorer claimed that two different weapons could not be overcome, then he is lying, as one weapon must ultimately be stronger than the other*

Timeline and Map Activities

Warring States period 480 BC-222 BC

“The Clever Wife,” pp. 14–17

Vocabulary

Acumen: able to make quick decisions with good judgment.

Magistrate: one who administers the law in a court.

Prodigious talents: remarkable, great, enormous, massive.

To Discuss After You Read

- Q: How did the “matchless wife” solve the sticky problem?
 A: *she asked for precise measurement to fulfill the impossible tasks*



Notes

Week 3

Timeline and Map Activities

🕒 Han Dynasty 202 BC-AD 220

“From Bad to Good to Bad to Good,” pp. 39–41

Vocabulary

Northern steppes: a large area of flat unforested grassland in southeastern Europe or Siberia.

To the land of the barbarians: the Mongols of Mongolia.

...he was inconsolable.: could not be comforted.

Mongolian stallion: a smaller sized horse, but strong.

Gloomy foreboding: fearful apprehension.

Belying the grief: to disprove, discredit, negate.

To Discuss After You Read

Q: Can you think of a situation that goes from bad to good or vice versa?

A: *sample: a job that one loses only to gain a much better one; to lose a friend only to gain a better one; a good story that ends with nothing new to read*

Timeline and Map Activities

🕒 Han Dynasty 202 BC-AD 220

“The Betrothal,” pp. 80–85

Vocabulary

...scud of dust: dust blown in a straight line by the wind.

To Discuss After You Read

Q: What was the result of the maiden’s foolish promise?

A: *her father killed and skinned his beloved horse, and his daughter turned into a silkworm*

Q: What could be the moral of this story?

A: *don’t let loneliness cause you to behave foolishly; don’t let pride (in the case of the father) rob you of your family; don’t look to princes to save you*

Timeline and Map Activities

🕒 Han Dynasty 202 BC-AD 220

“Golden Life,” pp. 89–91

Vocabulary

Water clock: the oldest time measuring system.

Astrolabe: an ancient astronomical computer (a dial with an outer ring) used to solve problems relating to time and the position of the Sun and stars in the sky.

Taoist: one who follows the Tao or a code of behavior that trusts in the yin and yang (or balance of opposites) and tries to live in harmony with the natural order.

Alchemy: forerunner of chemistry where people attempted to change metals: mostly base metals into gold.

To Discuss After You Read

Q: Is the Taoist’s story suspicious?

A: *yes, since so many people want immortality, why only make one pill?*

Q: Is immortality to be desired?

A: *no, the Emperor (with everything) got bored while waiting for someone to bring him the pill*

Timeline and Map Activities

🕒 Han Dynasty 202 BC-AD 220

Day 4

History/Geography

Journey to the Eastern Hemisphere | “Fashion” through China’s Wildlife

Eastern Hemisphere Notebook Pages | China’s Wildlife, p. 14

Possible answers: pandas, gibbons, Siberian tigers, elephants, Bactrian camels etc.

Current Events | Report

Read-Alouds

Where the Mountain Meets the Moon | Chapters 45–end

To Discuss After You Read

Q: Why does Minli not need to ask the Man in the Moon her question? [chap. 45]

A: *she recognized that she doesn’t need to change her fortune*

Q: Why did the dragon stop at Fruitless Mountain? [chap. 46]

A: *he thought he had come home*



- Q: What good fortune comes to the family on Minli's return? [chap. 47]
 A: *the family is reunited, the stone from the dragon is a precious dragon pearl, and the barren mountain sprouted life*
- Q: Where did the orange dragon come from? [chap. 48]
 A: *the goldfish Minli released must have found the Dragon's Gate, gone through and been transformed*

All the Small Poems | "jewels"

To Discuss After You Read

- Q: What does this poem tell us about words and books and what does it tell us about real life?

Readers

Sweet and Sour: Tales From China

"Logic," pp. 21–22

Vocabulary

Ch'ang An: then the capital for more than ten dynasties; nowadays called Xian; the Terra-cotta warriors were discovered there. The modern capital of China is Beijing.

To Discuss After You Read

- Q: What do you think of the boy's logic?
 A: *he is clever, reasonable, and makes judgments without maps (he lacks both maps of the sky and earth); if we didn't have such information, we wouldn't be able to tell distances either*

Timeline and Map Activities

🕒 Six Dynasties 265-581

"The Serpent Slayer," pp. 33–38

Vocabulary

...these depredations...: to attack or plunder.

...to the bereft family to allay their grief...: to deprive or rob of a non-material asset (like a person); allay: to reduce, ease, soften: to reluctantly accept without protest.

...there emanated a stench so foul...: exude, emit, radiate.

...when a lengthy sough of breathing...: a moaning, whistling, or rushing sound as made by the wind in the trees or the sea.

So ambrosial a scent...: delicious, fragrant, worthy of the gods.

...the worm's insatiable appetite...: impossible to satisfy.

Chi pretended to acquiesce...: to reluctantly accept without protest.

To Discuss After You Read

- Q: How did Li Chi conquer the serpent?
 A: *she used a distraction, coupled with pain and blindness, aided with a sharp sword; she came with a plan*
- Q: What does Chi mean when she says, "...who had allowed themselves to be sacrificed because they knew nothing of rebellion against injustice..." Do you agree with her thinking?
 A: *the girls before her had not fought against the injustice of their murder but had allowed themselves to be killed; I believe the girls were unjustly killed, but maybe they were not as clever to come up with a plan (and they had no one to stand up for them)*

Timeline and Map Activities

🕒 Chin Dynasty 265-420

"Kertong," pp. 66–72

Vocabulary

...grew morose: gloomy, sullen, unhappy, glum.

To Discuss After You Read

- Q: Why did the farmer decide that he was dealing with a fairy creature?
 A: *his helper came into his home through locked doors, and when he saw a young woman, she vanished without a shadow*
- Q: Why was it hard for the farmer to keep his promise?
 A: *too much alcohol loosened his tongue*

Timeline and Map Activities

🕒 Six Dynasties 265-581

"Clod's Comb," pp. 86–88

To Discuss After You Read

- Q: Do you think Clod's wife gave him a good description of a comb?

Timeline and Map Activities

🕒 Tang Dynasty 618-906 ■

History 5—Scope and Sequence: Schedule for Topics and Skills

| Week | History | Geography | Biography |
|------|--|---|--|
| 1 | China; Confucianism; Qin Dynasty; Ming Dynasty; Shang Dynasty; Song Dynasty; Mongol Dynasty; China Civil War | <i>China; Mount Everest; Manchuria; Tibet;</i> | Zhu Xi; Kublai Khan; Marco Polo; Confucius; Zhou Enlai |
| 2 | China: Communism | <i>China: Gobi Desert</i> | Mao Zedong |
| 3 | China | <i>China, Japan</i> | |
| 4 | China | <i>China; Yangtze River; Tibet; India</i> | Emperor Shih Huang |
| 5 | China | <i>China; North America;</i> | |
| 6 | China | <i>China; Hawaii</i> | Charles Lindbergh |
| 7 | North Korea | <i>Japan; North Korea; South Korea</i> | Charles Lindbergh; Nakahama Manjiro |
| 8 | South Korea; Korean War | <i>South Korea; Japan; North America</i> | Nakahama Manjiro |
| 9 | Japan; Shintoism | <i>Japan; China; Mount Fuji</i> | |
| 10 | Hiroshima, Japan; The Meiji era; Buddhism | <i>Japan</i> | |
| 11 | Russia; Communism | <i>Russia; Mongolia</i> | Joseph Stalin |
| 12 | Russia | <i>Russia; Kyrgystan</i> | Kublai Khan; Genghis Khan; Joseph Stalin; |
| 13 | Russia | <i>Russia; Austria; Tibet</i> | Kublai Khan; Genghis Khan |
| 14 | Russia | <i>Southeast Asia; Vietnam</i> | |
| 15 | Southeast Asia; Vietnam; Buddhism | <i>Southeast Asia; Laos; Vietnam; Cambodia; Thailand; Burma (Myanmar); Malaysia; Brunei</i> | |
| 16 | Vietnam | <i>Vietnam; India; Pakistan</i> | Gandhi; Winston Churchill |
| 17 | India; Hinduism; Sikhism | <i>India; Bagladesh; Mount Everest</i> | |
| 18 | India; Pakistan | <i>India; Pakistan</i> | Gandhi |
| 19 | India | <i>South Africa; India; England; Canada; New Zealand; Tibet</i> | Gandhi; Queen Victoria |

(continued on the following page)

History 5—Scope and Sequence: Schedule for Topics and Skills

| Week | History | Geography | Biography |
|-------------|--------------------------------------|---|--|
| 20 | India | <i>Turkey; Yugoslavia; India; Pakistan</i> | Mother Teresa |
| 21 | India | <i>India; Venezuela; Australia; North America; Norway</i> | Mother Teresa |
| 22 | Middle East; Israel | <i>Middle East; Saudi Arabia; Israel; British Empire</i> | |
| 23 | Middle East; Israel; Judaism | <i>Israel; Saudi Arabia</i> | |
| 24 | Middle East; Saudi Arabia; Islam | <i>Saudi Arabia; The West Bank</i> | |
| 25 | Middle East; Islam; The Saud Dynasty | <i>Middle East; Africa</i> | |
| 26 | Africa | <i>Middle East; Africa; Morocco; Mauritania; Algeria; Iraq; Iran; France; England</i> | Louis XV |
| 27 | Africa | <i>Africa</i> | |
| 28 | Africa | <i>Africa</i> | |
| 29 | Africa | <i>Africa; Sudan; Nile River; Ethiopia</i> | Alexander the Great; Ptolemy; Nelson Mandela |
| 30 | Africa | <i>Africa; Algeria; Zambia; Nigeria; Europe</i> | Nelson Mandela; Shaka |
| 31 | Africa | <i>Africa</i> | Nelson Mandela; Desmond Tutu |
| 32 | Africa; Pacific Islands | <i>Africa; Australia; South Africa</i> | F.W. de Klerk |
| 33 | Pacific Islands | <i>Pacific Islands; Eritrea; Somalia</i> | Captain James Cook |
| 34 | New Zealand | <i>New Zealand; Alaska</i> | |
| 35 | Australia | <i>Australia</i> | |
| 36 | Australia; Antarctica | <i>Australia; Antarctica</i> | |

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