

## Chapter I: Shipwrecked

### **Vocabulary Words:**

Providence, tempest, conjecture, ludicrous, peril, fortitude, stern (of a ship), abate, constraining, composure, contrive, buoyant, procure, vehemently, venture, precarious, fodder, ballast, reproach, tedious, hogsheads, fatigue, evaporation, leisurely, prowess, countenance, prudence, despicable, pardon, repose, equator, refraction, obliquely, perpendicular

### **Bible Memory: Prepper Proverbs 1:1-5**

The goal for the first week is to start the day with fifteen minutes of memory work, as mentioned on p.16-17 in the Introduction. On Monday, repeat your first verse three times. Make it rhythmic, clap to the beat. You can look at it, reading it for the first time. Use the Bible as a prompt if you get stuck the second time. By the third time, no looking. Tuesday, repeat the verse from yesterday, then add your new verse by rhythmically stating it three times, reading the first time, prompting the second, free quoting the third. Then state the first and second together. Continue each day until all five are memorized by Friday. You've got this!

### **Math:**

Spend one full hour on math seatwork with the curriculum of your choice. *Saxon Math* is highly recommended from age 10 and above. If you have an older student who would benefit from classroom lectures, *Great Courses* have hundreds of class series available by streaming or DVD. I like the DVD version; it is non-consumable and can be used by other students in the future. Algebra I and II, trigonometry, calculus, chemistry, music lessons, chess, and many other options are very affordable and make great investments in your homeschool library. Little ones can do 30 minutes of seatwork in a workbook and 30 minutes of hands on activity related to math. *Making Math Meaningful* is recommended for ages under ten.

### **History Discussion:**

*Have a group discussion on Monday covering Topic 1) and on Wednesday covering Topic 2). Older students can write down questions for further exploration if they have additional interest. Plan to discuss for 30 minutes each day and do something active from the suggested list of History projects for the remaining 30 minutes.*

- 1. Explore the Second Amendment to the U.S. Constitution which states: "A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms shall not be infringed." Discuss the history of the invention of firearms and their role in exploration and colonization.**
  - a. What was the first gun? When and where was it invented? Personal or military use?
  - b. Was it common for European non-military citizens to own guns in the 18<sup>th</sup> century? Why or why not? Describe the feudal system and who was responsible under this system to

protect the residents of villages. Did this dependence on others for protection foster tyranny or liberty?

- c. Was it common for European colonists to own personal guns in the 18<sup>th</sup> century in North America? Why or why not? Describe pre-Revolutionary frontier/colonial conditions in eastern North America. Who was responsible for protecting families and towns?
- d. How did this difference in gun ownership in North America contribute to successful settlement of frontier territories and the victories of the colonists in the French and Indian War, the Revolutionary War, and the War of 1812?
- e. Did Native American tribes migrate, invade, and colonize other Native American tribes before Europeans came to the North American continent? Does this justify the violation of protocol, boundaries, and resources by European settlers? If we could turn back time, what could have been done differently? What does the Bible say about breaking covenant (treaties)? Which of the Ten Commandments were broken in relations with First Nations?
- f. What was the context of the Second Amendment to the American Constitution? Why is it important to maintain an armed and proficient citizenry?

**2. Explore the history of navigation by Pacific Islanders, Greek and Roman galley ships, Islamic/Moorish explorers, Phoenicians, Vikings, Asian explorers, the Spanish and Portuguese Conquistadors, English colonial exploration of North America.**

- a. Did non-Europeans explore, trade with other cultures, invade weaker competitors for territories, and colonize? Is all colonization harmful or can it be collaborative?
- b. What trade goods and ideas were spread by navigation and exploration? What were the first European explorers looking for? Which monarchies in Europe were competing to find resources in South, Central, and North America and the Caribbean?
- c. What was the role of the Protestant Reformation and the Catholic Inquisition in exploration and colonization?
- d. *The Swiss Family Robinson* is based on navigation to the East India isles near New Guinea. What were some reasons Europeans traveled in these regions in the 18<sup>th</sup> and 19<sup>th</sup> centuries? Find this area on a globe.
- e. Describe conditions on sailing ships. What were some challenges of long distance travel



on open seas? What role did piracy play on trade, development of navies, and settlement of port cities?

- f. How did understanding the science of astronomy, weather patterns, tides, and using mechanical navigation tools influence exploration? What would we need to know if modern technology were disrupted? How would this affect modern navigation and sea travel? Are there any functional modern sailing ships? What would it take to build these masterpieces with hand tools? Describe the process.

## ***History Projects:***

*Instead of having most project instructions in this manual, you will be referred to great illustrations and detailed instructions for projects found in the required resources, when appropriate.*

1. Clean and lubricate guns with a proficient adult. Demonstrate safe handling and storage.
2. Take Hunter's Safety classes. Plan a hunting trip on completion with a proficient adult.
3. Go to a shooting range to practice marksmanship with a proficient adult.
4. Little children can learn basic gun safety rules about never touching a gun and always assuming guns are loaded. ONLY bright orange toy guns that do not look real are appropriate for small children. Have a Nerf target practice.
5. Learn what dogs are suitable for hunting, homestead working dogs (livestock guardians, sheepdogs, etc.), and for home defense. Take active care of the family dog and take it to training to increase obedience and usefulness. *Great Courses* has a class in dog obedience.
6. Explore the purpose for scopes and/or night vision on guns to increase accuracy. Allow small children to have a turn looking through scopes with the weapons held by safe demonstrators. See *Camping & Survival* Chapter 36, p.389-393 to explore further.
7. Make a general checklist of necessary hand tools you would want in organized, portable storage for emergencies. Have each child assemble his/her own real toolbox, containing age-appropriate tools to be used for future projects. See *Back to Basics* Part 5, p. 345(list).
8. Look at the family collection of spices in your kitchen. Which of these spices came from very distant lands? Which spices were very expensive before modern shipping? Make a curry dish for dinner, to explore the foods of India and the islands of the Indian Ocean. What are the health benefits of turmeric, the spice in curry?
9. Start a knot display board with plywood, eyehooks that screw into the plywood, colored cordage, and labels for completed knots. *Camping & Survival* Chapter 41. P. 417-420.
10. Make a hammock (the bed of sailors), using knots you have learned. Instructions in *Back to Basics* Part 5, p.334-335.
11. Take swimming lessons. Become proficient and safe around water.
12. Subscribe to the channel and watch *DrBonesNurseAmy* on YouTube. They have many topics and demos. Watch Drowning and Prevention (no spaces on the channel name).
13. Arrange for adults and older students to participate in a community American Heart Association BLS (Basic Life Support) certification course. Vital for drowning safety.
14. Assemble your own fishing tackle box. Find gear, lures, and accessories at yard sales, thrift shops, and online sales. Buy the best rod and reel you can afford for each child to avoid frustration. See *Back to Basics* Part 6, p. 504-511. Improvised equipment p. 505.
15. Do a thorough Bible study on the verse "A righteous man regardeth the life of his beast, but the tender mercies of the wicked are cruel." Proverbs 12:10. Don't memorize but do a topical study on how we are to express care for animals that depend on us.
16. What kind of livestock traveled on ships to feed the crew? Calculate daily feed rations for chickens, goats, and other livestock. List tools, housing needs, and feed you would need to have to add critters to your homestead. Chickens and ducks are the best beginner livestock. *Back to Basics* Part 3, p. 209-212.

## ***Science Discussion***

*Have group Science Discussion on Tuesday for Topic 1) and Thursday for Topic 2) for 30 minutes each day, followed by active learning for an additional 30 minutes, with suggested Science Projects. Please DO NOT feel you need to do all History or Science Projects. Choose from these what is reasonable for your children, your weather, your schedule; consider your variables and do not stress.*

1. **Speaking of weather, Chapter 42 p.473-477 of *Camping & Survival* gives a fabulous overview of hurricanes. *The Swiss Family Robinson* encountered a cyclone. A tropical cyclone over the Atlantic or East Pacific is called a “hurricane”. A tropical cyclone that forms over the West Pacific is called a “typhoon.” In the Indian Ocean and near Australia, the same type of storm is called a “cyclone.”**
  - a. See the two small graphics on bottom center of p.474. First define these terms: vapor, liquid, air (gas), atmosphere, condensation, tropopause, hurricane eye and eyewall, cirrus (clouds).
  - b. Fun fact: Hurricanes circulate counterclockwise in the Northern Hemisphere, cyclones and typhoons in the Southern Hemisphere circulate clockwise. Walk this out to demonstrate direction of rotation for each hemisphere.
  - c. Cyclonic storms are powered by the pattern of air movement over warm ocean water. Find the temperature of the water needed for a hurricane to form. (*over 80 degrees F, to a depth of 150 feet*) How does slow movement of the hurricane over water affect the storm? (*Slow movement increases energy of the storm*)
  - d. If you live in a region affected by hurricanes, you will want to proceed beyond the basic science information of a-c, into a more in depth discussion of the Saffir/Simpson Hurricane Intensity Categories. Your family should develop familiarity with this scale to interpret news that pertains to weather in your vulnerable region and implement necessary precautions as recommended.
  - e. Using the terminology learned in a-d, explain in sequence how a tropical cyclone is formed, what tropical cyclones are called based on their location, and what direction they move based on hemisphere.
  - f. What is the difference between a tropical depression, a tropical storm, and a hurricane?
  - g. Explain the difference between a tropical storm watch and a tropical storm warning. Explain the difference between a hurricane watch and a hurricane warning.
  - h. What are some additional dangers hurricane regions may experience immediately following storms? *Tornadoes, flooding, wildlife fleeing storms, increase in snakes, fresh water supply contamination, sewage escaping from drains and treatment facilities, unstable structures, gas leaks and fires, electrical lines down, supply chain and emergency services breakdown due to trees and debris in roads, disease and infection from injuries and contamination*
  - i. How does coastal erosion affect the safety of coastal homes over time?



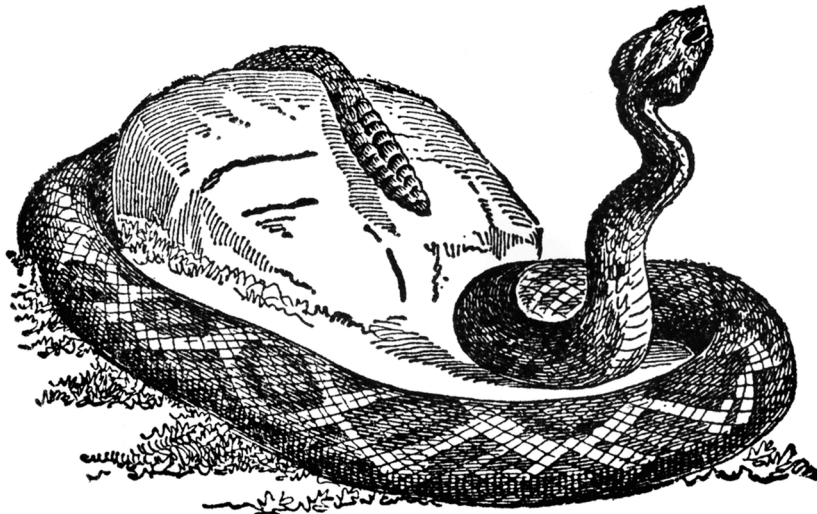
**2. Types of Clouds, Chapter 42 p. 438-41 of *Camping & Survival* is basic overview of low clouds, middle clouds, and high clouds. There are other cloud exercises and weather training for all seasons that will be addressed later. For now, we will work on weather prediction based on the clouds and some Pioneer Weather Predictors. The basic life skill of weather prediction is a necessity for planning homestead activities and safe outdoorsmanship.**

- a. For a concise overview of clouds and weather awareness, see *Back to Basics* Part 6, p. 477-478.
- b. What do cumulus clouds look like? *Puffy cotton balls* Describe how puffy cumulus clouds begin to form dark “towers” in the west or northwest sky?
- c. Be able to identify cumulonimbus clouds, what weather is predicted, and what precautions should be taken.
- d. What is predicted when there is a halo around the sun or moon? *A warm weather front with a long, steady period of snow or rain (precipitation).* What clouds cause the halo effect? *Cirrus clouds change to cirrostratus clouds.* How are these clouds formed? *Warm air meets cold air and forms ice crystals, indicating a high altitude wind pattern.*
- e. At what temperature do the insects become silent? *40 degrees Fahrenheit.*
- f. Calculating the distance of a thunderstorm: Light travels almost instantly. Sound travels at about 1 mile: 5 seconds. The next time there is a thunderstorm near you, watch for lightning, then start your count. Wait for the sound of thunder then stop. Take the number of seconds and divide by 5. The answer will be how many miles away a thunderstorm is, helping you determine how much time you have to prepare.
- g. In *Camping & Survival* Chapter 42, p. 38 the upper left corner shows a graphic of clouds. Contrails are the normal emissions from the combustion of jet fuel that dissipate rapidly in the atmosphere and DO NOT form long-lasting man-made clouds. In recent admissions by international government agencies, “weather modification” emissions have been purposefully released into the atmosphere. These patterned wispy emissions are not naturally occurring clouds and are known to contain a blend of toxic substances. For years scientists and citizens who published concerns about “chemtrails” were dismissed and vilified as conspiracy theorists. Look into the sky and learn to differentiate between clouds, contrails, and chemtrails. Investigate the content of chemtrails. Discuss differentiating between propaganda, trustworthy research, and coming to reasonable conclusions. Where did the term “conspiracy theorist” come from and what was the intent of releasing this term as propaganda? Define conspiracy.
- h. What does it indicate if two layers of clouds move in opposite directions at different rates? *Expect heavy rains.*

## Science Projects

Instead of having most project instructions in this manual, you will be referred to great illustrations and detailed instructions for projects found in the required resources, when appropriate.

1. Make a cloud display for the types of clouds studied in this chapter.
  - a. Materials: cotton balls, black markers (for darkening), poster board, glue
  - b. View illustrations or photos in the *Back to Basics* or *Camping & Survival* required resources. Make a label for each type of cloud that includes the name, altitude (high, middle, or low), conditions for formation, and concerns/response. Manipulate the cotton to appear like each formation and glue to poster board. Attach label near each cloud formation.
2. See the Gallery of Favorite Fish on p. 509 of *Back to Basics* and Shellfish for Good Eating on p. 510. Determine which of these species are in your area. Determine which species meet the guidelines for “food/meat” as defined by Leviticus 11:9-12. Shellfish are scavengers; what do they eat? What is their purpose in nature? What are the potential health effects of eating scavengers? *Norovirus, vibriosis* Make a fishhook using bone and other repurposed items as shown on p. 505. Practice attaching a transparent leader p. 507 and attaching a leader with bowline knots on p. 508. Make two lures from a spoon, p. 508.
3. Crayfish are crustaceans (shellfish) that make excellent bait. Make a crayfish trap from salvaged ½ inch wire mesh, using the plans on *Back to Basics* p. 511.
4. Snakes are abundant in unexpected places following hurricanes. Learn to identify poisonous snakes in your region. *Camping & Survival* Ch. 48 p. 540-541 has illustrations and photos of snakes with instructions to avoid bites. Learn snake bite first aid by watching *DrBonesNurseAmy* YouTube episode Snake Bites. Practice the compression bandage instructions. DO NOT USE *Back to Basics* outdated instructions for snakebite.
5. Memorize “**Red touches yellow, kill a fellow. Red touches black, venom it lacks.**” To distinguish coral snakes from harmless king snakes. Note: Rattlesnakes are pit vipers, with a distinctive triangular snout. Coral snakes are not pit vipers but are venomous.



### ***Friday Art or Music Project: One hour***

*This would be a suitable place to use Great Courses Introduction to Drawing or Introduction to Watercolor. Great Courses also have DVDs for guitar, keyboard/piano, violin, drums, and voice training. Invest in instruments as interest and budget allows. Keep art and music workstations equipped with quality drawing pencils, colored pencils, watercolor paints and brushes, excellent quality drawing/watercolor paper journals, a basket of rhythm instruments for little ones, dance streamers, and music for listening from multiple genres and cultures.*

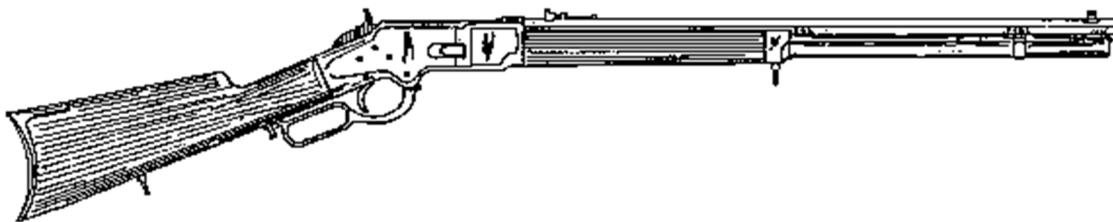
***Weekly Hymn: It is Well With My Soul (Lyrics by Horatio Gates Spafford 1873, Music by Philip Paul Bliss 1876)***

### ***Phonics/ Righteous Writing***

*While Homeschool Mama works with younger children on phonics, spelling, and penmanship older students who have mastered the basics can independently spend 20 minutes on English Grammar using a sequential text and 40 minutes each day on a weekly essay. Some weeks will suggest book reports (literary criticism or content analysis), some will be argumentative or persuasive essays, some will be personal statements or narratives, some problem and solution essays, or rhetorical criticism. Weekly essays will have a minimum of five paragraphs (introduction, three supporting paragraphs, conclusion) and proper citation of sources. High school age students will learn to present essays in APA format. These are due on Friday. Younger children have a spelling test on Friday as well.*

### ***Week One Topic:***

Research the Second Amendment to the U. S. Constitution. Draft a persuasive essay arguing for the right to bear arms by the citizen population. If you do not believe this applies to the citizen population, present your case. Refer to *The Elements of Style* and remember to cite your sources.



### ***Lunch/Recess total 1 hour (Fridays dismiss after lunch, early day)***

### ***Prep Project***

*Choose a project from either the History or Science Project lists that is compatible with your family's homesteading goals and the appropriate seasonal priorities. This can be a project that is completed in one hour if you work efficiently or it can be a project that would be done in multiple one hour segments. Set completion goals with Homeschool Mama.*

***Repeat Bible Memory before closing for the day.***

## ***Wisdom Ways:***

*Each child should bring a laminated Wisdom Ways list to reading *The Swiss Family Robinson* each evening. Briefly ask children to each identify one Wisdom Way that a character demonstrated in the reading. The Wisdom Ways list for lamination will be found in Appendix A.*

## ***Grammy Tale Week One (Read during lunch on Mondays):***

### **Uncle Elisha and the Rattlesnakes**



Grammy, tell us a story about when your children were little! We want to know about the olden days...

Well, children, I remember a time when Uncle Elisha was a little boy. Now he is a very tall grown man, but once he was only eight years old and very curious, just like all of you. He sometimes listened and obeyed the rules, but other times his curiosity got the best of him. In those days, we also home-schooled, and a very important part of our schooling was Bible memory, because even if you don't have the Book with you and you need wisdom right away, it is written right in your heart and mind to use immediately.

Another important part of our schooling was foraging for safe wild foods like blackberries, apples, plums, morel mushrooms, and walnuts. Our favorite foraging spot was in a deep river canyon near the Salmon River, where the Nez Perce Indians- the Nimiipuu in their language- gathered fruit for hundreds of years. It was LOADED with blackberry bushes, plum trees, and even cherries. There were a few safety rules Grammy went over with all the children before they were given their empty plastic ice-cream pails. Make noise, in case there is a bear. Stand where it is clear by your feet- there are snakes down here in the canyon. STAY WHERE MAMA CAN SEE YOU. All the children took their pails and began to compete to see who could fill their pail first with the sweet, juicy blackberries. The youngest child was Uncle Elisha, and he was quite a busy little boy who LOVED to explore. He noticed a little trail that went back away from everyone else, and he just knew the best berries would be over a little ditch, if he could just reach them by stepping out onto a fallen log. It was NOT WHERE MAMA COULD SEE HIM- but OH BOY! Could I ever HEAR him when he hollered in a terrified, shaky voice, "MOMMYYYYYY!!!"

I dropped my bucket and ran! Because it had been a while since he called me "Mommy" and only when something was very wrong. He was standing on the log, with his whole body shaking, while MANY rattlesnakes were shaking their tails down in the little ditch, where his bucket had fallen. He was SO frightened and SO WAS I! He was going to need to walk BACKWARDS on the log and not fall down. "Elisha, baby, I need you to take a deep breath in through your nose and blow slowly out of your mouth. We're going to say our memory verses to the rhythm, and you are going to take a backward step on each beat. Starting NOW." We said it together- "The LORD is my Shepherd; I shall not want..." All of Psalm 23 until he got close enough to the end of the log for me to reach out and scoop him up in my shaking arms! We thanked God for being with us and helping Elisha to walk over the rattlesnakes without falling!

The grandchildren asked, "So, Grammy-did Uncle Elisha obey the rules next time and stay where you could see him?"

Well, children, sometimes you must figure out a solution for very CURIOUS little boys! I planted thornless blackberry bushes at our own homestead! We chose to live up high where the snakes are rare and curious boys and girls could explore without fear. But Uncle Elisha continued to have many adventures where I'm sure Psalm 23 came in handy!