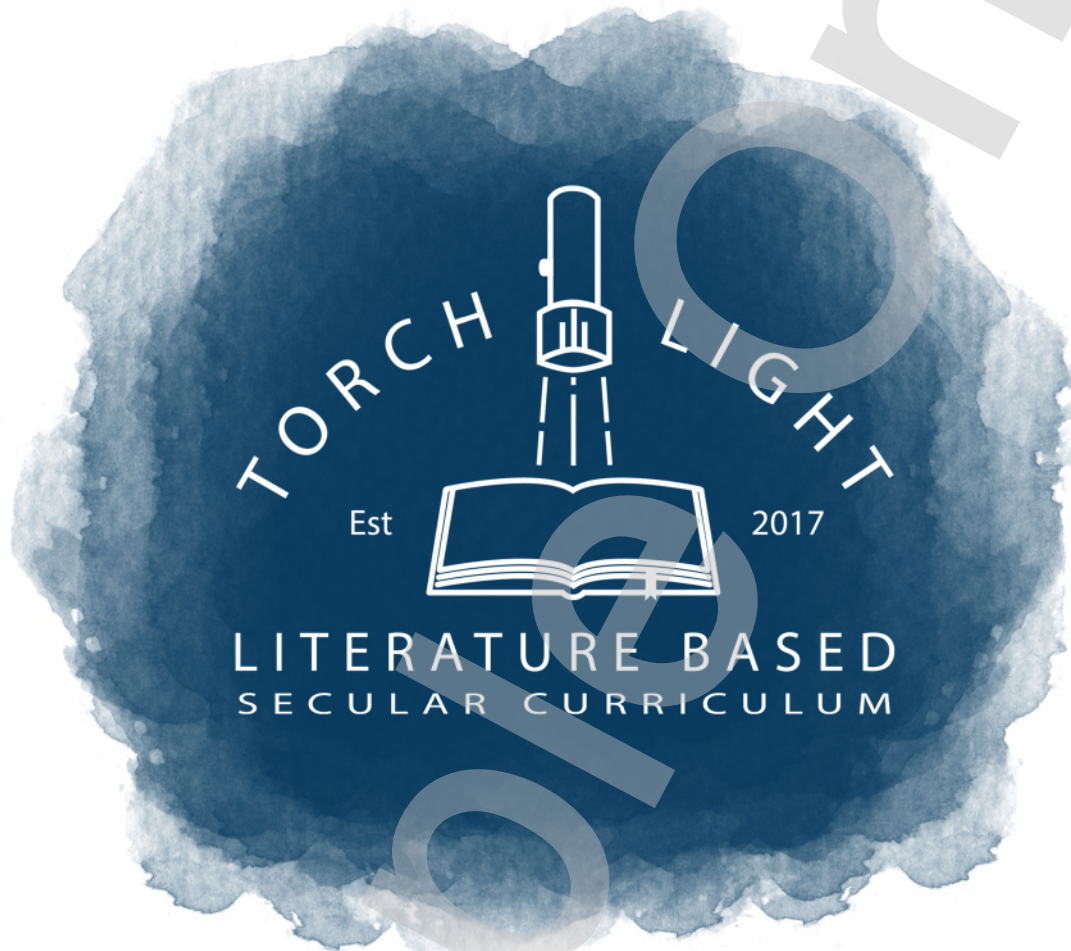
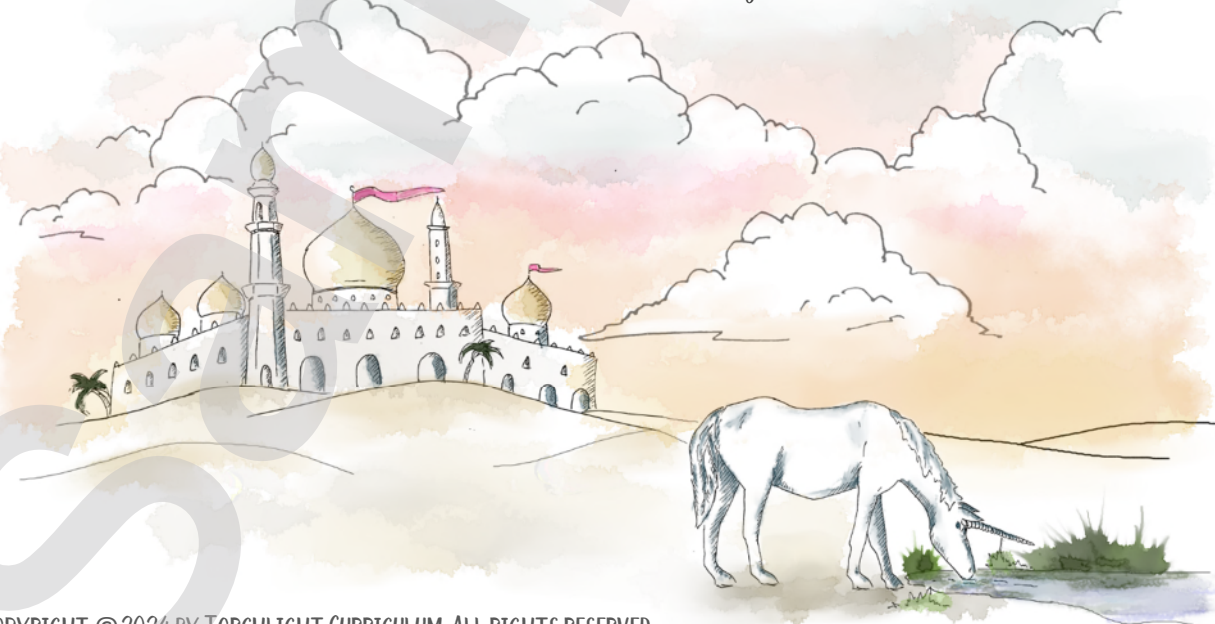


# LEVEL 2: LOGIC & LEGENDS

*Edition 2*



*An Expedition to the Medieval Age*



# WEEK 1: Byzantine Empire (optional weekly schedule)

Day 1      Day 2      Day 3      Day 4      Day 5

Lit & Poetry	Igraine the Brave, ch. 1-3 Vocabulary Spell Book (VSB)	Igraine the Brave, ch. 4-6 VSB Poetry: BGNF, p. 40	Igraine the Brave, ch. 7-9 VSB Poetry: BGNF, p. 40	Igraine the Brave, ch. 10-12 Poetry: BGNF, p. 40	Igraine the Brave, ch. 13-14 Poetry: BGNF, p. 40
Writing/ Lang. Arts			Show Me a Story + Exercise 1 <u>OR</u> Bitsy & Boozle	Exercise 2	
Art & Music		Compose Yourself, Lesson 1			
Geo, S.S. & History	GW: Byzantine Empire CCMed, ch. 1	Great Medieval Projects, pp. 1-20	A Child Through Time, pp. 34-35		
Math					
Science				SCI Level 2, BDK, Sess. 1	SCI Level 2, Seasonal Chang., Sess. 1
Logic & Legend	2T&L: It's Alive!, Intro + Research Guide + ch. 1	2T&L: It's Alive, Investigation Log	2T&L: It's Alive, Investigation Log		
-----					

Plan extensions and add supplies to your weekly list.

## Week 1 Learning Partner Prep

Make sure you have your learner's *Student Book* printed (single-sided), *Compose Yourself* accessible, and a writing notebook ready. Some learners will have the writing stamina to complete the writing assignments independently, while others will need a writing partner to dictate all or some of their writing so the learning partner can write for them. As their learning partner, you will know their needs best.

## Week 1 Activity Supplies

Science: Check SCI



# Week 1—Checklist

## Byzantine Empire

### Reminder:

- 📄 Check the literature primer for this week's read aloud.

### Literature & Poetry

- 📄 Read *Igraine the Brave*, ch. 1-3
- 📄 Read *Igraine the Brave*, ch. 4-6
- 📄 Read *Igraine the Brave*, ch. 7-9
- 📄 Read *Igraine the Brave*, ch. 10-12
- 📄 Read *Igraine the Brave*, ch. 13-14
- 📄 Pantomime Poetry: *Be Glad Your Nose is on Your Face* p. 40, "Early One Morning on Featherbed Lane"

*In Level 2, Pantomime Poetry is an introduction to making poetry fun and working on memorization. Some learners will not be able to accomplish full memorization at this stage, and that is OK! Be sure to have fun, be creative, and let them really perform if they wish. Alternately, they might prefer to sing the poems or dance around as they work on reciting them. Join in! As long as they are being exposed to poetry and making fun memories, they are developing an appreciation for this art form and working on their memory and recall skills while also getting a little movement in and learning the rhythm of poetry and vocabulary. Be sure to listen to the poem on the included CD if a reading is available.*

Complete 3 pages of the Vocabulary Spell Book or 3 Word Wanderers

### Writing/Language Arts

- 📄 Read *Show Me a Story* OR *Bitsy & Boozle Tell a Story* (more depth & graphic novel style)

💡 *If using Bitsy & Boozle Tell a Story (highly recommend) spread the reading over the week, reading approx. 30 pages each day. The pages are large-format graphic novel style, therefore quick reads. This book gives a great intro to story structure and will set them up well for their Narrative Arch assignment starting wk. 24.*

- 📄 ⚡ Complete Exercise 1 in *Show Me a Story* (located in the back of the book, p. 29)  
*Character creation activity*

- 📄 ⚡ Complete Exercise 2 in *Show Me a Story* (located in the back of the book, p. 29)  
*Document what is learned in this story-collecting activity. Later, in the optional book binding activity, we will use these story ideas to make a picture book.*

- 📄 *These extra boxes in ELA weeks are for scheduling a Grammar Curricula of your choice. In heavy Torchlight ELA weeks, these can be left blank.*

### Art & Music

- 📄 ⚡ Complete *Compose Yourself*, Lesson 1



## Geo, Social Studies & History

- 📌 ⚡ Complete Byzantine Empire Globe-work

🗨️ Find the Torchlight reference map for the Byzantine Empire in the Student Book. Each week, instruct your learner to locate the country listed on the week's reference map on their globe. A single modern country will be listed to help in finding the general area. Have them observe which modern countries the Medieval empire's boundaries included by comparing the map to their globe. Notice any major geographic features included (rivers, mountains, etc.) Discuss the pros and cons of the empire's location. What features can/did make it vulnerable or prosperous? Refer to the Geography Inquiry Lesson on p. 19 of this guide for further discussion. You will do this activity weekly.

- 📌 Read *Curiosity Chronicles: Snapshots of Medieval History*, ch. 1

🗨️ Discuss with your learner how cultural clothes aren't costumes, and in this book, the characters dress up in some cultures' traditional dress to educate, not for fun. Be sure to reiterate this each time you encounter Ted or Mona in a culture's traditional dress. The creator of the *Curiosity Chronicles* was careful never to dress any character in sacred cultural clothing. It is important to note that members of the culture must invite one to wear cultural clothing.

- 📌 Read *Great Medieval Projects*, Intro + pp. 1-20, "Introduction," "The Making of Medieval Europe," & "Kings & Queens"

- 📌 Read *A Child Through Time*, pp. 34-35, "Bernhard"

## Math



## Science

- 📌 ⚡ Complete SCI Level 2, "Baloney Detection Kit" Session 1

- 📌 ⚡ Complete SCI Level 2, "Seasonal Changes & the Earth's Orbit" Session 1: Earth's Orbit

## Logic & Legend

- 📌 Read *Two Truths and a Lie: It's Alive!*, Intro + Research Guide + Ch. 1 "Crazy Plants"

🗨️ *Two Truths and a Lie* will be used to teach information literacy and critical thinking in practice. For this first week, you will need to review the [Educator's Guide](#) with your learner. This guide will help you understand what applied skills we will be practicing throughout the year and provide resources for the research you will conduct and record in your Investigation Log (see Student Book). The Educator's Guide also includes a Fact or Fiction worksheet that you may use instead of the Student Book pages.

- 📌 ⚡ Complete *Two Truths and a Lie* Investigation Log (See Student Book)

Your learner will reread each story over the next two days and fill out the log as they go. By the second day they will evaluate their findings and make an educated guess to answer the question: Which story is the lie?

- 📌 ⚡ Complete *Two Truths and a Lie* Investigation Log (See Student Book)

🗨️ Complete your Investigation Log thoroughly. Once you have discussed and gleaned the reasoning for your learner's choice, you may read the answer on pp. 127-28. Remember, failure is a valuable learning tool in persistence, and spotting your past mishaps can be invaluable when given the chance to correct them on the next round. Celebrate the hard work that went into the investigations and learning.



## Extensions

### Learn more about Byzantine Empire

History Extension: Have your learner create a set of juggling sticks and work on those motor skills! Use the instructions on pp. 22-23 in *Great Medieval Projects*.

Literature/History Extension: Go on an Information Quest! Your learner is being tasked with a quest to gather and document information using safe search engines: Visit Good Maps and type in "Welsh castles." The castles will appear as red markers. Click on each marker and view the images. You can even drop your golden street view man on the road next to a castle and look around and "drive" down the streets to tour the area. Once you have completed your tour, choose your favorite castle. Do a safe search for the castle's name, and after reading up on it, on a sheet of paper list three of the most interesting facts you learned. You can even print out your favorite image and tape or glue it to your quest for information.


History Extension: Your learner can become a thatcher! Using a milk carton or other box, some popsicle sticks, string, and dried grasses, you can create a miniature house with a roof ready to be thatched by you. You can even test it with "rain." Use the instructions in *Great Medieval Projects*, p. 77.


Read *Explanatorium History* (DK), pp. 92-93, "Byzantine Empire"


Read *History!* (Smithsonian), pp. 57-59 & 62, "The Medieval World" & "The Byzantine Empire"


## Byzantine Empire Enrichment Extensions

### Books

 [The Very Young Person's Guide to the Orchestra \(with 10 musical sounds\)](#)

 *Books like these can be a great quick intro to instruments that allow kids to revisit as needed.*


 [Listen to the Music: A World of Magical Melodies \(with musical sounds\)](#)

 [Facts vs. Opinions vs. Robots \(Science & Logic\)](#)


### Media/Movies

 [The Rise and Fall of the Byzantine Empire](#)

 [6 Myths about the Middle Ages](#) (Ted-Ed)

 *This might be okay for younger learners if parents are comfortable explaining what a "chastity belt" references. Otherwise, this is best for older learners.*

 [How Dangerous was it to be a jester?](#)

 *This video does use the term "cuckold" and explains it to mean the husband of an unfaithful wife.*

### Older Learner

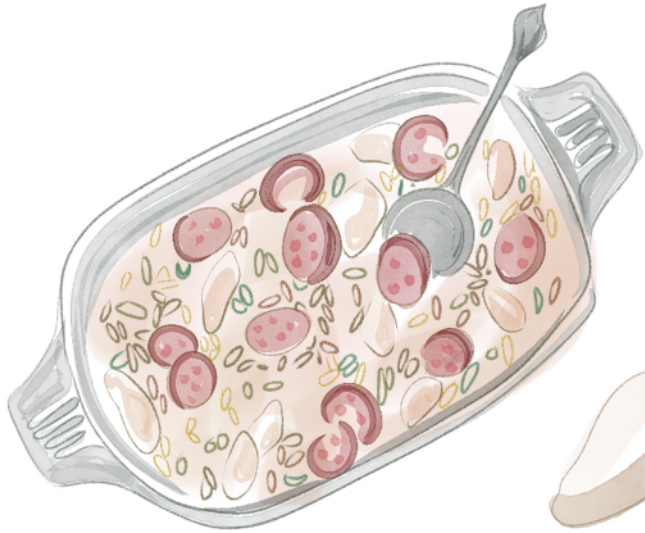
 [Prisoners of Geography \(book\)](#)

\* Please vet all movies prior to viewing with your learner for appropriateness.



# Follow a Jambalaya Recipe!

Vegetarian Option Available Below



Jambalaya is a recipe from many cultural traditions mixed into a delicious one-pot savory meal that has become very popular in parts of the southern United States, especially amongst the Creole and Cajun communities. One of the earliest written recipes resembling Jambalaya was called *Jumberlie* and came from a woman named Abbey Fischer. Although Abbey was illiterate (she could not read), she produced one of the first Black cookbooks called *What Mrs. Fischer Knows About Old Southern Cooking* with the help of the Woman's Cooperative in 1881. Historian Michael Twitty explores and makes this recipe from scratch with Food Historian Hannah Hart [here](#), but before you watch, know there is some butchering of a chicken and exclamations of “oh god” as they

cook.

The recipe below is inspired by the original Jumberlie recipe from Abbey Fischer, with modern alterations and a vegetarian option for those who prefer meatless. As Michael Twitty points out in the video, one of the most problematic words in cuisine is “authenticity” because cooking changes based on place, time, and availability. Change is a constant. So, don't be afraid to alter the recipe to your family's needs.

## Ingredients

1 whole chicken, cut up (you may use thighs only if preferred) OR

*Vegetarian alteration:* You will later have the option to add either tofu or a sausage substitute if desired.

Because you will not get the juices released from the meat, you must add 2 ½ C of vegetable stock.

1 16oz. can of whole peeled tomatoes (diced), or crushed tomatoes

1 ¼ C of uncooked long-grain white rice

2 tbsp. salt

¼ lb. smoked meat (ham or sausage) if desired.

*Vegetarian alteration:* If you still want that smokey flavor without the meat, add ¼ tsp. of Liquid Smoke or season to taste.

**Optional seasoning and veggies:** The original Jumberlie recipe does not call for any extra seasoning outside of salt and pepper and no extra vegetables. However, modern recipes vary widely on these ingredients. The following ingredients are optional based on your family's tastes and can be sauteed in 2 tbsp. of olive or avocado oil and added to the pot:

1 small onion, diced

2 stocks of celery, diced

2 bell peppers, chopped

3 cloves of garlic, minced



- 2 Bay leaves (should be used whole and removed after cooking)
- 1 tbsp. Cajun or Creole seasoning mix (watch this for heat if your learners are sensitive)

Instructions:

1. In a large pot, combine the chicken (skip this if making the vegetarian option, but add vegetable stock), rice, tomatoes, salt, and smoked meat (or Liquid Smoke), if desired. Be sure to add any optional seasoning and vegetables your family prefers. If you add onions, celery, bell peppers, or garlic, sautee them together before adding them to the pot to simmer.
2. Give the pot of ingredients a mix to incorporate them.
3. Heat the pot to medium or medium-low, depending on your stove, for 25-30 minutes. If using meat, check the chicken for thorough cooking (internal temp of 165°) before eating.

Vegetarian Option Note: If using a vegetarian meat substitute or tofu, slice that up and fry it in a tbsp. of olive or avocado oil about 5-10 minutes before the Jambalaya is finished. Add it to the pot once the Jambalaya is complete or atop each serving. Extra firm tofu can also be cubed and simmered in the pot, but you must be gentle with it, or it will break apart and become a part of the sauce.



# Tangrams

Supplies:

Scissors

Student Book Page “Tangrams”

Alternate: Use an online digital Tangram Puzzle [here](#).

**Read the following to your learner:** Have you ever played with a collection of shapes to make many different pictures? If you have, you likely have an inventor in China to thank for this fun logic puzzle. The date that Tangrams was created is highly debated because the first written records of the game were from 1800 in a book called *The Eight Book of Tan*, but it is thought to have been created far sooner. Some say it was made during the Tang Dynasty by a mathematician, while others claim it was created in the 11<sup>th</sup> century by a furniture designer who created a set of shaped tables that could be moved around, changing the shape of the larger table. Still, others tell of a legend that explains Tangrams, or qīqiǎobǎn, which means “seven boards of skill.”



The legend claims it was invented during the Song Dynasty by a master glassmaker who was asked to make the first glass pane for a royal palace window. Windows used to be open holes, so adding a clear cover was an innovation to keep the bugs out and let the light in.

This piece of glass was to be a perfect square, which was challenging, even for a skilled craftsman of that time. Transporting the pane was an even greater challenge; a large piece of glass traveling by wagon over rough roads and long distances, yikes!

The craftsman agreed to the request from the palace. They worked diligently and produced a perfect square sheet of glass! They wrapped their creation in layers of cloth to protect it for the trip, and off they went. After many days of careful, slow travel, the craftsman finally saw the castle in the distance. With the royal palace now within sight, the craftsman’s focus waned for just an instant. While ambling forward to take in the majesty of the castle, he suddenly tripped on the tiniest pebble, stumbled, and fell forward. The craftsman tumbled head over heels down the mountain, snagging his robes on the wagon as he went down and pulling it with him.

When he finally came to a stop, he scrambled to the glass pane, unwrapped it, and to his astonishment, the pane had magically broken into seven perfect shapes. There was one square, one parallelogram, and five triangles, two large and two small.





The craftsman tried to fit the pieces back together in the shape of the original square. After many attempts, he slid the pieces into the perfect square, but before that, he had made a cat, a large triangle, and even a tree! He realized the infinite combinations and interesting shapes that could be made by arranging the pieces.

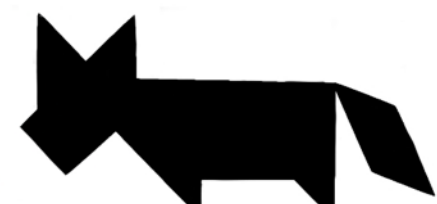
All bruised, and with the seven pieces in tow, he finally arrived at the palace, exhausted. Upon arriving, he presented the pane, but not as the perfect square piece that had been requested. Instead, he used the pieces of broken glass and their infinite possibilities to illustrate the story of his journey by changing the shapes as he spoke.

The emperor was astounded at this innovation and spent the coming days rearranging the glass himself. Soon, the puzzle was recreated in wood, shell, and metal and spread across the land. Its popularity as a puzzle grew until it was known as the most popular puzzle in the land.

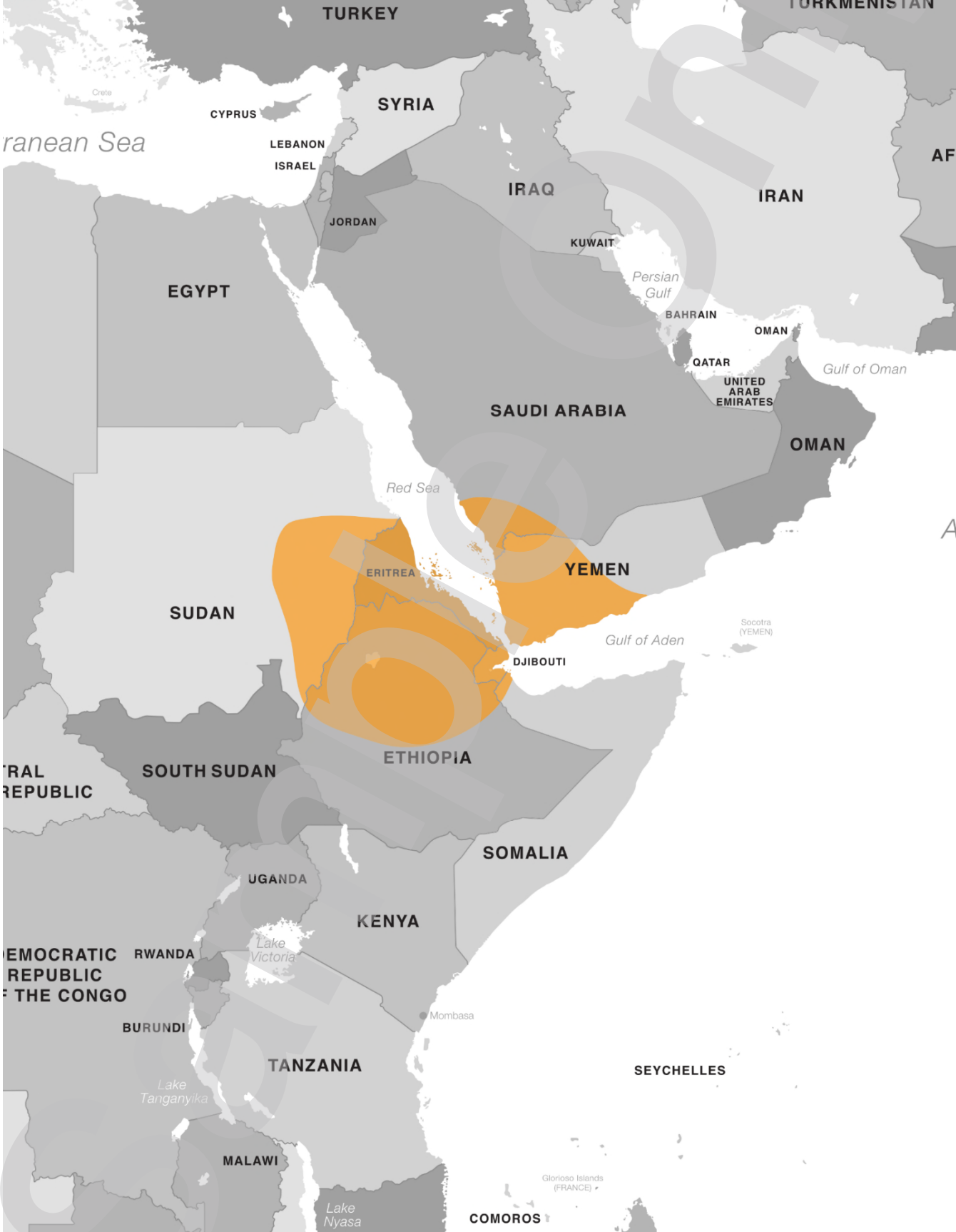
This story is sadly a piece of fiction, apart from the popularity of Tangram, which is indeed exceptionally popular, even today. On the *Student Book* page *Tangrams*, you will find the seven shapes from this puzzle to cut out and a few pictures to try and make with your shapes.

Tangrams is a fun logic puzzle, possibly played by medieval children in China! It's your turn to give it a try.

*Note to learning partner:* To the right are the solutions to the Tangram puzzles.

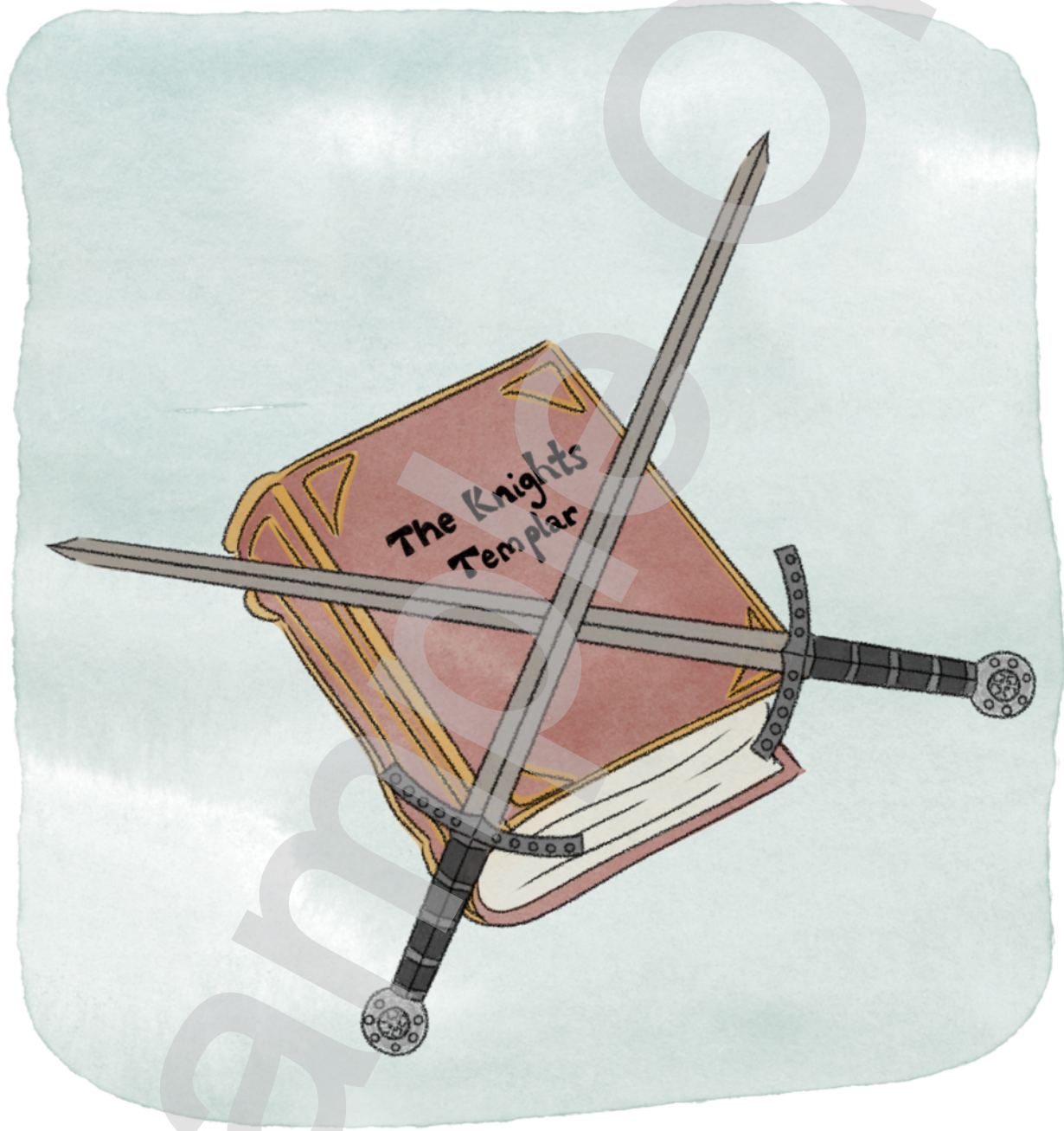


# Kingdom of Axum



# Hypatia Evans

A Medieval Mystery



The Hypatia Evans series is copyrighted 2024 by authors Grant & Tiffany Petty. No part of this story or document may be copied, posted, or reproduced in print, digital, or any other format without prior permission from the authors.



© 2024 TORCHLIGHT ALL RIGHTS RESERVED



"I, or more accurately, my daughter Hypatia, has brought you a proper mystery. She is seeking a specific book by an English author detailing the history of the Knights Templar. You might remember a young history student here last year by the name of Shah, visiting us for a brief time by way of the University of Bombay? Anyhow, he helped tutor Hypatia last year in medieval history and has shared a particular thread for her to follow. Could we trouble you to point us in the right direction?"

Mr. Evans spat this all out in one long breath, which left him nearly gasping in the end. The librarian turned around. Patia remembered those flush, plump cheeks of hers. They might have been at home on a kindly village baker, but on Ms. Galbraith, it reminded Patia of a volcano nearly ready to explode.

"I remember Mr. Shah well enough, caught him sneezing into a two-hundred-year-old history of Carthage<sup>1</sup> once." She said in a low voice with clenched teeth. Patia had never seen her without her trusty scornful stare and imagined it was permanently set into her face at this point.

Patia made an awkward curtsy and said, "Greetings again, Ms. Galbraith, I'm Patia Evans if you don't remember me."

The librarian looked her up and down in silence for a moment longer than was comfortable.

"Miss Evans, I trust you will remember that this is no' a playground, and these books are no' playthings. As the daughter of an academic, I expect you to know how to navigate a library and how to conduct yourself. I have no time to hold your wee hand regarding conduct, but I am always at the service of those seeking knowledge. Start your search down there." She pointed to the first floor, where a poster was stuck to a column near the entrance.

Patia's father smiled broadly and said, "You dunnae have to worry about me Patia, she is right at home."

Ms. Galbraith jerked her head quickly toward him and narrowed her eyes. Mr. Evans's smile immediately dropped as he realized what he had done. He had inadvertently used a mild Scottish accent with an otherwise well-intended quip. Patia knew it right away, as this was not the first time her father had embarrassed himself in such a way. When Patia first witnessed this form of embarrassment, her father explained that it was called the *chameleon effect*. As an amateur linguist, Patia's father sometimes adopted another person's accent. Although unintentional, it could have either hilarious or disastrous effects.

---

<sup>1</sup> Carthage: the capital city of an ancient civilization from modern day Tunisia



Patia's eyes widened, and she bit her lip while staring at her father. Without a word, Ms. Galbraith got behind a cart of books and pushed away down the hall.

Patia's father slowly turned to face her, his eyes equally wide, and called out in a high, nervous voice, "So sorry Ms. Galbraith, I'll work on being more conscious of my speech patterns in the future." He turned to his daughter, "Well, enjoy your search, darling! I'm off to...be somewhere else!"

Mr. Evans squeezed her shoulder as he made a hasty exit in the opposite direction. Patia made her way back downstairs to the front column. On it was a poster titled *Library Map*. Instead of a simple directory, she found a poster titled *The Playfair Puzzle*. On it was a simple drawing of the library's bottom floor and a named bust in each section. Patia's shoulders slumped, followed by an audible sigh. Her disappointment quickly faded as she realized this was a test, a puzzle, and she excelled at puzzles. Ms. Galbraith wasn't so bad after all.

Patia knew she had to match the busts with their subject with the use of the riddles before she knew where to look.

**The headmaster stands before his pupils and poses a question which seems impossible to answer. Each pupil raises their voice in protest to which the headmaster gives a clue:**

**Mr. Baird should look within himself to seek his place.**

**Mr. Dickson should look for the beauty in the works of man for his location.**

**Mr. Rutherford should look to the written word for guidance to his spot.**

**Mr. Dunbar should seek his place in balance and justice.**

**Mr. Goodsir should calculate his location based on the numbers available to him.**

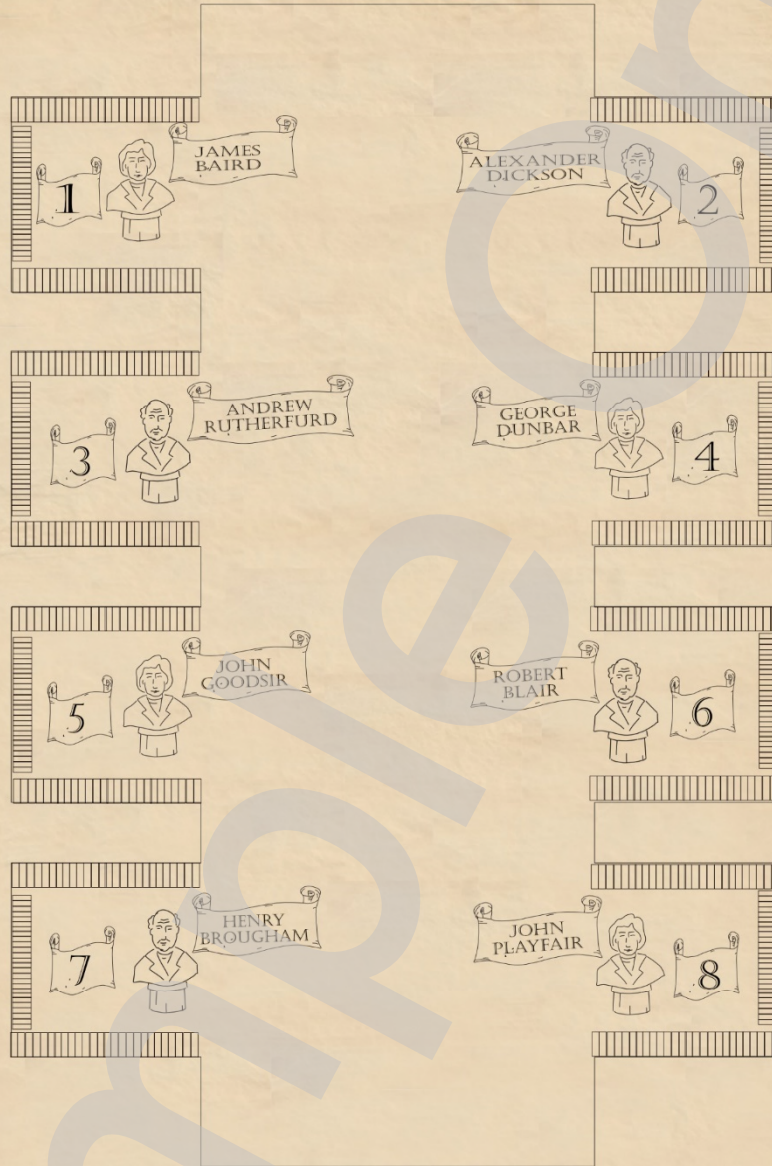
**Mr. Blair should use what is known of the natural world and seek his place there.**

**Mr. Brougham should apply his vast knowledge of the human body to locate his home.**

**Mr. Playfair should learn his place from the past, lest events repeat themselves.**



# THE PLAYFAIR PUZZLE

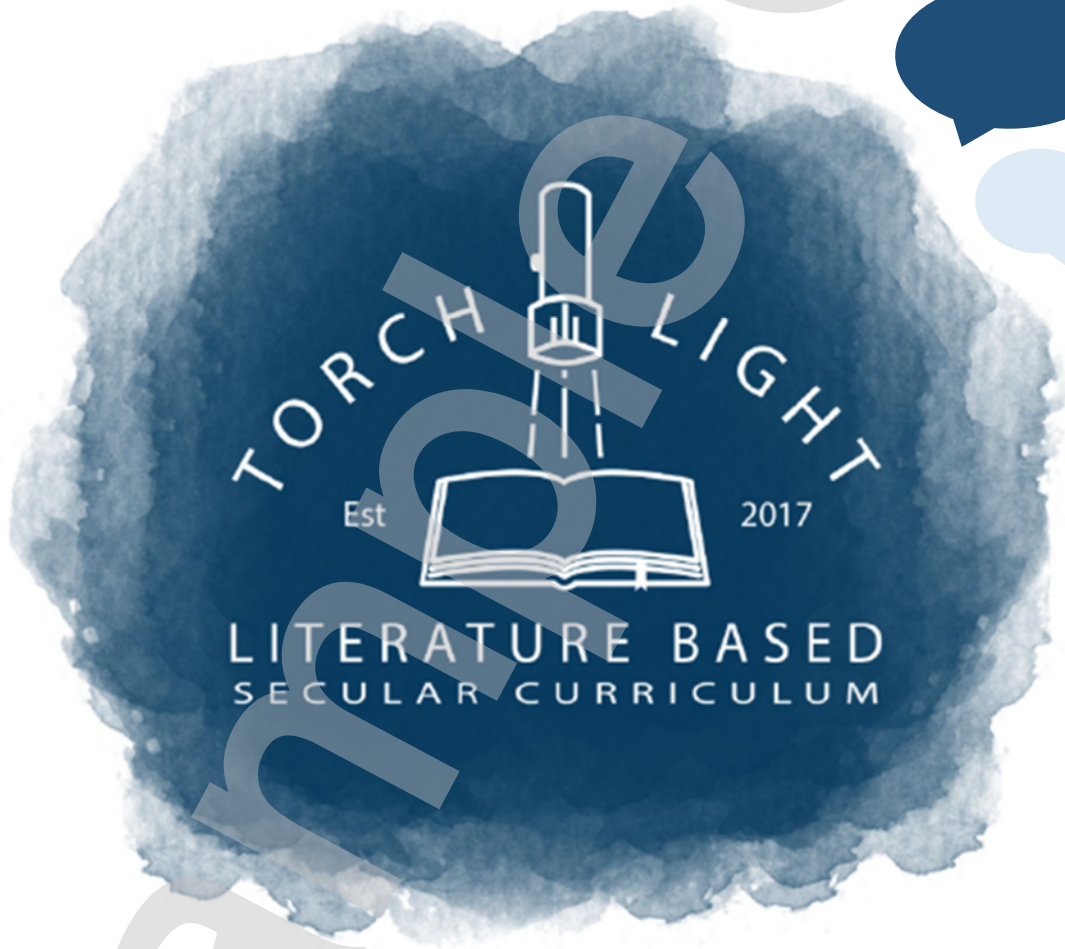


- PHILOSOPHY
- SCIENCES
- ARTS
- LITERATURE
- LAW
- HISTORY
- MATHEMATICS
- MEDICINE



# Torchlight Curriculum: Level 2

## Literature Primers & Lit Quotes



# Lit Quote Week 8-9: Chinese Menu

## Week #8

*“As he surveyed the river and the land and spoke to numerous tribes, he saw that controlling the water was like ruling the people. While he could force his will upon it, that would only work for a short while. Eventually, the water—like people—would rise to a point where it could not be restricted. The best rulers, Yu realized, were those who guided their people—and he would have to do the same with the water.” (p. 20)*

## Week #9

*“Unlike many of those in the village, the merchant was well travelled and familiar with unusual appearances. What was more, through his many experiences, he knew that the way one looked rarely showed one’s character.” (p. 203)*

## Literary Analysis & Grammar Opportunity

Wk. 8: The author uses a simile with the term “like” to compare water and people. What do they have in common? Both are uncontrollable forces that need to be worked with instead of against. This legend carries many lessons; what are they? Leadership and respect for nature are among them. Discuss how Yu collected information and consulted the affected people instead of jumping to conclusions without doing his research. This act helped him see options and a perspective he might not have otherwise. Yu also wisely noted that a good leader is someone who does not simply impart their will but someone who cares for his people and tries to work with them, the same way he must work with nature to avert flooding disasters.

Wk. 9: Our quote starts with “unlike many in the village,” what does that tell us about the merchant immediately? The merchant is not like most people; this sets him apart. The merchant is well-traveled, which means he has been exposed to more people, places, and possibly perspectives (wow, look at that *alliteration*). We learn that the merchant understands something that most don’t: looks do not equal character! So, what can we learn from this to apply to our own lives? It is best not to judge a person based on their appearance. Instead, stay curious and learn about people before you judge.

### Literature Primer: *Chinese Menu*

#### Torchlight Intent

Chinese Menu is chock-full of Chinese legends, all swirling around delicious foods and the culture that surrounds those foods and eating customs. The legends are short and full of cultural and moral knowledge. The section introductions are highly informative. Chinese Menu also makes many references to the naming of foods, which illustrates the use of onomatopoeia very well.





## Possible Concerns

The following stories have been purposefully skipped. If you'd like information about why they were skipped, pop down to their section below. I have included the information on all stories so you can decide if you prefer to include them if using this level with older learners:

The Origin of Tea, p. 59, Rice Cake, p. 129, Mu She Pork, p. 173, Peking Duck, p. 179, Empress Chicken, p. 189, General Tsu's Chicken, p. 195, Chop Suey, p. 207.

If violence is present in these stories, it is never focused on or very descriptive but is mentioned, so it should be pre-read.


## Vocabulary

Preposterous (20), indulgence (23), jests (40), cloying (43), reverence (51), grotesque (53), resolve (53), eerie (53), malice (55), malevolence (55) industrious (76), diligent (76), peevishly (76), deduced (87), dredge (87), chortled (89), victorious (89), ferocious (112), delicacy (113), languid (121), luminous (127), tempestuous (136), delectable (137), consented (138), jubilant (139), humble (148), harmonious (155), abstained (164), sullied (165), piquant (167), prosperous (170), lavish (170), deference (186), lilting (187), harmony (223), virtue (228), venerable (229), subterfuge (254)

## Reading Insights/Discussion Topics

You will need to refer to the map on p. 9 and the timeline on p. 10-11 often, so you might like to add a sticky tab to these pages for easy reference. Make sure to read the Welcome pages 7-8. They contain information on Chinese naming conventions; their last name comes first, followed by their first name.

### Chopsticks: Introduction


 *Optional activity: Practice your chopstick using skills. Grab two bowls, a pair of chopsticks, and small soft objects (pom-pom balls, cotton balls, or anything small and squishy works). Practice using your chopsticks to move items from one bowl to another. If you need some help with your grip, watch this [video](#).*


*If your learner is still struggling, here is a [little hack](#) that will let them still use chopsticks but make it easier until they get the hang of using this without assistance.*

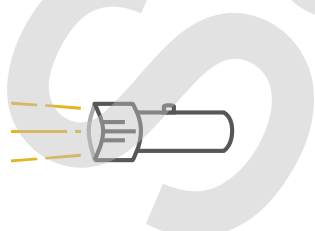
### Chopsticks: Yu the Great Invents Chopsticks

Content warning: on p. 20, it is told how a part-god gave birth to a son after being killed as punishment for his crimes. The son then saves the people of the town. Here are the two concerning parts of the story that will help you decide if the wording needs to be changed or the story should be skipped:

- The first paragraph reads, "[...] Gun had stolen from them and had him killed as punishment."
- Second paragraph, it reads, "Emperor Shun came across Gun's body and sliced it with his sword. As he cut Gun's stomach, a young man popped out."

 Find the Yellow River that runs through China on your globe, as described in the Globe-work section of this week's history.

 *Optional activity: Look online to find examples of dams and dikes in China to help your learner better understand how they work and why they are needed for a river that is prone to flooding.*



Read the following quote to your learner and ask them what they think of Yu's observations about ruling people. How did Yu come to this knowledge? On p. 20:

*"As he surveyed the river and the land and spoke to numerous tribes, he saw that controlling the water was like ruling the people. While he could force his will upon it, that would only work for a short while. Eventually, the water—like people—would rise to a point where it could not be restricted. The best rulers, Yu realized, were those who guided their people—and he would have to do the same with the water."*

Discuss how Yu collected information and consulted the people effected instead of just jumping to conclusions without doing his research. This helped him see options and a perspective he might not have otherwise. Yu also wisely noted that a good leader is someone who does not simply impart their will but someone who cares for his people and tries to work with them, the same way he must work with nature to avert flooding disasters.


Note: The story does take a bit of a time leap from Yu being born to suddenly being married with a child, and no explanation is given. Discuss how some stories and storytelling use transitions to notate time has passed, while others might expect you to know that the events, such as rerouting a river, took a long time, so Yu could have easily met, married, and had a family, but those details were not relevant to the story, so they were left out.

#### **Chopsticks: Daji Invents Chopsticks**

Content warning: On p. 24, the terms "tortures," "killed," and "executed" are used once to describe what Daji was trying to prevent.

This next story is an interesting contrast to Yu's story. A couple of discussion notes that you might want to talk through with your learner prior to reading:

Myths, legends, and folklore tend to let us see into the culture of the past. In many cultures, woman with power were characterized as evil and manipulative, and their beauty was seen as the source of their power or on the flipside, their goodness (but only if they were oblivious to their own beauty and never used that power to meet their needs). This was because beauty was sometimes the only power that was allowed to woman. Women who were quiet, demur, and obedient were characterized as "good" and allowed to be seen as desirable characters. Creating stereotyped characters like this was a reflection of the society trying to force woman into polarizing roles and impart the idea that if women desired to be "good" they had to act a certain way. This is very unfair. While men had a much wider range of acceptable behaviors, even they were pressed into stereotypes as well, such as having to be fearless, strong, and unemotional. Again, these characterizations are unfair, but they were very common in stories from the past. This is why retellings are so important in allowing the greatness of a story to continue on, while making it suit the needs of current society. That does not mean we should throw out all the old stories, but being aware of their failings while reading is very important.

 *Optional activity: Stop and have your learner help you identify characters that are upholding unfair stereotypes as you read these stories. Stopping to ask them to think about this will get them into the habit of thinking about this and other common occurrences in all stories as they read or listen. This is the beginning of good analysis. As learners get older, introducing imperfect stories and having them practice identifying the parts that should be challenged is great for critical thinking and analytical skills.*

#### **Chopsticks: How Chopsticks Prevent Poisoning**

Ask your learner: *What lesson does each of these stories try to teach us?* Most legends include some morals or interesting cultural information, so keep an ear out for them and discuss what you think each story was meant to teach, if at all.



## TORCHLIGHT LEVEL 2 WEEKLY BOOK LIST

Week Category	Ready	Title	Author	Owned	At Library	
<b>1</b> Books		Igraine the Brave	Corrella Funke	<input type="checkbox"/>	<input type="checkbox"/>	
		Be Glad Your Nose is on Your Face	Jack Prelutsky	<input type="checkbox"/>	<input type="checkbox"/>	
		Show Me a Story OR Betsy & Boozle Tell a Story	Nancy Loewen	<input type="checkbox"/>	<input type="checkbox"/>	
		Torchlight's Compose Yourself	Tiffany Petty	<input type="checkbox"/>	<input type="checkbox"/>	
		Curiosity Chronicles: Snapshots of Medieval Ages	Vivian Meyers	<input type="checkbox"/>	<input type="checkbox"/>	
		Great Medieval Projects You Can Build Yourself	Kris Bordessa	<input type="checkbox"/>	<input type="checkbox"/>	
		A Child Through Time	Phil Wilkinson	<input type="checkbox"/>	<input type="checkbox"/>	
		Two Truths and a Lie: It's Alive	Ammi-Joan Paquette	<input type="checkbox"/>	<input type="checkbox"/>	
		Facts vs. Opinions vs. Robots	Michael Rex	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Extension</b>		Listen to the Music: The Instruments	Mary Richards & Khoale	<input type="checkbox"/>	<input type="checkbox"/>
	Listen to the Music: A World of Magical Melodies	Mary Richards	<input type="checkbox"/>	<input type="checkbox"/>		
	The Very Young Person's Guide to the Orchestra	Tim Lihoreau	<input type="checkbox"/>	<input type="checkbox"/>		
	Igraine the Brave	Cornelia Funke	<input type="checkbox"/>	<input type="checkbox"/>		
<b>2</b> Books		Be Glad Your Nose is on Your Face	Jack Prelutsky	<input type="checkbox"/>	<input type="checkbox"/>	
		Make Me Giggle: Writing Your Own Silly Story	Nancy Loewen	<input type="checkbox"/>	<input type="checkbox"/>	
		Curiosity Chronicles: Snapshots of Medieval Ages	Vivian Meyers	<input type="checkbox"/>	<input type="checkbox"/>	
		Song of the Unicorn (Audio Play)	Classical Kids	<input type="checkbox"/>	<input type="checkbox"/>	
		Great Medieval Projects You Can Build Yourself	Kris Bordessa	<input type="checkbox"/>	<input type="checkbox"/>	
		Logic Land game	Brainwright	<input type="checkbox"/>	<input type="checkbox"/>	
		Cat Crimes OR Dog Crimes	Think Fun	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Extension</b>		Sunshine Makes the Seasons	Let's Read & Find Out	<input type="checkbox"/>	<input type="checkbox"/>
		Hello Earth! Poems to Our Planet	Joyce Sidman	<input type="checkbox"/>	<input type="checkbox"/>	
		An Atlas of Lost Kingdoms	Emily Hawkins	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3</b> Books		Bayou Magic	Jewell Parker Rhodes	<input type="checkbox"/>	<input type="checkbox"/>	
		Be Glad Your Nose is on Your Face	Jack Prelutsky	<input type="checkbox"/>	<input type="checkbox"/>	
		Adventures in Cartooning	James Sturm	<input type="checkbox"/>	<input type="checkbox"/>	
		Curiosity Chronicles: Snapshots of Medieval Ages	Vivian Meyers	<input type="checkbox"/>	<input type="checkbox"/>	
		Two Truths and a Lie: Histories and Mysteries	Ammi-Joan Paquette	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Extensions</b>		Mulan	Li Jian	<input type="checkbox"/>	<input type="checkbox"/>
		Ed Emberly's Make a World	Ed Emberley	<input type="checkbox"/>	<input type="checkbox"/>	
		Osborne Write and Draw Your Own Comics	Osborne	<input type="checkbox"/>	<input type="checkbox"/>	
		One Small Square: Swamp	Donald M. Silver	<input type="checkbox"/>	<input type="checkbox"/>	
		It's Fun to Draw Knights and Castles	Mark Bergin	<input type="checkbox"/>	<input type="checkbox"/>	

