

STORYKEEPERS HOMESCHOOL
The Mingles in Wilderland
SCRIPTURE & STORY — OPTIONAL FAITH COMPANION
Four-Level Homeschool Edition

PURPOSE

These lessons remain optional and invitational. Each lesson keeps story, Scripture, age-level activity, and printable together. No detached worksheet section.

FOUR LEVELS

Lower Elementary · Grades 1–3

Upper Elementary · Grades 4–5

Middle School · Grades 6–8

High School · Grades 9–12

LESSON 1 · THE GOOD SAMARITAN

Luke 10:25–37

Story anchors: Chapter 14 — Nettle finds Quill half-dead in a creek, wraps him in his coat, carries him, and gets him to caregivers. Chapter 31 later names the Good Samaritan connection.

Big idea: Mercy becomes visible in what a person does for someone in need.

Shared family launch: Read Luke 10:25–37. Make a family list of action verbs from the parable and Quill's rescue: notice, approach, help, carry, provide, continue care.

LOWER ELEMENTARY · Notice and Help

Goal: Name a person who needs help and choose one safe helpful action.

Activity: Put four picture/action cards on the table: NOTICE, GO NEAR SAFELY, HELP, GET MORE HELP. Read simple situations such as a traveler who falls, a friend who is hurt, someone carrying too much, or Quill in the creek. The learner places the cards in a reasonable order and explains one choice aloud.

Printable — Mercy in Action

1. Draw Nettle noticing Quill.
2. Circle one: Nettle WALKED BY / STOPPED TO HELP.
3. Finish aloud or in writing: "Mercy means I can _____ when someone needs help."

Safety note: Children should get a trusted adult when someone is badly hurt or danger is present.

UPPER ELEMENTARY · Mercy Is a Verb

Goal: Compare the sequence of actions in Luke 10 and Nettle's rescue.

Activity: Build a two-column chart: GOOD SAMARITAN / NETTLE. List what each person notices, risks, gives, and does next. Identify at least three similarities and one difference.

Printable: Write 5–7 sentences answering: "Why is mercy more than feeling sorry for someone?" Use one detail from Scripture and one from the novel.

MIDDLE SCHOOL · The Cost of Neighbor-Love

Goal: Analyze why helping can require time, inconvenience, resources, or risk.

Activity: Identify the needs in the Samaritan story and Quill's rescue. Separate emotional response from concrete action. Then evaluate three possible responses: minimal aid, responsible aid, reckless aid.

Printable: Claim–Evidence–Reasoning response: "A neighbor is defined more by action than by category." Support with Luke 10 and Chapter 14.

HIGH SCHOOL · Intertextual Mercy

Goal: Analyze how the novel gains meaning by echoing the Good Samaritan.

Activity: Compare the biblical narrative structure with Nettle's rescue and the later explicit naming of the allusion. Distinguish allusion from allegory. Discuss whether recognition of another person creates moral obligation.

Printable: 500–700 word interpretive brief using both texts and one counterargument.

Family roundtable: "Who is easy to notice, and who is easy to pass by?" No one must disclose a private situation.

LESSON 2 · THE PEACEABLE KINGDOM

Isaiah 11:6

Story anchors: the Wilderland's predator-and-prey world premise; Chapter 27 shared Mingle identity; Chapter 43 Marlowe as a fox who does not prey.

Big idea: The peaceable kingdom is an image of reordered relationship, not a statement about real animal ecology.

Shared family launch: Read Isaiah 11:6. Name the surprising animal pairings in the verse and in the Wilderland.

LOWER ELEMENTARY · Who Can Live Together?

Goal: Notice that creatures expected to be enemies can choose peaceful behavior in the story world.

Activity: Sort animal cards into "usually predator/prey in nature" and "living together in Wilderland." Emphasize that real animals and story animals follow different rules.

Printable — A Peaceful Place

Draw two different Wilderland creatures sharing a safe place. Finish: "Peace needs ____."

UPPER ELEMENTARY · Peace Needs Practices

Goal: Identify behaviors that make shared life possible.

Activity: Create a four-part Peaceable Community wheel: LISTEN, SHARE SPACE, KEEP PROMISES, REPAIR HARM. Connect each practice to one story example.

Printable: Explain why "everyone is nice" is not enough to describe a peaceful community.

MIDDLE SCHOOL · Allusion, Not Ecology

Goal: Distinguish biblical/literary symbolism from scientific description.

Activity: Make three columns: ISIAH IMAGE / WILDERLAND STORY WORLD / REAL ECOLOGY. Identify what belongs in each and what must not be confused.

Printable: Short argument: "The Peaceable Kingdom works as a moral image because..."

Include one limitation of the comparison.

HIGH SCHOOL · Peace as Moral Worldbuilding

Goal: Analyze Isaiah 11:6 as a worldbuilding and ethical lens.

Activity: Examine how predator/prey peace changes the moral meaning of violence, prejudice, and community in the novel. Distinguish allusion, symbolism, and allegory.

Printable: 500–700 word analysis with evidence from Isaiah and at least two Wilderland scenes.

Family roundtable: "A peaceful community would still need _____."

LESSON 3 · "HE MUST INCREASE"

John 3:30

Story anchor: Chapter 59 — Horatio tells Timbit, "My role in this struggle must decrease, but yours must increase."

Big idea: Good mentorship prepares another person to carry responsibility rather than keeping them dependent.

Shared family launch: Read John 3:30 and Horatio's line. Place two chairs labeled HOLDING ON and HANDING OVER.

LOWER ELEMENTARY · Teach, Then Let Me Try

Goal: Experience the difference between helping and taking over.

Activity: Adult demonstrates a simple task once, helps once, then lets the learner try. Talk about what kind of help made independence possible.

Printable — I Can Learn to Do It

Draw something you are learning to do. Finish: "A good helper can _____, then let me _____."

UPPER ELEMENTARY · Mentor Moves

Goal: Identify specific actions that build another person's capacity.

Activity: Sort mentor cards: SHOW, ASK, ENCOURAGE, CORRECT, DO IT FOR THEM, LET THEM TRY, STEP BACK. Decide which help builds independence and when.

Printable: Compare Horatio's role with a coach, parent, teacher, or older sibling without requiring personal disclosure.

MIDDLE SCHOOL · Dependency or Development?

Goal: Evaluate whether help increases another person's competence.

Activity: Analyze four mentoring scenarios. For each, identify short-term benefit, long-term effect, and the right point to step back.

Printable: Write a 250–350 word recommendation to Horatio explaining how to hand responsibility to Timbit without abandoning him.

HIGH SCHOOL · Succession and Self-Limitation

Goal: Distinguish healthy self-limitation from self-erasure.

Activity: Analyze Horatio's handoff as an ethical leadership decision. Consider authority, readiness, dependency, ego, and succession.

Printable: Position brief: "A leader's success should sometimes be measured by how unnecessary the leader becomes." Qualify the claim and address one counterargument.

Family roundtable: "What kind of help makes someone more capable?"

LESSON 4 · CHOOSE LIFE

Deuteronomy 30:19

Story anchor: Chapter 84 — Timbit frames the crowd's decision as "Freedom and life, or misery and death." Optional extension: Dune's protective action and John 15:13.

Big idea: Moral choice matters where meaningful agency exists, but hard outcomes are not always under a person's control.

Shared family launch: Put CHOICE and CONSEQUENCE signs on opposite sides of the room.

Use simple story decisions and ask whether choice or consequence is easier to see first.

LOWER ELEMENTARY · Choice and What Happens Next

Goal: Connect a simple choice to a likely consequence without implying total control over outcomes.

Activity: Use paired cards: TELL THE TRUTH / HIDE THE TRUTH; ASK FOR HELP / STAY ALONE; INCLUDE SOMEONE / LEAVE THEM OUT. Match each choice with possible consequences. Discuss that unexpected things can still happen.

Printable — My Next Right Choice

Draw one safe, kind, truthful choice a character could make. Finish: "A choice can lead to _____, but I cannot control _____."

UPPER ELEMENTARY · Life-Giving Is Not Always Easy

Goal: Identify costly choices that protect life, freedom, truth, or relationship.

Activity: Sort story choices into EASY/HARD and LIFE-GIVING/HARMFUL. Notice that the categories do not always line up.

Printable: Explain one choice in the novel that was difficult but life-giving.

MIDDLE SCHOOL · Agency and Consequence

Goal: Distinguish meaningful choice, limited choice, and outcomes outside a character's control.

Activity: Analyze Timbit, Dune, Caelum, and one other character using three columns: CHOICE AVAILABLE / PRESSURE OR LIMIT / CONSEQUENCE.

Printable: 300-word response: "Responsibility depends partly on what choices were genuinely available." Use story evidence.

HIGH SCHOOL · Rhetoric, Agency, and Moral Choice

Goal: Analyze Timbit's binary public rhetoric without treating every moral situation as binary.

Activity: Examine the force and limitation of “life or death” framing. Compare private conscience, public persuasion, group pressure, and real agency.

Printable: 500–700 word argument evaluating whether Timbit’s rhetoric is ethically justified in Chapter 84. Include one counterargument.

Family roundtable: “What is one life-giving choice in the story that was not easy?”