

Unit 1 – Seeing What You Have Never Seen Before

Start Date: _____ **End Date:** _____

Literature: *Know Why You Believe*

Memory Verse: Psalm 98:7-9

Lesson 1

- Read Lesson 1.
 - Copy this question in your Bible notebook and write your answer: When have you seen two people have conflict because they saw a matter differently?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Know Why You Believe*. Plan to finish by the end of Unit 2. The book has 12 chapters, so you might want to read one chapter most days and two chapters on three days so you can finish the book by the fourth day of the next unit and answer questions and read the literary analysis on that day. Today, read the introductory material and Chapter 1. As you read each chapter in the book, write down a two-or-three sentence summary of the case Little makes in that chapter and how it helps support a Christian worldview.
 - Answer the review questions for Lesson 1 in the *Student Review Book*.
 - Read “What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction” on pages 1-3 in the *Student Review Book*.
 - Parent/Teacher Instructions: _____
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Lesson 2

- Read Lesson 2.
 - Copy this question in your Bible notebook and write your answer: What are five statements about life and the world that you believe are rock solid truth?
 - Continue working on your project. Read “Advice on Writing” on pages xiii-xv if you haven’t already.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 2.
 - Parent/Teacher Instructions: _____
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Lesson 3

- Read Lesson 3.
 - Read the excerpt from Strabo's *Geography* (*Gazetteer*, pages 243-244) and answer the questions about the excerpt in the *Student Review*.
 - Copy these statements in your notebook and complete them:
 1. I treat my parents the way I do because . . .
 2. I obey the laws of my country because . . .
 3. When I am with other people, I try to do what is right because . . .
 - Continue working on your project.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 3.
 - Parent/Teacher Instructions: _____
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Lesson 4

- Read Lesson 4.
 - Copy this question in your notebook and write your answer: What is a religious belief that you think everyone should accept?
 - Continue working on your project.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 4.
 - Parent/Teacher Instructions: _____
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Lesson 5

- Read Lesson 5.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 5. Take the geography quiz for Unit 1 in the *Quiz and Exam Book*.
 - Parent/Teacher Instructions: _____
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Unit 2 – It Begins with a Map

Start Date: _____ **End Date:** _____

Literature: *Know Why You Believe*

Memory Verse: Psalm 8

Lesson 6

- Read Lesson 6.
 - Review the collection of historic maps and read the captions with them (*Gazetteer*, pages 245-248).
 - Copy this question in your notebook and write your answer: What is the most basic, central, and important reality in the world?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Know Why You Believe*. Plan to finish by the end of this unit.
 - Answer the review questions for Lesson 6.
 - Parent/Teacher Instructions: _____
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Lesson 7

- Read Lesson 7.
 - Copy this question in your notebook and write your answer: How did the world come into existence?
 - Continue working on your project.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 7.
 - Parent/Teacher Instructions: _____
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Lesson 8

- Read Lesson 8.
 - Copy this question in your notebook and write your answer: How does the world operate?
 - Continue working on your project.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 8.
 - Parent/Teacher Instructions: _____
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Lesson 9

- Read Lesson 9.
 - Complete this statement in your notebook: I am a Christian; therefore . . .
 - Continue working on your project.
 - Continue reading *Know Why You Believe*.
 - Answer the review questions for Lesson 9.
 - Parent/Teacher Instructions: _____
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Lesson 10

- Read Lesson 10.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Know Why You Believe*. Read the literary analysis and answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 10. Take the quiz for Unit 2.
 - Parent/Teacher Instructions: _____
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Unit 3 – The Middle East Part 1

Start Date: _____ **End Date:** _____

Literature: *Blood Brothers*

Memory Verse: Genesis 21:12-13

Lesson 11

- Read Lesson 11.
 - Study the entries for the Middle East and Israel (*Gazetteer*, pages 1 and 8).
 - Read the photo essay on Cappadocia (*Gazetteer*, pages 249-251).
 - Copy this question in your notebook and write your answer: What is your understanding of God's relationship with the nation of Israel, including the Jews of our day?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Blood Brothers*. Plan to finish by the end of Unit 4.
 - Answer the review questions for Lesson 11.
 - Parent/Teacher Instructions: _____
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Lesson 12

- Read Lesson 12.
 - Read the entries for Cyprus, Jordan, Lebanon, and Syria (*Gazetteer*, pages 5, 9, 11, and 15).
 - Copy this question in your notebook and write your answer: Why do you think the Jews have been persecuted in so many times and places?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 12.
 - Parent/Teacher Instructions: _____
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Lesson 13

- Read Lesson 13.
 - Read the entries for Azerbaijan, Iraq, and Kuwait (*Gazetteer*, pages 3, 7, and 10).
 - Copy this question in your notebook and write your answer: What are some ways in which you respect the Jewish people?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 13.
 - Parent/Teacher Instructions: _____
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Lesson 14

- Read Lesson 14.
 - Complete the map activity for Unit 3 in the *Student Review* book.
 - Copy this question in your notebook and write your answer: In what way or ways do you think the religion of Israel and first century Judaism were the foundation for Christianity?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 14.
 - Parent/Teacher Instructions: _____
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Lesson 15

- Read Lesson 15.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 15. Take the quiz for Unit 3.
 - Parent/Teacher Instructions: _____
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Unit 4 – The Middle East Part 2

Start Date: _____ End Date: _____

Literature: *Blood Brothers*

Memory Verse: John 8:31-32

Lesson 16

- Read Lesson 16.
 - Read the entries for Armenia and Georgia (*Gazetteer*, pages 2 and 6).
 - Read the poem “The Gods of the Copybook Headings” by Rudyard Kipling (*Gazetteer*, pages 252-253). Complete the assignment about the poem in the *Student Review Book* at Lesson 16.
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Blood Brothers*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 16.
 - Parent/Teacher Instructions: _____
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Lesson 17

- Read Lesson 17.
 - Read the entry for Turkey (*Gazetteer*, page 16).
 - Copy this question in your notebook and write your answer: In practical terms, what is the significance of the fact that Jesus was fully God and fully man (John 1:1, 14)?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 17.
 - Parent/Teacher Instructions: _____
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Lesson 18

- Read Lesson 18.
 - Read the entries for Bahrain, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen (*Gazetteer*, pages 4, 12, 13, 14, 17, and 18).
 - Copy this question in your notebook and write your answer: Jesus demands that His followers die to themselves and give Him complete loyalty. In specific terms, how is this sometimes difficult for you?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 18.
 - Parent/Teacher Instructions: _____
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Lesson 19

- Read Lesson 19.
 - Complete the map activity for Unit 4 in the *Student Review* book.
 - Copy this question in your notebook and write your answer: In practical terms, how does your relationship with God through Jesus Christ affect how you see yourself?
 - Continue working on your project.
 - Continue reading *Blood Brothers*.
 - Answer the review questions for Lesson 19.
 - Parent/Teacher Instructions: _____
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Lesson 20

- Read Lesson 20.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Blood Brothers*. Read the literary analysis and answer the questions in the *Student Review*.
 - Answer the review questions for Lesson 20. Take the quiz for Unit 4.
 - Parent/Teacher Instructions: _____
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Unit 5 – North Africa

Start Date: _____ **End Date:** _____

Literature: *Patricia St. John Tells Her Own Story* **Memory Verse:** Psalm 36:6

Lesson 21

- Read Lesson 21.
 - Study the maps for Africa and North Africa and read the entry for Tunisia (*Gazetteer*, pages 19, 20, and 26).
 - Write a paragraph telling what you know about Islam.
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Patricia St. John Tells Her Own Story*. Plan to finish it by the end of Unit 7.
 - Answer the review questions for Lesson 21.
 - Parent/Teacher Instructions: _____
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Lesson 22

- Read Lesson 22.
 - Read the entries for Egypt, Libya, and Sudan (*Gazetteer*, pages 22, 23, and 25).
 - Copy this question in your notebook and write your answer: What are some questions you have about Islam?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 22.
 - Parent/Teacher Instructions: _____
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Lesson 23

- Read Lesson 23.
 - Read the entries for Algeria and Morocco (*Gazetteer*, pages 21 and 24). Look at the photographs of the Sahara Desert and read the captions with them (*Gazetteer*, pages 254-257).
 - Copy this question in your notebook and write your answer: What concerns do you have about the current practice of Islam?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 23.
 - Parent/Teacher Instructions: _____
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Lesson 24

- Read Lesson 24.
 - Complete the map activities for Unit 5 in the *Student Review* book.
 - Copy this question in your notebook and write your answer: Do you think it is possible for Christians, Jews, and Muslims to get along in a civil society—not to say that everyone is right with God but to respect everyone's freedom of religion, personal property, and security? If so, how could this happen? If not, why not?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 24.
 - Parent/Teacher Instructions: _____
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Lesson 25

- Read Lesson 25.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 25. Take the quiz for Unit 5. Take the first Geography, English, and Worldview exams.
 - Parent/Teacher Instructions: _____
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Unit 6 – West Africa

Start Date: _____ **End Date:** _____

Literature: *Patricia St. John Tells Her Own Story* Memory Verse: Colossians 3:16

Lesson 26

- Read Lesson 26.
 - Study the map of West Africa and read the entries for Benin, Burkina Faso, Cabo Verde, and Côte d'Ivoire (*Gazetteer*, pages 27-31).
 - Copy this question in your notebook and write your answer: What are some sayings and practices that you have heard from people that reflect superstitions? (Examples include “Good luck!”, “Knock on wood,” and fear of black cats or the number 13.)
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Patricia St. John Tells Her Own Story*. Plan to finish it by the end of Unit 7.
 - Answer the review questions for Lesson 26.
 - Parent/Teacher Instructions: _____
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Lesson 27

- Read Lesson 27.
 - Read the entries for Guinea-Bissau, Liberia, Mali, Mauritania, and Niger (*Gazetteer*, pages 36-40).
 - Copy this question in your notebook and write your answer: What do you believe about the spiritual realm? Does it have angels, demons, and/or any other beings? What powers do such beings have?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 27.
 - Parent/Teacher Instructions: _____
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Lesson 28

- Read Lesson 28.
 - Read the entries for Equatorial Guinea, The Gambia, Ghana, and Guinea (*Gazetteer*, pages 32-35).
 - Complete the map skills assignment for Unit 6 in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: In your mind, what is the difference between honoring your ancestors and worshiping your ancestors?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 28.
 - Parent/Teacher Instructions: _____
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Lesson 29

- Read Lesson 29.
 - Read the entries for Nigeria, Senegal, Sierra Leone, and Togo (*Gazetteer*, pages 41-44).
 - Read the excerpt from *Travels in the Interior of Africa* by Mungo Park (*Gazetteer*, pages 258-260). Answer the questions on the excerpt in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What do you believe is the proper place of fear in relation to God? Should Christians live in abject terror of God?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 29.
 - Parent/Teacher Instructions: _____
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Lesson 30

- Read Lesson 30.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 30. Take the quiz for Unit 6.
 - Parent/Teacher Instructions: _____
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Unit 7 – Central Africa

Start Date: _____ **End Date:** _____

Literature: *Patricia St. John Tells Her Own Story* Memory Verse: John 15:13

Lesson 31

- Read Lesson 31.
 - Study the map of Central Africa and read the entries for Angola and the Central African Republic (*Gazetteer*, pages 46, 47, and 49).
 - Copy this question in your notebook and write your answer: What does this verse mean to you: “For to me, to live is Christ and to die is gain” (Philippians 1:21)?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Patricia St. John Tells Her Own Story*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 31.
 - Parent/Teacher Instructions: _____
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Lesson 32

- Read Lesson 32.
 - Read the entries for Chad, the Republic of the Congo, and Gabon (*Gazetteer*, pages 50, 52, and 53).
 - Copy this question in your notebook and write your answer: When have you let fear stop you from doing something you ought to do? Or, when have you overcome fear and done something you thought you ought to do?
 - Continue working on your project.
 - Continue reading *Patricia St. John Tells Her Own Story*.
 - Answer the review questions for Lesson 32.
 - Parent/Teacher Instructions: _____
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Lesson 33

- Read Lesson 33.
- Read the entries for Cameroon, Sao Tome and Principe, St. Helena Island, Ascension Island, and Tristan da Cunha (*Gazetteer*, pages 48, 54, and 55).
- Read the excerpt from *The Cruise of the Cachalot*, pages 261-264, and answer the questions in the *Student Review Book*.
- Copy this question in your notebook and write your answer: What would be hard about being very ill and not able to have any visitors? What would be hard about having a loved one who was that sick?
- Continue working on your project.
- Continue reading *Patricia St. John Tells Her Own Story*.
- Answer the review questions for Lesson 33.
- Parent/Teacher Instructions: _____

Lesson 34

- Read Lesson 34.
- Read the entry for the Democratic Republic of the Congo (*Gazetteer*, page 51).
- Complete the map skills assignment for Unit 7 in the *Student Review Book*.
- Copy this question in your notebook and write your answer: When has your faith in God motivated you to do something that was really difficult?
- Continue working on your project.
- Continue reading *Patricia St. John Tells Her Own Story*.
- Answer the review questions for Lesson 34.
- Parent/Teacher Instructions: _____

Lesson 35

- Read Lesson 35.
- Recite or write the memory verse for this unit.
- Finish your project for this unit.
- Finish reading *Patricia St. John Tells Her Own Story*. Read the literary analysis and answer the questions in the *Student Review Book*.
- Answer the review questions for Lesson 35. Take the quiz for Unit 7.
- Parent/Teacher Instructions: _____

Unit 8 – East Africa

Start Date: _____ End Date: _____

Literature: *A Long Walk to Water*

Memory Verse: 1 John 3:17-18

Lesson 36

- Read Lesson 36.
 - Study the map of East Africa and read the entries for Burundi, Comoros, Mauritius, Rwanda, and Uganda (*Gazetteer*, pages 56-58, 65, 67, and 72).
 - Copy this question in your notebook and write your answer: What have been the biggest influences in your life (people, books, whatever)?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *A Long Walk to Water*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 36.
 - Read “Who, What, How, Why, and Why Not: A Primer for Literary Analysis of Fiction” on pages 5-10 of *Part 1*.
 - Parent/Teacher Instructions: _____
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Lesson 37

- Read Lesson 37.
 - Read the entries for Madagascar, Malawi, Mozambique, Tanzania, Zambia, and Zimbabwe (*Gazetteer*, pages 63, 64, 66, 71, 73 and 74).
 - Copy this question in your notebook and write your answer: How do you know who is trustworthy and who is not?
 - Continue working on your project.
 - Continue reading *A Long Walk to Water*.
 - Answer the review questions for Lesson 37.
 - Parent/Teacher Instructions: _____
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Lesson 38

- Read Lesson 38.
 - Read the entries for Djibouti, Eritrea, Kenya, Seychelles, Somalia, and South Sudan (*Gazetteer*, pages 59, 60, 62, and 68-70).
 - Read the South Sudan Independence Day Speech (*Gazetteer*, pages 265-269), and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: When have you seen people be inconsistent regarding what they say and what they do?
 - Continue working on your project.
 - Continue reading *A Long Walk to Water*.
 - Answer the review questions for Lesson 38.
 - Parent/Teacher Instructions: _____
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Lesson 39

- Read Lesson 39.
 - Read the entry for Ethiopia (*Gazetteer*, page 61).
 - Complete the map skills assignment for Unit 8 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *A Long Walk to Water*.
 - Answer the review questions for Lesson 39.
 - Parent/Teacher Instructions: _____
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Lesson 40

- Read Lesson 40.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *A Long Walk to Water*. Read the literary analysis and answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 40. Take the quiz for Unit 8.
 - Parent/Teacher Instructions: _____
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Unit 9 – Southern Africa

Start Date: _____ **End Date:** _____

Literature: none

Memory Verse: Ephesians 2:13-14

Lesson 41

- Read Lesson 41.
 - Study the map of southern Africa and read the entry for Namibia (*Gazetteer*, pages 75 and 79).
 - Copy this question in your notebook and write your answer: How do you determine the difference between beliefs that are either right or wrong and beliefs that are matters of opinion?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 41.
 - Parent/Teacher Instructions: _____
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Lesson 42

- Read Lesson 42.
 - Read the entry for Botswana (*Gazetteer*, page 76).
 - Copy this question in your notebook and write your answer: What is something you once thought was true but now know to be untrue?
 - Continue working on your project.
 - Answer the review questions for Lesson 42.
 - Parent/Teacher Instructions: _____
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Lesson 43

- Read Lesson 43.
 - Read the entry for Eswatini (*Gazetteer*, page 77).
 - Complete the map activity for Unit 9 in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What do you believe is a big mistake that people make by believing something that is not true?
 - Continue working on your project.
 - Answer the review questions for Lesson 43.
 - Parent/Teacher Instructions: _____
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Lesson 44

- Read Lesson 44.
 - Read the entries for Lesotho and South Africa (*Gazetteer*, pages 78 and 80).
 - Read Nelson Mandela's Inauguration Speech (*Gazetteer*, pages 274-277) and answer the questions in the *Student Review Book*.
 - Continue working on your project.
 - Answer the review questions for Lesson 44.
 - Parent/Teacher Instructions: _____
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Lesson 45

- Read Lesson 45.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Answer the review questions for Lesson 45. Take the quiz for Unit 9.
 - Parent/Teacher Instructions: _____
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Unit 10 – Southern Europe

Start Date: _____ End Date: _____

Literature: *The Day the World Stopped Turning* Memory Verse: Acts 17:26-27

Lesson 46

- Read Lesson 46.
 - Study the map of Southern Europe and read the entries for Gibraltar, Portugal, and Spain (*Gazetteer*, pages 82, 87, 94, and 98).
 - Copy this statement in your notebook and write your answer: List some Greek philosophers you have heard of.
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *The Day the World Stopped Turning*. Plan to finish by the end of Unit 11.
 - Answer the review questions for Lesson 46.
 - Parent/Teacher Instructions: _____
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Lesson 47

- Read Lesson 47.
 - Read the entries for Greece, Italy, and North Macedonia (*Gazetteer*, pages 88, 89, and 93).
 - Copy this question in your notebook and write your answer: What do you think Paul meant when he said that in God, “we live and move and exist” (or “have our being,” Acts 17:28)?
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 47.
 - Parent/Teacher Instructions: _____
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Lesson 48

- Read Lesson 48.
 - Read the entries for Albania, Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, Serbia, and Slovenia (*Gazetteer*, pages 83, 85, 86, 90, 92, 96, and 97).
 - Complete the map skills assignment for Unit 10 in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: How would you try to convince someone who believes in a totally different religious system that the gospel is true?
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 48.
 - Parent/Teacher Instructions: _____
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Lesson 49

- Read Lesson 49.
 - Read the entries for Andorra, Malta, San Marino, Vatican City, Liechtenstein, and Monaco (*Gazetteer*, pages 84, 91, 95, 99, 109, and 111).
 - Read the excerpt from *A Little Pilgrimage to Italy* (*Gazetteer*, pages 273-274) and answer the questions in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 49.
 - Parent/Teacher Instructions: _____
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Lesson 50

- Read Lesson 50.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 50. Take the quiz for Unit 10. Take the second Geography, English, and Worldview exams.
 - Parent/Teacher Instructions: _____
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Unit 11 – Western Europe

Start Date: _____ **End Date:** _____

Literature: *The Day the World Stopped Turning* Memory Verse: Romans 12:1-2

Lesson 51

- Read Lesson 51.
 - Study the map of Western Europe and read the entries for the Channel Islands, Jersey Island, the Isle of Man, and the United Kingdom (*Gazetteer*, pages 100, 103, 107, 108, and 114).
 - Read the excerpts from William Wordsworth's *Guide to the Lakes* (*Gazetteer*, pages 280-281).
 - Copy this question in your notebook and write your answer: What does the idea of faith mean to you?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *The Day the World Stopped Turning*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 51.
 - Parent/Teacher Instructions: _____
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Lesson 52

- Read Lesson 52.
 - Read the entries for Ireland, the Netherlands, and Switzerland (*Gazetteer*, pages 106, 112, and 113).
 - Copy this question in your notebook and write your answer: What do you admire about Abraham's faith?
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 52.
 - Parent/Teacher Instructions: _____
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Lesson 53

- Read Lesson 53.
 - Read the entries for Austria, Belgium, France, and Germany (*Gazetteer*, pages 101, 102, 104, and 105).
 - Copy this question in your notebook and write your answer: What is the difference between a worldview of faith and a worldview of doubt and fear?
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 53.
 - Parent/Teacher Instructions: _____
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Lesson 54

- Read Lesson 54.
 - Complete the map skills assignment for Unit 11 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *The Day the World Stopped Turning*.
 - Answer the review questions for Lesson 54.
 - Parent/Teacher Instructions: _____
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Lesson 55

- Read Lesson 55.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *The Day the World Stopped Turning*. Read the literary analysis and answer the questions about the book in the *Student Review Book*.
 - Answer the review questions for Lesson 55. Take the quiz for Unit 11.
 - Parent/Teacher Instructions: _____
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Unit 12 – Northern Europe

Start Date: _____ End Date: _____

Literature: *Kidnapped*

Memory Verse: Hebrews 11:6

Lesson 56

- Read Lesson 56.
 - Study the map of Northern Europe and read the entries for the Aland Islands, Finland, and Iceland (*Gazetteer*, pages 115, 116, 120, and 121).
 - Copy this question in your notebook and write your answer: How do you know God exists?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Kidnapped*. Before you begin, read the literary analysis in the *Student Review Book* to learn the historical background to the novel. Plan to finish the book by the end of Unit 13.
 - Answer the review questions for Lesson 56.
 - Parent/Teacher Instructions: _____
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Lesson 57

- Read Lesson 57.
 - Read the entries for Estonia, Latvia, and Lithuania (*Gazetteer*, pages 118, 122, and 123).
 - Copy this question in your notebook and write your answer: Fyodor Dostoevski wrote that if God does not exist, all things are lawful. How is this true or not true?
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 57.
 - Parent/Teacher Instructions: _____
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Lesson 58

- Read Lesson 58.
 - Read the entries for Denmark, the Faroe Islands, Norway, and Sweden (*Gazetteer*, pages 117, 119, 124, and 125).
 - Read “61 Mountains—In One Year!” (*Gazetteer*, pages 282-283).
 - Copy this question in your notebook and write your answer: How do you explain the origin of the conscience, the capacity to know right and wrong?
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 58.
 - Parent/Teacher Instructions: _____
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Lesson 59

- Read Lesson 59.
 - Complete the map skills assignment for Unit 12 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 59.
 - Parent/Teacher Instructions: _____
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Lesson 60

- Read Lesson 60.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 60. Take the quiz for Unit 12.
 - Parent/Teacher Instructions: _____
-

Unit 13 – Eastern Europe

Start Date: _____ **End Date:** _____

Literature: *Kidnapped*

Memory Verse: Galatians 5:1

Lesson 61

- Read Lesson 61.
 - Study the map of Eastern Europe and read the entries for Belarus and Poland (*Gazetteer*, pages 126, 127, and 132).
 - Copy this statement in your notebook and write your answer: Write a paragraph describing God.
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Kidnapped*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 61.
 - Parent/Teacher Instructions: _____
-

Lesson 62

- Read Lesson 62.
 - Read the entries for Bulgaria, Hungary, and Romania (*Gazetteer*, pages 128, 130, and 133).
 - Write a paragraph in your notebook describing God's love.
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 62.
 - Parent/Teacher Instructions: _____
-

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Lesson 63

- Read Lesson 63.
 - Read the entries for Czechia, Moldova, and Slovakia (*Gazetteer*, pages 129, 131, and 135).
 - If you can, listen to a performance of “The Vltava.” Visit NOTGRASS.COM/EWGLINKS for one recording. As you listen, follow the description of the music in the *Gazetteer* on pages 284-285.
 - Copy this question in your notebook and write your answer: What does it mean to you that God’s thoughts and ways are higher than man’s (Isaiah 55:9)? To what extent can we know and understand Him?
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 63.
 - Parent/Teacher Instructions: _____
-

Lesson 64

- Read Lesson 64.
 - Read the entry for Ukraine (*Gazetteer*, page 136).
 - Complete the map skills assignment for Unit 13 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Kidnapped*.
 - Answer the review questions for Lesson 64.
 - Parent/Teacher Instructions: _____
-

Lesson 65

- Read Lesson 65.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Kidnapped*. Answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 65. Take the quiz for Unit 13.
 - Parent/Teacher Instructions: _____
-

Unit 14 – Russia

Start Date: _____ **End Date:** _____

Literature: *Lost in the Barrens*

Memory Verse: Genesis 1:1-5

Lesson 66

- Read Lesson 66.
 - Study the entry for Russia (*Gazetteer*, page 134).
 - Copy this question in your notebook and write your answer: What do you find most difficult to believe about the theory of evolution?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Lost in the Barrens*. Plan to finish the book by the end of Unit 15.
 - Answer the review questions for Lesson 66.
 - Parent/Teacher Instructions: _____
-

Lesson 67

- Read Lesson 67.
 - Read “How Much Land Does a Man Need?” (*Gazetteer*, pages 281-291). Answer the questions about the story in the *Student Review Book*. The questions come after the review questions for this lesson.
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 67.
 - Parent/Teacher Instructions: _____
-

continued on next page

Lesson 68

- Read Lesson 68.
 - Copy this question in your notebook and write your answer: How have you seen society at large take the theory of evolution taken for granted?
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 68.
 - Parent/Teacher Instructions: _____
-

Lesson 69

- Read Lesson 69.
 - Complete the map skills assignment for Unit 14 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 69.
 - Parent/Teacher Instructions: _____
-

Lesson 70

- Read Lesson 70.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 70. Take the quiz for Unit 14.
 - Parent/Teacher Instructions: _____
-

Unit 15 – The Arctic and The Antarctic

Start Date: _____ **End Date:** _____

Literature: *Lost in the Barrens*

Memory Verse: Job 38:22-24

Lesson 71

- Read Lesson 71.
 - Study the map of the Arctic (*Gazetteer*, page 137).
 - Copy this question in your notebook and write your answer: What is something in the created world that fills you with wonder, and why?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Lost in the Barrens*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 71.
 - Parent/Teacher Instructions: _____
-

Lesson 72

- Read Lesson 72.
 - Copy this question in your notebook and write your answer: What is one thing the book of Job teaches you about God?
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 72.
 - Parent/Teacher Instructions: _____
-

continued on next page

Lesson 73

- Read Lesson 73.
 - Complete the map skills assignment for Unit 15 in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: How does a person's view of suffering influence his or her worldview?
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 73.
 - Parent/Teacher Instructions: _____
-

Lesson 74

- Read Lesson 74.
 - Read the entry for Antarctica (*Gazetteer*, page 138).
 - Read about the Amundsen-Scott South Pole Station and the McMurdo Station in Antarctica (*Gazetteer*, pages 292-294)
 - Continue working on your project.
 - Continue reading *Lost in the Barrens*.
 - Answer the review questions for Lesson 74.
 - Parent/Teacher Instructions: _____
-

Lesson 75

- Read Lesson 75.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Lost in the Barrens*. Read the literary analysis and answer the review questions in the *Student Review Book*.
 - Answer the review questions for Lesson 75. Take the quiz for Unit 15. Take the third Geography, English, and Worldview exams.
 - Parent/Teacher Instructions: _____
-

Unit 16 – South Asia

Start Date: _____ **End Date:** _____

Literature: *Boys Without Names*

Memory Verse: Jeremiah 29:11-13

Lesson 76

- Read Lesson 76.
 - Study the map of South Asia and read the entry for Afghanistan (*Gazetteer*, pages 140-141).
 - Copy this question in your notebook and write your answer: What is one lesson you get from the accounts of Creation and the sin of Adam and Eve in Genesis 1-3?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Boys Without Names*. Plan to finish it by the end of the next unit.
 - Answer the review questions for Lesson 76.
 - Parent/Teacher Instructions: _____
-

Lesson 77

- Read Lesson 77.
 - Read the entries for Bangladesh, Bhutan, and Nepal (*Gazetteer*, pages 142, 143, and 147).
 - Copy this question in your notebook and write your answer: What attempts to describe the origin of the universe, other than the description in Genesis, seem to be widely popular in our culture today?
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 77.
 - Parent/Teacher Instructions: _____
-

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Lesson 78

- Read Lesson 78.
 - Read the entries for India, Pakistan, and Sri Lanka (*Gazetteer*, pages 144, 148, and 149).
 - Copy this question in your notebook and write your answer: What might have been the value of the account of creation in Genesis for the nation of Israel? What is its value for the church today?
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 78.
 - Parent/Teacher Instructions: _____
-

Lesson 79

- Read Lesson 79.
 - Read the entries for Iran, Maldives, and the British Indian Ocean Territory (*Gazetteer*, pages 145, 146, and 150).
 - Read “The Faces of South Asia” (*Gazetteer*, pages 295-297). There are no questions on this photo essay in the *Student Review Book*.
 - Complete the map skills assignment for Unit 16 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 79.
 - Parent/Teacher Instructions: _____
-

Lesson 80

- Read Lesson 80.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 80. Take the quiz for Unit 16.
 - Parent/Teacher Instructions: _____
-

Unit 17 – Central Asia

Start Date: _____ **End Date:** _____

Literature: *Boys Without Names*

Memory Verse: Psalm 146:2-3

Lesson 81

- Read Lesson 81.
 - Study the map of Central Asia and read the entries for Kazakhstan and Uzbekistan (*Gazetteer*, pages 151, 152, and 156).
 - Copy this question in your notebook and write your answer: What do you think God meant when he said, “Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky and over every living thing that moves on the earth” (Genesis 1:28)?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Boys Without Names*. Plan to finish it by the end of the this unit.
 - Answer the review questions for Lesson 81.
 - Parent/Teacher Instructions: _____
-

Lesson 82

- Read Lesson 82.
 - Read the entry for Kyrgyzstan (*Gazetteer*, page 153).
 - Read the photo essay on “Art and Architecture in Kyrgyzstan” (*Gazetteer*, pages 298-301) and answer the questions about it in the *Student Review Book*.
 - Copy the following question in your notebook and write your answer: In what ways have people cared for the environment well, and in what ways have people harmed the environment?
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 82.
 - Parent/Teacher Instructions: _____
-

continued on next page

Lesson 83

- Read Lesson 83.
 - Read the entry for Tajikistan (*Gazetteer*, page 154).
 - Copy this question in your notebook and write your answer: Why do you think some people, from ancient times to the present, have attributed a spiritual nature to the created world?
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 83.
 - Parent/Teacher Instructions: _____
-

Lesson 84

- Read Lesson 84.
 - Read the entry for Turkmenistan (*Gazetteer*, page 155).
 - Complete the map skills assignment for Unit 17 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Boys Without Names*.
 - Answer the review questions for Lesson 84.
 - Parent/Teacher Instructions: _____
-

Lesson 85

- Read Lesson 85.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Boys Without Names*. Read the literary analysis and answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 85. Take the quiz for Unit 17.
 - Parent/Teacher Instructions: _____
-

Unit 18 – East Asia

Start Date: _____ **End Date:** _____

Literature: *Revolution Is Not a Dinner Party*

Memory Verse: John 12:24

Lesson 86

- Read Lesson 86.
 - Study the map of East Asia and read the entry for Taiwan (*Gazetteer*, pages 157 and 164).
 - Copy this question in your notebook and write your answer: How do you know what reality is?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Revolution Is Not a Dinner Party*. Plan to finish by the end of Unit 19.
 - Answer the review questions for Lesson 86.
 - Parent/Teacher Instructions: _____
-

Lesson 87

- Read Lesson 87.
 - Read the entries for North Korea and South Korea (*Gazetteer*, pages 160-161).
 - Read the document “Perspectives on Korea” (*Gazetteer*, pages 302-308) and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What do you know about Hinduism, Buddhism, and New Age thought?
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 87.
 - Parent/Teacher Instructions: _____
-

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Lesson 88

- Read Lesson 88.
 - Read the entry for Mongolia (*Gazetteer*, page 162).
 - Copy this question in your notebook and write your answer: How does faith in Jesus help you through hardship?
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 78.
 - Parent/Teacher Instructions: _____
-

Lesson 89

- Read Lesson 89.
 - Read the entry for Japan (*Gazetteer*, page 159).
 - Complete the map skills assignment for Unit 18 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 89.
 - Parent/Teacher Instructions: _____
-

Lesson 90

- Read Lesson 90.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 80. Take the quiz for Unit 16.
 - Parent/Teacher Instructions: _____
-

Unit 19 – China

Start Date: _____ **End Date:** _____

Literature: *Revolution Is Not a Dinner Party*

Memory Verse: Luke 12:15

Lesson 91

- Read Lesson 91.
 - Study the entry for China (*Gazetteer*, page 158).
 - Copy this question in your notebook and write your answer: What do people miss out on when they do not believe in God?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Revolution Is Not a Dinner Party*. Plan to finish by the end of this unit.
 - Answer the review questions for Lesson 91.
 - Parent/Teacher Instructions: _____
-

Lesson 92

- Read Lesson 92.
 - Read “Riding the First Wave of CDC’s COVID-19 Response at Ports of Entry” (*Gazetteer*, pages 309-310) and answer the questions about the article in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What is your outlook on the world and your life when you get up in the morning?
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 92.
 - Parent/Teacher Instructions: _____
-

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Lesson 93

- Read Lesson 93.
 - Copy this question in your notebook and write your answer: If I have my truth and you have your truth, how can we have any sort of meaningful discussion?
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 93.
 - Parent/Teacher Instructions: _____
-

Lesson 94

- Read Lesson 94.
 - Complete the map skills assignment for Unit 19 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Revolution Is Not a Dinner Party*.
 - Answer the review questions for Lesson 94.
 - Parent/Teacher Instructions: _____
-

Lesson 95

- Read Lesson 95.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Revolution Is Not a Dinner Party*. Read the literary analysis and answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 95. Take the quiz for Unit 19.
 - Parent/Teacher Instructions: _____
-

Unit 20 – Southeast Asia

Start Date: _____ **End Date:** _____

Literature: *Ann Judson: A Missionary Life for Burma* **Memory Verse:** John 1:1-5

Lesson 96

- Read Lesson 96.
 - Study the map of Southeast Asia and read the entry for the Paracel Islands (*Gazetteer*, pages 165 and 163).
 - Copy this question in your notebook and write your answer: What do you think it means to have the mind of Christ? (See Philippians 2:5 and 1 Corinthians 2:16.)
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Ann Judson: A Missionary Life for Burma*. Plan to finish it by the end of Unit 21.
 - Answer the review questions for Lesson 96.
 - Parent/Teacher Instructions: _____
-

Lesson 97

- Read Lesson 97.
 - Read the entry for the Philippines (*Gazetteer*, page 172).
 - Copy this question in your notebook and write your answer: What do you think having the mind of Christ means concerning how you think about other people?
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 97.
 - Parent/Teacher Instructions: _____
-

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Lesson 98

- Read Lesson 98.
 - Read the entries for Cambodia, Laos, Myanmar, Thailand, and Vietnam (*Gazetteer*, pages 167, 169, 171, 175, and 177).
 - Read “My Duty to Serve” (*Gazetteer*, pages 311-312) and watch the video interview using the link provided there.
 - Copy this question in your notebook and write your answer: How does the video “My Duty to Serve” affect your worldview?
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 98.
 - Parent/Teacher Instructions: _____
-

Lesson 99

- Read Lesson 99.
 - Read the entries for Brunei Darussalam, Indonesia, Malaysia, Singapore, and Timor-Leste (*Gazetteer*, pages 166, 168, 170, 173, and 176).
 - Complete the map skills assignment for Unit 20 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 99.
 - Parent/Teacher Instructions: _____
-

Lesson 100

- Read Lesson 100.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 100. Take the quiz for Unit 20. Take the fourth Geography, English, and Worldview exams.
 - Parent/Teacher Instructions: _____
-

Unit 21 – Australia and New Zealand

Start Date: _____ End Date: _____

Literature: *Ann Judson: A Missionary Life for Burma* Memory Verse: Romans 1:20

Lesson 101

- Read Lesson 101.
 - Study the map of Oceania and read the entry for New Zealand (*Gazetteer*, pages 178-179 and 181).
 - Read the Treaty of Waitangi (*Gazetteer*, pages 313-314).
 - Copy this question in your notebook and write your answer: Who is a prominent person (not in the ministry or a missionary) whom you respect who is open about his or her faith? Why do you respect this person?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Ann Judson: A Missionary Life for Burma*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 101.
 - Parent/Teacher Instructions: _____
-

Lesson 102

- Read Lesson 102.
 - Read the entry for Australia (*Gazetteer*, page 180).
 - Copy this question in your notebook and write your answer: How can and should science rightfully give glory to God?
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 102.
 - Parent/Teacher Instructions: _____
-

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Lesson 103

- Read Lesson 103.
 - Copy this question in your notebook and write your answer: What has been the influence of the theory of evolution on your generation?
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 103.
 - Parent/Teacher Instructions: _____
-

Lesson 104

- Read Lesson 104.
 - Continue working on your project.
 - Continue reading *Ann Judson: A Missionary Life for Burma*.
 - Answer the review questions for Lesson 104.
 - Parent/Teacher Instructions: _____
-

Lesson 105

- Read Lesson 105.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Ann Judson: A Missionary Life for Burma*. Read the literary analysis and answer the questions about the book in the *Student Review Book*.
 - Answer the review questions for Lesson 105. Take the quiz for Unit 21.
 - Parent/Teacher Instructions: _____
-

Unit 22 – The Pacific Ocean and Its Islands

Start Date: _____ **End Date:** _____

Literature: none

Memory Verse: Isaiah 55:12

Lesson 106

- Read Lesson 106.
 - Study again the map of Oceania (*Gazetteer*, pages 178-179).
 - In your notebook, copy the lyrics of a hymn that praises God for the Creation, such as “This Is My Father’s World” or “Hallelujah, Praise Jehovah.”
 - Begin working on your research paper. Plan to finish it by the end of Unit 25. *or* Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 106.
 - Parent/Teacher Instructions: _____
-

Lesson 107

- Read Lesson 107.
 - Read the entries for Papua New Guinea, Fiji, New Caledonia, Solomon Islands, and Vanuatu (*Gazetteer*, pages 182, 184, 190, 193, and 195).
 - Copy this question in your notebook and write your answer: What is a geographic feature on the earth that reminds you of a characteristic of God? (Examples: “God is like a mountain because...” or “God’s love is like a flowing stream because...”)
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 107.
 - Parent/Teacher Instructions: _____
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Lesson 108

- Read Lesson 108.
 - Read the entries for Guam, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Northern Mariana Islands, and Palau (*Gazetteer*, pages 185, 188, 189, 191).
 - Copy this instruction in your notebook and write your answer: Write down a passage in the Bible that really lifts you up and strengthens your faith.
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 108.
 - Parent/Teacher Instructions: _____
-

Lesson 109

- Read Lesson 109.
 - Read the entries for American Samoa, Cook Islands, Easter Island, French Polynesia, Niue, Pitcairn, Samoa, Tokelau, Tonga, Tuvalu, and Wallis and Futuna Islands (*Gazetteer*, pages 183, 184, 185, 190, 192, 193, 194, and 195).
 - Read the description of the Pacific Remote Islands Marine National Monument (*Gazetteer*, pages 315-317) and answer the questions in the *Student Review Book*.
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 109.
 - Parent/Teacher Instructions: _____
-

Lesson 110

- Read Lesson 110.
 - Recite or write the memory verse for this unit.
 - Continue working on your research paper. *or* Finish your project for this unit.
 - Answer the review questions for Lesson 110. Take the quiz for Unit 22.
 - Parent/Teacher Instructions: _____
-

Unit 23 – North America Part 1

Start Date: _____ End Date: _____

Literature: none

Memory Verse: Psalm 139:13-14

Lesson 111

- Read Lesson 111.
 - Study the maps of North and Central America and North America (*Gazetteer*, pages 196 and 197).
 - Copy this question in your notebook and write your answer: What do you know about the human body that amazes you and convinces you that God created you?
 - Continue working on your research paper. Plan to finish it by the end of Unit 25. *or* Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 111.
 - Parent/Teacher Instructions: _____
-

Lesson 112

- Read Lesson 112.
 - Read the entry for Canada (*Gazetteer*, page 199).
 - Read the excerpt from *Canada in the Seventeenth Century* by Pierre Boucher (*Gazetteer*, pages 318-320) and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: How have you or your family been helped by a physician or surgeon who was a person of faith?
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 112.
 - Parent/Teacher Instructions: _____
-

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Lesson 113

- Read Lesson 113.
 - Read the entry for the United States (*Gazetteer*, page 201).
 - Copy this question in your notebook and write your answer: Do you know a scientist who is a person of faith? What have you learned from this person that has helped you in your faith?
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 113.
 - Parent/Teacher Instructions: _____
-

Lesson 114

- Read Lesson 114.
 - Complete the map skills assignment for Unit 23 in the *Student Review Book*.
 - Continue working on your research paper (or project).
 - Answer the review questions for Lesson 114.
 - Parent/Teacher Instructions: _____
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Lesson 115

- Read Lesson 115.
 - Recite or write the memory verse for this unit.
 - Continue working on your research paper. *or* Finish your project for this unit.
 - Answer the review questions for Lesson 115. Take the quiz for Unit 23.
 - Parent/Teacher Instructions: _____
-

Unit 24 – North America Part 2

Start Date: _____ End Date: _____

Literature: *The Country of the Pointed Firs*

Memory Verse: John 14:2-3

Lesson 116

- Read Lesson 116.
 - Read the entries for Bermuda and Greenland (*Gazetteer*, pages 198 and 200).
 - Copy this question in your notebook and write your answer: The Israelites who came out of Egypt passed miraculously through the Red Sea. The Israelites who entered Canaan miraculously passed through the Jordan River. What significance do you see in God giving each generation a similar geographic experience?
 - Continue working on your research paper. Plan to finish it by the end of Unit 25. **or** Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *The Country of the Pointed Firs and Other Stories*. Plan to finish by the end of Unit 25.
 - Answer the review questions for Lesson 116.
 - Parent/Teacher Instructions: _____
-

Lesson 117

- Read Lesson 117.
 - Read “The Song of the Chattahoochee” (*Gazetteer*, pages 321-322), and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: If you could choose one place to accompany Paul in his ministry, where would it be and why? Would it be at the Areopagus (or on Mars Hill) in Athens, in another major city he visited, on his voyage to Rome, or some other place?
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 117.
 - Parent/Teacher Instructions: _____
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Lesson 118

- Read Lesson 118.
 - Copy this question in your notebook and write your answer: God gave a place for Israel, and He plans a place for the church in heaven. Between these, the church does not have a particular geographic setting on the earth that is its place. Why do you think this is true?
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 118.
 - Parent/Teacher Instructions: _____
-

Lesson 119

- Read Lesson 119.
 - Complete the map skills assignment for Unit 24 in the *Student Review Book*.
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 119.
 - Parent/Teacher Instructions: _____
-

Lesson 120

- Read Lesson 120.
 - Recite or write the memory verse for this unit.
 - Continue working on your research paper. **or** Finish your project for this unit.
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 120. Take the quiz for Unit 24.
 - Parent/Teacher Instructions: _____
-

Unit 25 – Central America

Start Date: _____ **End Date:** _____

Literature: *The Country of the Pointed Firs*

Memory Verse: Romans 12:2

Lesson 121

- Read Lesson 121.
 - Study the map of Mexico and Central America and read the entry for Mexico (*Gazetteer*, pages 202 and 208).
 - Copy this question in your notebook and write your answer: What would be some factors in a house's location that would make you want to live there or make you not want to live there?
 - Continue working on your research paper. Plan to finish it by the end of this unit. *or* Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *The Country of the Pointed Firs and Other Stories*. Plan to finish by the end of this unit.
 - Answer the review questions for Lesson 121.
 - Parent/Teacher Instructions: _____
-

Lesson 122

- Read Lesson 122.
 - Read the entries for El Salvador, Guatemala, and Honduras (*Gazetteer*, pages 205, 206, and 207).
 - Copy this question in your notebook and write your answer: How has traveling to other places broadened your outlook on people and the world?
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 122.
 - Parent/Teacher Instructions: _____
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Lesson 123

- Read Lesson 123.
 - Read the entries for Costa Rica, Nicaragua, and Panama (*Gazetteer*, pages 204, 209, and 210).
 - Read the article “Going West by Going South” (*Gazetteer*, pages 323-324) and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What is your outlook on the world as an American?
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 123.
 - Parent/Teacher Instructions: _____
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Lesson 124

- Read Lesson 124.
 - Read the entry for Belize (*Gazetteer*, page 203).
 - Complete the map skills assignment for Unit 25 in the *Student Review Book*.
 - Continue working on your research paper (or project).
 - Continue reading *The Country of the Pointed Firs and Other Stories*.
 - Answer the review questions for Lesson 124.
 - Parent/Teacher Instructions: _____
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Lesson 125

- Read Lesson 125.
 - Recite or write the memory verse for this unit.
 - Finish your research paper. **or** Finish your project for this unit.
 - Finish reading *The Country of the Pointed Firs and Other Stories*. Read the literary analysis and answer the questions in the *Student Review Book*.
 - Answer the review questions for Lesson 125. Take the quiz for Unit 25. Take the fifth Geography, English, and Worldview exams.
 - Parent/Teacher Instructions: _____
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Unit 26 – The Caribbean

Start Date: _____ **End Date:** _____

Literature: none

Memory Verse: 2 Corinthians 5:16-17

Lesson 126

- Read Lesson 126.
 - Study the map of the Caribbean Sea and read the entries for Anguilla, Antigua and Barbuda, Aruba, the Bahamas, and Barbados (*Gazetteer*, pages 211-214).
 - Copy this question in your notebook and write your answer: How did the COVID-19 pandemic affect your worldview?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 126.
 - Parent/Teacher Instructions: _____
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Lesson 127

- Read Lesson 127.
 - Read the entries for the Dominican Republic, Grenada, Haiti, Jamaica, and Montserrat (*Gazetteer*, pages 217, 218, and 219).
 - Copy this question in your notebook and write your answer: How did the resurrection of Jesus change the worldview of the apostles?
 - Continue working on your project.
 - Answer the review questions for Lesson 127.
 - Parent/Teacher Instructions: _____
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Lesson 128

- Read Lesson 128.
 - Read the entries for Puerto Rico, Saint Barthélemy, Saint Kitts and Nevis, Saint Lucia, and Saint Martin (*Gazetteer*, pages 219-221)
 - Copy the following question in your notebook and write your answer: Why is it often hard to change your worldview when you encounter something that challenges your thinking?
 - Continue working on your project.
 - Answer the review questions for Lesson 128.
 - Parent/Teacher Instructions: _____
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Lesson 129

- Read Lesson 129.
 - Read the entries for the British Virgin Islands, the Cayman Islands, Cuba, Curacao, and Dominica (*Gazetteer*, pages 214-216).
 - Read the excerpts from “To Cuba and Back” (*Gazetteer*, pages 325-329) and answer the questions on it in the *Student Review Book*.
 - Complete the map skills assignment for Unit 26 in the *Student Review Book*.
 - Continue working on your project.
 - Answer the review questions for Lesson 129.
 - Parent/Teacher Instructions: _____
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Lesson 130

- Read Lesson 130.
 - Read the entries for Saint Vincent and the Grenadines, Sint Maarten, Trinidad and Tobago, Turks and Caicos Islands, and the Virgin Islands (*Gazetteer*, pages 222-224).
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Answer the review questions for Lesson 130. Take the quiz for Unit 26.
 - Parent/Teacher Instructions: _____
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Unit 27 – South America Part 1

Start Date: _____ **End Date:** _____

Literature: *Tales from Silver Lands*

Memory Verse: Habakkuk 3:19

Lesson 131

- Read Lesson 131.
 - Study the maps of South America and read the entry for Brazil (*Gazetteer*, pages 225-226 and 229).
 - Read the excerpt from *Through the Brazilian Wilderness* (*Gazetteer*, pages 330-331) and answer the questions in the *Student Review Book*.
 - Copy these questions in your notebook and write your answers: What does the gospel provide for the person who does not have much material wealth? What does the gospel provide for the person who has significant material wealth?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Begin reading *Tales from Silver Lands*. Plan to finish it by the end of Unit 28.
 - Answer the review questions for Lesson 131.
 - Parent/Teacher Instructions: _____
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Lesson 132

- Read Lesson 132.
 - Read the entry for Argentina (*Gazetteer*, page 227).
 - Copy this question in your notebook and write your answer: Why do you think interest in Christianity has declined in Europe and the United States from what was once the case in those regions?
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 132.
 - Parent/Teacher Instructions: _____
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Lesson 133

- Read Lesson 133.
 - Read the entry for Peru (*Gazetteer*, page 237).
 - Copy this question in your notebook and write your answer: What do you think would help to spark a spiritual revival in the United States (trusting that God is in control, of course)?
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 133.
 - Parent/Teacher Instructions: _____
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Lesson 134

- Read Lesson 134.
 - Read the entries for Bolivia, Chile, and Paraguay (*Gazetteer*, pages 228, 230, and 236).
 - Complete the map skills assignment for Unit 27 in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 134.
 - Parent/Teacher Instructions: _____
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Lesson 135

- Read Lesson 135.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 135. Take the quiz for Unit 27.
 - Parent/Teacher Instructions: _____
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Unit 28 – South America Part 2

Start Date: _____ **End Date:** _____

Literature: *Tales from Silver Lands*

Memory Verse: Colossians 3:17

Lesson 136

- Read Lesson 136.
 - Read the entries for French Guiana, Guyana, Suriname, and Venezuela (*Gazetteer*, pages 234, 235, 239, and 241).
 - Copy this question in your notebook and write your answer: What event, book, speaker, or other influence has helped you see your meaning and purpose in life more clearly?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Continue reading *Tales from Silver Lands*. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 136.
 - Parent/Teacher Instructions: _____
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Lesson 137

- Read Lesson 137.
 - Read the entries for the Falkland Islands and for South Georgia Island and the South Sandwich Islands (*Gazetteer*, pages 233 and 238).
 - Copy this question in your notebook and write your answer: Who is someone who seems to you to have a clear sense of his or her purpose in life?
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 137.
 - Parent/Teacher Instructions: _____
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Lesson 138

- Read Lesson 138.
 - Read the entries for Colombia, Ecuador, and Uruguay (*Gazetteer*, pages 231, 232, and 240).
 - Copy this question in your notebook and write your answer: For what things in your life are you most grateful?
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 138.
 - Parent/Teacher Instructions: _____
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Lesson 139

- Read Lesson 139.
 - Read “Think Like Jesus: Put Others First” (*Gazetteer*, pages 332-338) in the *Gazetteer* and answer the questions in the *Student Review Book*.
 - Continue working on your project.
 - Continue reading *Tales from Silver Lands*.
 - Answer the review questions for Lesson 139.
 - Parent/Teacher Instructions: _____
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Lesson 140

- Read Lesson 140.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Finish reading *Tales from Silver Lands*. Read the literary analysis and answer the questions about the book in the *Student Review Book*.
 - Answer the review questions for Lesson 140. Take the quiz for Unit 28.
 - Parent/Teacher Instructions: _____
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Unit 29 – The People of the World

Start Date: _____ **End Date:** _____

Literature: none

Memory Verse: Genesis 1:27-28

Lesson 141

- Read Lesson 141.
 - Read “World Population Growth” (*Gazetteer*, pages 339-340). There are no questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What are some ways in which you see people devaluing others, and what can you do to show that you value others?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 141.
 - Parent/Teacher Instructions: _____
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Lesson 142

- Read Lesson 142.
 - Copy this question in your notebook and write your answer: What does the parable of the Good Samaritan (Luke 10:25-37) say about the value of people?
 - Continue working on your project.
 - Answer the review questions for Lesson 142.
 - Parent/Teacher Instructions: _____
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Lesson 143

- Read Lesson 143.
 - Copy this question in your notebook and write your answer: What great good and what great evil are people capable of?
 - Continue working on your project.
 - Answer the review questions for Lesson 143.
 - Parent/Teacher Instructions: _____
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Lesson 144

- Read Lesson 144.
 - Continue working on your project.
 - Answer the review questions for Lesson 144.
 - Parent/Teacher Instructions: _____
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Lesson 145

- Read Lesson 145.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Answer the review questions for Lesson 145. Take the quiz for Unit 29.
 - Parent/Teacher Instructions: _____
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Unit 30 – World Geography and You

Start Date: _____ **End Date:** _____

Literature: none

Memory Verse: Isaiah 2:4

Lesson 146

- Read Lesson 146.
 - Read the comments on and the excerpt from “The Geographical Pivot of History” (*Gazetteer*, pages 341-344) and answer the questions in the *Student Review Book*.
 - Copy this question in your notebook and write your answer: What are some of the ways in which people in our world are divided against each other?
 - Choose your project for this unit and start working on it. Plan to finish it by the end of this unit.
 - Answer the review questions for Lesson 146.
 - Parent/Teacher Instructions: _____
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Lesson 147

- Read Lesson 147.
 - Copy this question in your notebook and write your answer: How have you seen a shared faith in Jesus bring people together who were once separated or distant from each other?
 - Continue working on your project.
 - Answer the review questions for Lesson 147.
 - Parent/Teacher Instructions: _____
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Lesson 148

- Read Lesson 148.
 - Copy this question in your notebook and write your answer: What can you do to bring people together in the name of Jesus?
 - Continue working on your project.
 - Answer the review questions for Lesson 148.
 - Parent/Teacher Instructions: _____
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Lesson 149

- Read Lesson 149.
 - Continue working on your project.
 - Answer the review questions for Lesson 149.
 - Parent/Teacher Instructions: _____
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Lesson 150

- Read Lesson 150.
 - Recite or write the memory verse for this unit.
 - Finish your project for this unit.
 - Answer the review questions for Lesson 150. Take the quiz for Unit 30. Take the sixth Geography, English, and Worldview exams.
 - Celebrate finishing *Exploring World Geography!*
 - Parent/Teacher Instructions: _____
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