

TAKING
— THE —
AMERICAS
FOR JESUS



TAKING — THE — AMERICAS FOR JESUS

STUDENT WORKBOOK

EDITED BY SHARI MCMINN



Generations
PASSING ON THE FAITH

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To the Parent

It is important that the teaching parent carefully read through this introduction to fully understand the opportunities for the teaching parent and the student during this course.

This course provides a study of the Americas from a Christian perspective. It covers the history of the Americas from the BC period to the present. Successful completion of this course provides the student 1 credit in World History for a 3rd grade level.

A. Course Intent

This workbook is designed for the 3rd grade student to do on his or her own with minimal parent supervision — if he or she is a strong reader — and is beginning to learn how to work independently. It is suggested that the student read aloud the textbook chapter to the parent according to the sections listed in the workbook assignments so that the parent can correct any reading mistakes, especially mispronunciation of the vocabulary words and Scripture passages.

The parent should determine the reading and writing ability of the student for completing this workbook on his or her own, or decide if guidance is required by the parent beyond listening to the student read aloud and supervision of assignment, exam, and project completion. If additional guidance is determined to be needed, this can be in the form of the parent:

- reading out loud to or with the student part or all of the text
- discussing with the student possible answers to questions in the assignments
- assisting with spelling and phrase or sentence structure for written answers
- overseeing the chart and map study as needed
- gathering supplies or helping complete the enrichment projects
- supervising the student's completion of workbook assignments and taking of semester exams, by reviewing of incorrect answers with the student for correcting and grading
- helping as otherwise necessary to complete this workbook.

There is no right or wrong way to complete this workbook, so decide what works best for your family and modify as needed throughout the course of the school year.

B. Teaching Method

In order for this course to have maximum effect, the teaching parent should consider the importance of life application and enrichment by tying in other aspects of learning (besides the textbook and workbook). These might include:

1. Discuss what the student is learning during informal contexts such as dinner time or car rides.
2. Help the student research his/her own heritage.
3. Listen to the daily radio broadcast, “World View in 5 Minutes” (<https://www.generations.org/radio>), to stay updated on what God has done in His Story over the last 24-hours. Remember, the news is only the last 24 hours of history. It is important to update the student on current events, from a biblical worldview perspective.
4. Use three-dimensional experiences like field trips and family vacations to historical sites as a means of enriching these historical studies. We want to impress on our children the significance of places and times where God worked and brought about amazing developments in world history.
5. If you have a struggling learner who is a delayed reader, try doing the following to help him or her absorb the information and not get frustrated while reading the textbook:
 - Take turns reading aloud: Have your student read aloud the first sentence of each paragraph then you read aloud to him or her the rest of the paragraph.
 - Read together aloud: Read aloud along with your student the entire lesson.
 - Record your reading aloud for the student to listen to: Record your voice reading the entire lesson and have your student listen to it several times.
 - Have the student take notes: While listening to you read, have the student take notes or draw pictures of the important facts.

C. Assignments

Most of the 26 textbook chapters have 3 textbook/workbook lessons assigned for 3 different days of a 1-week period, which should be scheduled with some consistency in your family's week, eg: Monday, Wednesday, Friday, 1-1:30pm. These should take the student about 20-30 minutes each day. A few of the longer chapters will have six lessons to complete over a 2-week period, with 3 lessons weekly. 2 Flex Days are provided each week for catch-up

Within the 36-week workbook assignment grid, which follows this course introduction, there is a Flex-week scheduled at the end of each semester (weeks 17 and 35). These flex-weeks allow for catch-up work, a special field trip, other parent-directed enrichment projects, or they can be skipped if not needed.

There is an exam/special project week scheduled at the end of each semester (weeks 18 and 36).

Please review the chapter lesson assignment outline below, which is based on a typical 36-week school year schedule.

Taking the Americas for Jesus workbook assignments by chapter, title, and week

Chapter 1	North America	Week 1
Chapter 2	South America and Central America.	Week 2
	(continued)	Week 3
Chapter 3	The Americas Before Christ	Week 4
	(continued)	Week 5
Chapter 4	Leif Erikson and the Vikings.	Week 6
Chapter 5	Christopher Columbus: Reaching the New World	Week 7
Chapter 6	The Conquistadors	Week 8
Chapter 7	William Bradford and the Pilgrims	Week 9
	(continued)	Week 10
Chapter 8	John Eliot: America's First Missionary	Week 11
Chapter 9	The Great Awakening	Week 12
Chapter 10	David Brainerd:	
	Missionary to the Natives of New England.	Week 13
Chapter 11	Jonathan Edwards: A Love for God's Glory	Week 14
Chapter 12	Samuel Kirkland: Peacemaker to the Indians	Week 15
Chapter 13	The Eskimos of Labrador	Week 16

1st Semester Flex week (catch up or skip if not needed)Week 17
 1st Semester Exam and Special ProjectWeek 18
 Chapter 14 Lemuel Haynes: Pastor in New EnglandWeek 19
 Chapter 15 Asahel Nettleton: Preaching Christ to America.Week 20
 Chapter 16 Melinda Rankin: Twenty Years in MexicoWeek 21
 Chapter 17 Captain Allen Gardiner: Tierra Del FuegoWeek 22
 (continued)Week 23
 Chapter 18 John Horden: Taking the Gospel to Hudson BayWeek 24
 Chapter 19 Robert Kalley: The Wolf from ScotlandWeek 25
 (continued)Week 26
 Chapter 20 W.B. Grubb: The Paraguayan ChacoWeek 27
 Chapter 21 Dwight L. Moody: American EvangelistWeek 28
 (continued)Week 29
 Chapter 22 Henry and Elizabeth Spalding: Among the Nez Perce. . .Week 30
 Chapter 23 A Light in the North: Clah Brings the Gospel to Alaska . .Week 31
 Chapter 24 George Darley: Pastor to Prospectors and Gamblers . . .Week 32
 Chapter 25 Elizabeth Elliot: The Gospel for the AucasWeek 33
 Chapter 26 Betty Greene: Flying for the Glory of GodWeek 34
 2nd Semester Flex week (catch up or skip if not needed)Week 35
 2nd Semester Exam and Special ProjectWeek 36

Chapter Assignment Activities

1. The following activities are assigned each week:
 - a. Studying God’s Word
 - b. Remembering Facts
 - c. Looking at Land and Life
 - d. Prayer Points
 - e. Enrichment Project

2. There will also be end-of-semester learning activities:
 - a. Semester exam
 - b. Semester special project

Completing Chapter Assignments

The student should complete the assigned workbook pages in the order given as outlined on the course schedule and *after* reading the chapter (or half chapter) assigned. In order to prepare for these workbook pages, the student could underline or highlight key dates, persons, and events, or write them down in a notebook while reading the textbook. Upon completion of reading the assigned text, students may complete the workbook pages “open textbook.”

Completing Chapter Assignment Enrichment Projects

The enrichment projects are meant as an opportunity for the student to extend his/her knowledge of the chapter with hands-on learning activities. Most require minimal preparation, supplies, and clean-up. It is suggested that the teaching parent review the enrichment project instructions at least one week ahead of time so supplies are on-hand or easily obtained before they are needed. An expanding file or 3-ring binder is recommended for record keeping and memorabilia storage of the enrichment projects (or photographs of them) as the student completes each one.

Completing Exams

The student should review their completed workbook assignments before taking the multiple choice exams included at the end of the two different semesters. (Hint: The student should focus on studying the workbook questions with correct(ed) answers.) Exams are NOT to be taken “open textbook.” Students must use their memory to accurately answer the multiple choice questions.

D. Grades

Grading is optional, but there are two types of grades for this workbook if desired.

1. Pass/Fail for completion of weekly assignments to keep the student on track with the work.
2. Letter grades for semester exams and special projects so the student begins to learn about grading on a letter scale.

Workbook Assignments

To grade workbook assignments, if most or all tasks within the assignment were completed in a reasonable manner, then the grade would be P for Pass. (The teacher should use the answer key to check for accuracy.) If not, then the grade would be F for Fail. It is suggested that no Fs are allowed by the teaching parent, so the student should return to the assignment to complete fully and correct what was incorrect.

Exams

To grade exams, the teacher should use the answer key to determine if the student answered the multiple choice questions correctly or incorrectly, then total each. Divide the total number of questions answered correctly with the total number of questions possible to calculate the percentage of correct answers.

For example, if 8 out of 11 questions were correct, then the percentage grade for that assignment or exam will be 72% because:

$$8/11 = 8 \text{ divided by } 11 = 0.72 = 72\%$$

The following may be used to assign grade values based on the percentage of correct answers:

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F

Grade Values for End-of-Semester Special Projects

Each of the two semesters end with a special project. The instruction steps are listed under each project description.

For grading these, we recommend using the following criteria:

1. Are the facts in action, orally, and/or recorded in writing, correct?
2. Did the student complete the project as instructed?
3. Did the student give a presentation, explaining the project and associated facts?
4. Did the student willingly do a good job to the best of his or her ability?

5. With teaching parent guidance, did the student do the majority of work himself or herself?
6. Were titles, subtitles, descriptions, pictures, labels, and graphics included and legible?

Rate each item above on a scale of 1-10. Total the points. Assign a grade according to points:

A = 55-60 points

B = 45-54 points

C = 35-44 points

D = 25-34 points

F = below 24 points

Calculating End-of-Semester and End-of-Year Grades

Grades for end-of-semester exams and special projects will be added together to calculate the end-of-semester and end-of-year grades. These are to be considered equal in weight for the overall grade for the year, so simply find the average. For example:

- 1st semester exam grade (B-) averaged with 1st semester special project grade (A) means the grade for 1st semester is a (B+).
- 2nd semester exam grade (C) averaged with 2nd semester special project grade (B+) means the grade for 2nd semester is a (B-)
- The 1st semester grade (B+) averaged with 2nd semester grade (B-) means the grade for the year is a (B).

E. Additional Items

Prayer Points

Some chapters contain “Prayer Points” at the end, which are referenced in the workbook weekly prayer assignments. This is one of the ways the student applies what they learn about the Americas. If we are to seek the kingdom of Jesus first (Matt. 6:33), prayer is one of the ways that we do this: *Your kingdom come, Your will be done on earth*

as it is heaven (Matt. 6:10). Prayer Points are a great opportunity to involve the whole family in praying for the nations.

Schedule

The course schedule grid included in this workbook, which follows this course introduction, is our recommendation. The teaching parent may adapt the schedule to suit their needs. The schedule is based on a 36-week school year, divided into 1st and 2nd semesters, so as to complete the 26 chapters of the textbook in one school year. A Flex-week is built into the schedule at the end of each semester to allow the teaching parent and student some flexibility.

Testing

There are two exams for this workbook.

1. 1st semester exam
2. 2nd semester exam

Ultimate Objectives

This course has been prepared by authors and editors who are committed to the glory of God and to the preeminence of the Lord Jesus Christ in all things. Therefore, the essential objectives for the student must be:

1. That all who study this course would give God the glory for His sovereignty, His power, His goodness, His judgments, and His mercy.
2. That the student would recognize that Jesus Christ is indeed King of kings and Lord of lords.
3. That the student would see how God works through the lives of individual disciples of the Lord Jesus Christ, who by God's grace, are used for the furtherance of the kingdom of Jesus Christ.
4. That the student would find relevance in these historical studies for himself or herself; that these studies would render meaning and purpose to history and to the lives we live.
5. That the student would better understand the times in which he or she lives, given an understanding of what has gone before.

6. That the student would gain an optimism about the Kingdom of God worldwide, even as the kingdoms of men rise and fall.
7. That the student would have a mind and an eye for the important events in history, as defined by a biblical world and life view.
8. That the student would know Scripture better and see its amazing relevance to history and life, especially as the many Scripture passages are read through the duration of this course.

For Christ's Kingdom,

Shari McMinn

The Generations Curriculum Team

March 2021, AD

Date	Day	Assignment	Due Date	✓	P/F Grade
First Semester					
Week 1	1	Read and discuss Chapter 1 with your parent			
	2	Review charts and maps then complete Chapter 1 workbook Assignment			
	3	Do Chapter 1 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 2	1	Read and discuss Chapter 2 first half with your parent			
	2	Review charts and maps then complete Chapter 2 first half workbook Assignment			
	3	Do Chapter 2 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 3	1	Read and discuss Chapter 2 second half with your parent			
	2	Review charts and maps then complete Chapter 2 second half workbook Assignment			
	3	Do Chapter 2 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 4	1	Read and discuss Chapter 3 first half with your parent			
	2	Review charts and maps then complete Chapter 3 first half workbook Assignment			
	3	Do Chapter 3 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 5	1	Read and discuss Chapter 3 second half with your parent			
	2	Review charts and maps then complete Chapter 3 second half workbook Assignment			
	3	Do Chapter 3 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 6	1	Read and discuss Chapter 4 with your parent			
	2	Review charts and maps then complete Chapter 4 workbook Assignment			
	3	Do Chapter 4 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 7	1	Read and discuss Chapter 5 with your parent			
	2	Review charts and maps then complete Chapter 5 workbook Assignment			
	3	Do Chapter 5 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 8	1	Read and discuss Chapter 6 with your parent			
	2	Review charts and maps then complete Chapter 6 workbook Assignment			
	3	Do Chapter 6 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 9	1	Read and discuss Chapter 7 first half with your parent			
	2	Review charts and maps then complete Chapter 7 first half workbook Assignment			
	3	Do Chapter 7 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 10	1	Read and discuss Chapter 7 second half with your parent			
	2	Review charts and maps then complete Chapter 7 second half workbook Assignment			
	3	Do Chapter 7 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 11	1	Read and discuss Chapter 8 with your parent			
	2	Review charts and maps then complete Chapter 8 workbook Assignment			
	3	Do Chapter 8 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 12	1	Read and discuss Chapter 9 with your parent			
	2	Review charts and maps then complete Chapter 9 workbook Assignment			
	3	Do Chapter 9 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 13	1	Read and discuss Chapter 10 with your parent			
	2	Review charts and maps then complete Chapter 10 workbook Assignment			
	3	Do Chapter 10 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 14	1	Read and discuss Chapter 11 with your parent			
	2	Review charts and maps then complete Chapter 11 workbook Assignment			
	3	Do Chapter 11 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 15	1	Read and discuss Chapter 12 with your parent			
	2	Review charts and maps then complete Chapter 12 workbook Assignment			
	3	Do Chapter 12 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 16	1	Read and discuss Chapter 13 with your parent			
	2	Review charts and maps then complete Chapter 13 workbook Assignment			
	3	Do Chapter 13 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 17	1	1st Semester Flex week (catch up or skip if not needed)			
	2	1st Semester Flex week (catch up or skip if not needed)			
	3	1st Semester Flex week (catch up or skip if not needed)			
	4	1st Semester Flex week (catch up or skip if not needed)			
	5	1st Semester Flex week (catch up or skip if not needed)			
Week 18	1	1st Semester Exam: before taking, student should read through workbook Assignment answers Chapters 1-13			
	2	1st Semester Special Project "Taking the Americas For Jesus Poster" Day 1: Preparation			
	3	1st Semester Special Project: "Taking the Americas for Jesus Poster" Day 2: Production			
	4	Flex Day - Finish Special Project or take a break			
	5	Flex Day - Finish Special Project or take a break			
1st Semester Grade		Grade averaged from Chapters 1-13 Assignments (if graded) + 1st Semester Exam + 1st Semester Special Project = 2nd Semester Grade			
Second Semester					
Week 19	1	Read and discuss Chapter 14 with your parent			
	2	Review charts and maps then complete Chapter 14 workbook Assignment			
	3	Do Chapter 14 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 20	1	Read and discuss Chapter 15 with your parent			
	2	Review charts and maps then complete Chapter 15 workbook Assignment			
	3	Do Chapter 15 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 21	1	Read and discuss Chapter 16 with your parent			
	2	Review charts and maps then complete Chapter 16 workbook Assignment			
	3	Do Chapter 16 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 22	1	Read and discuss Chapter 17 first half with your parent			
	2	Review charts and maps then complete Chapter 17 first half workbook Assignment			
	3	Do Chapter 17 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 23	1	Read and discuss Chapter 17 second half with your parent			
	2	Review charts and maps then complete Chapter 17 second half workbook Assignment			
	3	Do Chapter 17 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 24	1	Read and discuss Chapter 18 with your parent			
	2	Review charts and maps then complete Chapter 18 workbook Assignment			
	3	Do Chapter 18 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 25	1	Read and discuss Chapter 19 first half with your parent			
	2	Review charts and maps then complete Chapter 19 first half workbook Assignment			
	3	Do Chapter 19 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 26	1	Read and discuss Chapter 19 second half with your parent			
	2	Review charts and maps then complete Chapter 19 second half workbook Assignment			
	3	Do Chapter 19 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 27	1	Read and discuss Chapter 20 with your parent			
	2	Review charts and maps then complete Chapter 20 workbook Assignment			
	3	Do Chapter 20 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 28	1	Read and discuss Chapter 21 first half with your parent			
	2	Review charts and maps then complete Chapter 21 first half workbook Assignment			
	3	Do Chapter 21 Enrichment project #1			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 29	1	Read and discuss Chapter 21 second half with your parent			
	2	Review charts and maps then complete Chapter 21 second half workbook Assignment			
	3	Do Chapter 21 Enrichment project #2			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 30	1	Read and discuss Chapter 22 with your parent			
	2	Review charts and maps then complete Chapter 22 workbook Assignment			
	3	Do Chapter 22 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 31	1	Read and discuss Chapter 23 with your parent			
	2	Review charts and maps then complete Chapter 23 workbook Assignment			
	3	Do Chapter 23 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 32	1	Read and discuss Chapter 24 with your parent			
	2	Review charts and maps then complete Chapter 24 workbook Assignment			
	3	Do Chapter 24 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 33	1	Read and discuss Chapter 25 with your parent			
	2	Review charts and maps then complete Chapter 25 workbook Assignment			
	3	Do Chapter 25 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 34	1	Read and discuss Chapter 26 with your parent			
	2	Review charts and maps then complete Chapter 26 workbook Assignment			
	3	Do Chapter 26 Enrichment project			
	4	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
	5	Flex Day - Finish Assignment, continue Enrichment project, or take a break			
Week 35	1	2nd Semester Flex week (catch up or skip if not needed)			
	2	2nd Semester Flex week (catch up or skip if not needed)			
	3	2nd Semester Flex week (catch up or skip if not needed)			
	4	2nd Semester Flex week (catch up or skip if not needed)			
	5	2nd Semester Flex week (catch up or skip if not needed)			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 36	1	2nd Semester Exam: before taking, student should read through Assignment answers Chapters 14-26			
	2	2nd Semester Special Project "Travel Log for the Americas" Day 1: Preparation			
	3	2nd Semester Special Project "Travel Log for the Americas" Day 2: Production			
	4	Flex Day - Finish Special Project or take a break			
	5	Flex Day - Finish Special Project or take a break			
2nd Semester Grade		Grade averaged from Chapters 13-26 Assignments (if graded) + 2nd Semester Exam + 2nd Semester Special Project = 2nd Semester Grade			
Final Grade		Average of 1st Semester + 2nd Semester Grades = Final Grade for Year			

Chapter 1

North America

WEEK 1

A. Studying God's Word

Read aloud the Scripture passage below to your teaching parent, so they can correct any mistakes as you read. Then read it silently to yourself two times. On the lines below, copy it down once.

Oh Lord, our Lord, how excellent is your name in all the earth! (Psalm 8:9)

B. Remembering Facts

1. Match the vocabulary word to its meaning by writing its letter on the blank line:

a. Geography	_____ series of mountains connected by high ground
b. Continents	_____ the study of the physical features of the earth
c. Mountain ranges	_____ an underground body of water with a hole to earth above
d. Cenote	_____ the world's main continuous expanses of land

In your textbook, study the charts in this chapter, then answer the following questions:

2. In order, how many people live in Canada, Mexico, and the USA?

a. _____	b. _____	c. _____
----------	----------	----------
3. What is the name of the highest mountain in North America and where is it located?

a. _____	b. _____
----------	----------
4. What river is located along the border of Mexico and the USA and how long is it?

a. _____	b. _____
----------	----------

5. How long and how wide is the Grand Canyon in the USA?
- a. _____ b. _____
6. In what Canadian town are there a lot of polar bears found?
- _____
7. Name the great waterfall (of 3 falls) between Canada and the USA.
- _____

C. Looking at Land and Life

8. Study the map of North America in your textbook. On the lines below, write out the names of the capital cities and 3 countries in North America.

D. Prayer Points

Praise God for His power and goodness in creating North America. Thank Him for His power and majesty seen in deserts, forests, mountains, jungles, oceans, rivers and the sky. Pray that the peoples of North America will hear His Word and turn to Him as their only hope.

E. Enrichment Project

Take a virtual trip to a country in North America. Watch a travel documentary on one country in North America (Canada, Mexico, or the USA).

1. With your teaching parent's permission and assistance, rent one from your local library or find one on the internet.
2. Watch the documentary and discuss what you learned with your family at your next meal together.

Chapter 2

South America and Central America

WEEK 2

Read the first half of Chapter 2, up to “Central America.”

A. Studying God’s Word

Read aloud the Scripture passage below to your teaching parent, so they can correct any mistakes as you read. Then read it silently to yourself two times. On the lines below, copy it down once.

The earth is satisfied with the fruit of Your works. (Psalm 104:13)

B. Remembering Facts

1. Match the vocabulary word to its meaning by writing its letter on the blank line:
 - a. Continuous _____ invisible line around the globe dividing it into half, north and south
 - b. Equator _____ the total number of people living in a certain area
 - c. Population _____ a warm climate in places located nearer the equator; often rainy
 - d. Tropical _____ goes on without stopping for a long time

In your textbook, study the charts in this chapter, then answer the following questions:

2. In order, how many people live in Brazil, Columbia, and Argentina?
 - a. _____
 - b. _____
 - c. _____
3. What are the names of the 3 highest mountains in South America and how tall are they?
 - a. _____
 - b. _____
 - c. _____
4. What are the 2 major rivers in South America and how long are they?
 - a. _____

b. _____

C. Looking at Land and Life

5. Why are the winter and summer seasons reversed in South America from North America?

6. What is the southern half of Argentina called?

7. What is the longest continuous mountain range in the world named?

8. In 2013, what was the name of the youngest person to reach the summit of Aconcagua, the tallest mountain in the Andes, and how old was he?

D. Prayer Points

Praise God for His power shown in the Amazon River and the Andes Mountains. Thank Him for His provision to all peoples of water, food, sunshine, weather, beautiful sights, and fascinating animals. Pray for the Light of Christ's Gospel to spread across South America.

E. Enrichment Project

Make a simple South American food dish. The continent of South America has many delicious and nutritious food dishes. With your teaching

parent's permission and assistance, find some recipes from a South American country in a cookbook or on the internet.

1. Select one easy-to-make dish that you might have the ingredients for.
2. Get the ingredients out and the kitchen tools ready you will need to use.
3. Prepare the dish for a family meal or snack.
4. Ask yourself, "Was it different from what you usually eat?"
5. Ask your family members, "Did you like it enough to eat it again?"

Be sure to clean up your work area and put away everything you used.

Chapter 2

South America and Central America

WEEK 3

Read the second half of Chapter 2, starting at “Central America.”

A. Studying God’s Word

Read aloud the Scripture passage below to your teaching parent, so they can correct any mistakes as you read. Then read it silently to yourself two times. On the lines below, copy it down once.

Great is the Lord, and greatly to be praised. (Psalm 145:3a)

B. Remembering Facts

1. Match the vocabulary word to its meaning by writing its letter on the blank line:
 - a. Canal _____ points at the north/top and south/
bottom of the globe
 - b. Poles _____ how goods are transported around the
world, mainly on boats
 - c. Shipping _____ man-made waterway between two
larger bodies of water

In your textbook, study the charts in this chapter, then answer the following questions:

2. In what county is the Panama Canal? How many miles long is it? In what year did it open?
 - a. _____
 - b. _____
 - c. _____

3. Before the Panama Canal was built, around what part of what continent did ships have to travel for shipping goods around the world?

4. For what two main reasons was the shipping route before the Panama Canal not a good one?
 - a. _____
 - b. _____

C. Looking at Land and Life

5. Study the chart in your textbook, which lists the countries of Central America. On the lines below, write out the names of the 7 countries located there (in any order).

6. In order of greatest to least based on population, write the name of the country, its capital city, and the number of people living there for the 3 largest countries by population in Central America.

a. _____

b. _____

c. _____

7. What is the capital city of the country named Belize?

8. What is the capital city of the country named Costa Rica?

9. What is the capital city of the country named Nicaragua?

D. Prayer Points

Praise God for His power, goodness, and beauty in creating Central America. Thank Him for the vision, technology, and labor He gave to mankind to build the Panama Canal so there could be direct travel and transport of goods from the Atlantic to the Pacific oceans. Pray for the people of Central America to hear the Gospel and trust Christ for their Savior and Lord.

E. Enrichment Project

Learn about current events in Central America. With your parent's assistance, check a few online news sources for information about Central America. For Christian coverage, check out *WORLD Magazine* (WNG.org) and "The World View in 5 Minutes" (TheWorldView.com).

1. Listen to or read one article, writing down the main facts on the lines below:

2. Discuss the facts and what you learned with your parent.
3. Answer these questions verbally or in writing on the lines below:

Does this type of event ever occur in your country?

Why or why not do you think?

Chapter 3

The Americas Before Christ

WEEK 4

Read the first half of Chapter 3, up to “Peoples of North America.”

A. Studying God’s Word

Read aloud the Scripture passage below to your teaching parent, so they can correct any mistakes as you read. Then read it silently to yourself two times. On the lines below, copy it down once.

These were the families of the sons of Noah...and from these the nations were divided on the earth after the flood.
(Genesis 10:32a, c)

B. Remembering Facts

1. Match the vocabulary word to its meaning by writing its letter on the blank line:

- | | | |
|-------------------|-------|---|
| a. Historians | _____ | 1-mile narrow stretch of ocean between Alaska, USA, and Russia |
| b. Archaeologists | _____ | zig-zag, pyramid-shaped structures built by ancient mankind |
| c. Bering Strait | _____ | drawings etched in the ground by digging shallow trenches |
| d. Ziggurats | _____ | people who study history by digging up objects and bodily remains |
| e. Geoglyphs | _____ | people who study human history |

In your textbook, study the photographs in this chapter. Circle the correct answers to the questions below.

2. What primary building material did the ancient people use?

concrete

wood

stone

3. Which part of the ancient civilizations remain?

the people

their structures

their religions

C. Looking at Land and Life

4. What two gigantic oceans separate the Americas from Europe and Asia?

5. What book do we need to read to understand history, that is God's Word, is true, and records the earliest events in His story?

6. What did Adam and Eve do that brought misery and death into the world?

7. Who was preserved by God to fill the world with people again?

8. When the Lord stopped the Tower of Babel building project, what did He confuse so the people would scatter all over the world?

D. Prayer Points

Praise God for providing evidence of His mercy and judgment in the world and showing us the truth of His Word, the Bible. Thank Him for His true Word in the Bible that tells us about His creation of mankind. Pray that all the natives of the Americas will have a chance to learn about Jesus, the Savior of the world, and come to know Him.

E. Enrichment Project

Recreate an archaeological dig site. Ask your parents where you can do this outside, either in your yard or at a community play area with dirt or sand you can safely play in. This might be fun to do with a sibling or friend, so invite them along!

1. Find some inexpensive objects in your home that can be buried in sand or dirt: tin cans, plastic utensils, paper cups, scraps of fabric, even some old dog bones would work great.
2. Don't use glass or anything that has sharp edges.
3. You will also need to find tools: a large spoon or small shovel and a large brush.
4. In a bucket or bag, carry these items to the location where you will make your dig site.
5. Using the large spoon or small shovel, dig a big hole, piling the sand or dirt to the side.
6. Put the objects in the hole and spread them out.
7. Cover them back up with the sand or dirt you dug out.
8. Pretend to be an archaeologist and carefully uncover each item by brushing away the sand or dirt, being careful not to damage the objects.
9. Imagine how old each object might be, who used it, and what it was used for.

Be creative and have fun! Be sure to leave the dig site as clean and tidy as it was before you played there, taking all the objects and tools back home.