

TAKING EUROPE FOR JESUS

STUDENT WORKBOOK

By Shari McMinn

Edited by Joshua Schwisow



Generations
PASSING ON THE FAITH

Copyright © 2022 by Generations

All rights reserved.

Printed in the United States of America

1st Printing, 2022.

ISBN: 978-1-954745-37-7

Scripture taken from the New King James Version®. Copyright © 1982 by Thomas Nelson.
Used by permission. All rights reserved.

Cover Design: Justin Turley

Interior Layout Design: Sarah Lee Bryant

Published by:

Generations

19039 Plaza Drive Ste 210

Parker, Colorado 80134

www.generations.org

For more information on this and
other titles from Generations,
visit www.generations.org or call 888-389-9080.

CONTENTS

Course Introduction	vii
Course Schedule	xix
Worksheets	1
Unit 1 – AD 34-500	2
1. Introduction to Europe	3
2. Rome: A Republic Turned into an Empire	10
3. The Birth of Christianity in the Fullness of Time.	15
4. Roman Culture and Religion	21
5. Rome’s Persecution of Christ’s People.	23
6. Irenaeus of Lyons: Fighting for the Faith Once Delivered	26
7. Ambrose of Milan: Shepherd of God’s People.	32
7. How Christianity Came to Great Britain	38
9. Patrick: Missionary to the Irish	44
Unit 2—AD 500–1000	49
10. Columba and the Monastery of Iona.	50
<i>End-of-quarter Exam 1, Chapters 1–10</i>	56
11. Church and Community Life in the British Isles	59
12. Bede: Historian of the English Church	67
13. Alcuin: Court Adviser to Charlemagne	73
14. Anskar: Missionary to Denmark and Sweden	79
15. Cyril and Methodius: Reaching the Slavs for Christ.	85
16. Alfred the Great: Christian King of Wessex	91
17. Athelstan: First King of England.	97

Unit 3—AD 1000–1500	104
18. The Crusade Against the Cathars	105
<i>End-of-quarter Exam 2, Chapters 11–18</i>	<i>111</i>
<i>End-of-semester Special Project 1: Topic Display Board</i>	<i>113</i>
19. The Waldensian Movement	116
20. The Black Death	124
21. John Wycliffe and the Lollards.	130
22. John Huss: The Preacher of Prague	136
23. Girolamo Savonarola: Reformer of Florence	144
Unit 4—AD 1500–2000	149
24. The Reformation in France.	150
25. Pierre Viret: Evangelist to France	157
26. The Sufferings of the Huguenots.	165
27. Lady Jane Grey: Nine Day Queen of England	171
<i>End-of-quarter Exam 3, Chapters 19–27.</i>	<i>178</i>
28. Count Zinzendorf and the Moravian Brethren	181
29. The Great Awakening	187
30. John Newton: God’s Amazing Grace to a Wretched Sinner.	192
31. Charles Simeon: Perseverance in Suffering.	198
32. Brownlow North: Evangelist to the British Isles.	204
33. Charles and Susannah Spurgeon: A Spiritual Harvest in London.	211
34. Dr. Martyn Lloyd-Jones: Preaching the Whole Counsel of God	217
35. Diet Eman: Faithful Christian of the Dutch Resistance	224
<i>End-of-quarter Exam 4, Chapters 28–35.</i>	<i>230</i>
<i>End-of-semester Special Project 2: Timeline Display Board</i>	<i>233</i>
Maps	239
Answer Key	249

COURSE INTRODUCTION

OVERVIEW

NOTE: It is recommended that the teacher/parent read this Course Introduction, then communicate the specifics to the student for them to understand the expectations of this Taking Europe for Jesus workbook course.

This course provides a study of Europe from a Christian perspective. It covers the history of Europe from the time of Christ's ascension all the way until the present. Successful completion of this course provides the student one credit in World History or European History for a 6th grade reading level.

This workbook is written for the student who can work mostly independently yet is still accountable to their teacher/parent. The teacher/parent should determine how much the student could/should do on their own, and assist the student with any additional help as needed. It may be that the teacher/parent needs to sit with the student and do all the reading and daily assignments together. It may be that the teacher/parent only needs to check assignments daily, weekly, or monthly to ensure that they are completed and graded. Regardless of the level of parental availability and involvement, we encourage the teacher/parent to engage with their student throughout the school day on this and other subjects being taught or assigned.

I. COMPLETING CHAPTER ASSIGNMENTS

The student should complete the chapter assignments after reading the assigned first or second half of each chapter. In order to prepare for these chapter assignments, the student should underline or highlight key dates, events, locations, and persons, or list them in a separate notebook as they read. Upon completion of the reading, the student should complete the related chapter assignments open-book, including the fill-in-the-blank and multiple-choice questions.

Fridays are for the student to:

1. Enjoy hands-on Optional Enrichment Projects (OEPs) related to the chapter, spanning a variety of learning styles,
2. Make up missed or incomplete chapter assignments, or
3. Skip for other family activities (with approval of the teacher/parent)

NOTE: Week 4, with a modified format, covers both chapters 4 and 5, which are shorter chapters than the others in the textbook. This is the only week during the course schedule that covers two chapters.

II. COMPLETING EXAMS

The student should review their completed open-book chapter assignments in the days before completing the four end-of-quarter exams. These quarterly exams are to be completed “closed book.” Students must use their memory to accurately answer the multiple-choice questions. It is suggested that before taking these exams, the student should read through the assignments’ multiple-choice questions and answers for the chapters covered on the exam. The answers to the exam will be based on these questions.

III. COURSE 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/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/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 references are read through the duration of this course.

IV. COURSE SCHEDULE

The course schedule included in this workbook is a suggestion. The teacher/parent and student may adapt the schedule to suit their needs. The course schedule is based on a thirty-six-week school year divided into two semesters, further divided into four quarters total, covering 35 chapters.

V. UNIT HISTORICAL PERIODS

The textbook and workbook are divided into four historical periods. These do not necessarily match up with the four quarters of the workbook assignments. Each unit of related chapters begins with a general description and timeline of that historic period. In the workbook, there are a number of vocabulary terms that will be assigned with these unit descriptions. They are assigned on Mondays prior to reading the first chapter in the historic period. Tuesday through Thursday will have a slightly different order of assignments compared with the other chapters as well. There is an answer key for the vocabulary terms, but no grading is required.

The historical period timelines for Units 1–4 will be used for the second end-of-semester special project display board.

VI. OPTIONAL ENRICHMENT PROJECTS

Each chapter ends with a series of recommended Optional Enrichment Projects (OEPs) to be completed on Friday if that day is not used as a flex or skip day. These are based on the seven major learning styles so as to pique the interest of every student.

1. Aural (Auditory-Musical)
2. Logical (Mathematical)
3. Physical (Kinesthetic)

4. Social (Interpersonal)
5. Solitary (Intrapersonal)
6. Verbal (Linguistic)
7. Visual (Spatial)

The first chapter of each quarter contains seven OEPs, so that all the different styles are listed with a related project suggestion. Other chapters in the quarter contain three or four OEPs. These projects are optional and may be chosen at the discretion of the student with guidance from the teacher. It is recommended that the student complete at least one of these Optional Enrichment Projects for each of the chapters.

NOTE: Chapters 9, 18, 27, and 35 have an end-of-quarter exam. This will be done in addition to one or more OEPs for those chapters. (See the Course Schedule after this Course Introduction.)

These enrichment projects provide an opportunity for the student to reinforce what they have learned by doing something active with their knowledge. Each takes about one to two hours to complete. They are also meant to stretch the student in their ability and productivity with new and perhaps challenging activities that are based on a learning style that is not natural to them.

OEPs are not to be graded. Their outcome may be used as “extra credit” for the mid- and end-of-year grades.

VII. GRADING CHAPTER ASSIGNMENTS

The teacher/parent should determine how to grade the assignments and discuss their decision with the student. Assignments can be ungraded, graded on a pass/fail system, or using letter grades based on percentages. We offer these suggested guidelines for the teacher/parent to grade assignments using the percentage/letter method.

1. Chapter assignments consist of:
 - a. Scripture review and vocabulary (Hearing God’s Word 1, 2)
 - b. Content review with fill-in-the-blank questions (Looking at God’s World)
 - c. Content review with multiple-choice questions (Remembering God’s Word and World)

2. These three sections should all be factored into the grading of each chapter assignment. Use the answer key for each chapter, found at the back, to determine the correct answer for each question. For each chapter, divide the total number of questions answered correctly by the total number of questions possible to calculate the percentage of correct answers for all assignments in the chapter. Once the percentage is known, a letter grade can be assigned as noted in the section below, X. Grade Values.

For example, if 27 out of 36 assignment questions were answered correctly, the percentage grade for that chapter will be 75%:

$$27 \div 36 = 27/36 = 75\%$$

VIII. GRADING END-OF-QUARTER EXAMS

Each of the four quarters (nine weeks) of this workbook ends with an exam consisting of multiple-choice questions, which are to be taken “closed book.” Multiple-choice questions will cover what the student has previously studied in the textbook for the chapters covered during that quarter. The student should review their related chapter assignments ahead of the quarterly exam, particularly the multiple-choice questions. The teacher/parent should grade the quarterly exams like the previously mentioned assignments by dividing the number of correctly answered questions by the total number of questions. Once the percentage is known, a letter grade can be assigned as noted in the section below, X. Grade Values.

IX. GRADING END-OF-SEMESTER SPECIAL PROJECTS

Each of the two semesters ends with a special project. The scope of the project is listed at the beginning of each special project section. It is suggested the teacher/parent review the following information with the student before they begin to work on the project so they understand the grading expectations. The teacher/parent could alternatively use pass/fail grading or consider these two projects as “extra credit” for the year-end grade.

- A. **For grading the first semester special project, “Topic Display Board”**, we recommend using the following criteria.

Questions teachers/parents should ask themselves as they review and grade the project:

1. Content:

- Is the topic something that was covered in one or more chapters of the textbook, *Taking Europe for Jesus*?
- Is the topic clearly stated in the board title and in the oral presentation?
- Does the information help the viewer gain a basic knowledge of the topic?
- Does the content contain basic facts, ideas, and/or descriptions of the topic?

2. Design:

- Is the board colorful and eye-catching with a mix of verbiage and graphics to make it understandable to the viewer?
- Is it incomplete, overdone, or confusing?

3. Mechanics:

- Is there a title and several subheadings?
- Is the student's name and project completion date visible?
- Is handwriting legible and spelling generally accurate?
- Is it assembled in a neat and tidy manner, with graphics straight and glue not visible?

4. Presentation:

- Did the student give an oral presentation of five to ten minutes in length, accurately describing the topic of the project and board, to a small-sized group of family members and friends?

It is possible to earn a total of 50 points for this project. To grade, assign a maximum of 10 points for each of the four categories. A bonus of up to 10 points can be given for excellence. To find the percentage of the grade, divide the number of points earned by the total number of points possible.

Example:

Content: 9 points

Design: 8 points

Mechanics: 7 points

Presentation: 8 points

Excellence: 8 points

Total: 40 points

$$40 \div 50 = 80\%$$

Once the percentage is known, a letter grade can be assigned as noted in the section below, X. Grade Values.

B. For grading the second semester special project, “Timeline Display Board”, we recommend using the following criteria.

Questions teachers/parents should ask themselves as they review and grade the project:

1. Content:

- Is the timeline accurate and cover all the dates of each historical period in the textbook, *Taking Europe for Jesus*?
- Is the title, “Taking Europe for Jesus Timeline,” clearly stated in the board title?
- Does the information help the viewer gain a basic knowledge of the timeline?
- Does the timeline contain dates/events/people, and is it in numerical order by dates?

2. Design:

- Is the board colorful and eye-catching with a mix of verbiage and graphics to make it attractive yet understandable to the viewer?
- Is it incomplete, overdone, or confusing?

3. Mechanics:

- Is there a title and four subheadings for the historical periods?
- Is the student’s name and project completion date visible?
- Is handwriting legible and spelling generally accurate?
- Is it assembled in a neat and tidy manner, with graphics straight and glue not visible?

4. Presentation:

- Did the student give an oral presentation of five to ten minutes in length, accurately describing the timeline project and board, to a small-sized group of family, friends, or community?

It is possible to earn a total of 50 points for this project. To grade, assign a maximum of 10 points for each of the four categories. A bonus of up to 10 points can be given for excellence. To find the percentage of the grade, divide the number of points earned by the total number of points possible.

Example:

Content: 9 points

Design: 8 points

Mechanics: 7 points

Presentation: 8 points

Excellence: 8 points

Total: 40 points

$$40 \div 50 = 80\%$$

Once the percentage is known, a letter grade can be assigned as noted in the section below, X. Grade Values.

X. GRADE VALUES

The following may be used for grade values when grading chapter assignments, exams, or projects by percentages:

90 to 100 percent = A

80-89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F

XI. PRAYER POINTS

The chapters in the textbook contain “Prayer Points” at the end of the chapter. Once the student reads to the end of the chapter for Tuesday’s assignment, they should take time to pray in light of the prayer points provided. This is one of the ways the student applies what they learn about Europe. 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”). Prayer Points are also a great opportunity to involve the whole family in praying for the nations during regular prayer time at shared meals or family devotions.

XII. OTHER SUGGESTED COURSE SUPPLIES

It is helpful in this course for the student to have these basic school supplies:

1. A package of lined index cards, either white or in various colors; these will be used for group discussion prompts and presentation activities for some of the Optional Enrichment Projects (OEPs). A Ziplock bag or other container for the cards will keep them from getting lost.
2. A three-ring notebook with both lined and unlined white paper on which they can learn to take notes as they read through the chapters. This notebook is also needed for some of the OEPs. Alternatively, a spiral notebook with pockets for added blank white pages will suffice.
3. Construction paper, crayon/color markers/color pencils, glue, regular (black) pencils, poster boards, 12-inch stick ruler, and unlined white paper for OEPs.
4. Two, three-panel display boards; these will be used for the two end-of-semester display board special projects.
5. A Bible in the family’s preferred translation.

XIII. TEACHING METHOD

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

- Discuss what the student is learning in informal contexts such as dinner time or car rides. (NOTE: Several of the OEPs instruct the student to do this.)
- Listen to “The World View in 5 Minutes” to stay updated on what God has done in His Story over the last twenty-four hours. This is an online daily radio broadcast, which can be found at <https://theworldview.com>,

or as the lead-in to Kevin Swanson's online daily radio broadcasts found at <https://www.generations.org/radio>. (Remember, the news is only the last twenty-four hours of history. It is important to update the student on current events from a biblical worldview perspective.)

- Use three-dimensional experiences like field trips and family vacations to historical sites as a means of enriching these historical studies. To experience places overseas virtually, utilize your local library or the internet to watch history or travel videos. We want to impress on our children the significance of places and times where God worked and brought about amazing developments in world history.

XV. YOUR STUDENT'S SAFE AND APPROPRIATE USE OF THE INTERNET FOR THIS WORKBOOK

Some of the Optional Enrichment Projects (OEPs) in this workbook suggest that your student use the internet, which can be an educational tool for learning. In our culture now and into the future, nearly all teens and adults will need to use it for their daily life, including for school, work, or leisure activities. For a young person to successfully navigate this often-worrisome technology, parents need to help them learn how to use it safely and appropriately. Parents need to set boundaries to avoid overuse and addiction. Please consider allowing your student to do this type of research with your guidance and supervision. If you do not have parental controls on the device they will use, it is suggested you do the research with them for close monitoring.

NOTE: If the teacher/parent determines using the internet is not something their student should do as part of this workbook, then the teacher/parent should encourage their student to select other OEPs to complete instead.

For Christ's Kingdom,
Shari McMinn
The Generations Curriculum Team
January AD 2022

COURSE SCHEDULE

SUGGESTED DAILY SCHEDULE

Day	Assignment	Due Date	✓	Grade
FIRST SEMESTER—FIRST QUARTER				
WEEK 1				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 1 Historical Period description and timeline • Match vocabulary 			
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 1 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 1 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 1 content • Answer fill-in-the blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 1 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 2				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 2 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 2 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 2 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 2 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 2 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			

Day	Assignment	Due Date	✓	Grade
WEEK 3				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 3 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 3 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 3 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 3 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 3 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 4				
1	God's Word 1: <ul style="list-style-type: none"> • Read chapter 4 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
2	God's Word and World 1: <ul style="list-style-type: none"> • Review chapter 4 content • Answer the fill-in-the-blank and multiple choice questions 			
3	God's Word 2: <ul style="list-style-type: none"> • Read chapter 5 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
4	God's Word and World 2: <ul style="list-style-type: none"> • Review chapter 5 content • Answer the fill-in-the-blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 4 and/or 5 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 5				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 1 Historical Period description and timeline • Match vocabulary 			

Day	Assignment	Due Date	✓	Grade
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 1 • Read aloud Scripture • Read/teach the Apostle's Creed to someone • Do Prayer Points 			
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 1 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 1 content • Answer fill-in-the blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 1 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 6				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 7 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 7 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 7 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 7 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 7 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 7				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 8 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 8 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			

Day	Assignment	Due Date	✓	Grade
3	God's World: <ul style="list-style-type: none"> • Review chapter 8 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 8 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 8 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 8				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 9 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 9 • Read aloud Scripture • Read Patrick's Prayer • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 9 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 9 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 9 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 9				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 2 Historical Period description and timeline • Match vocabulary 			
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 10 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 10 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 10 content • Answer fill-in-the blank and multiple choice questions 			

Day	Assignment	Due Date	✓	Grade
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Review multiple choice questions with correct answers for chapters 1-10. • Take end-of-quarter exam #1, closed book • Do one or more OEP for chapter 10 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
FIRST SEMESTER—SECOND QUARTER				
WEEK 10				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 11 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 11 • Read aloud Scripture • Write definitions of vocabulary words • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 11 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 11 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 11 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 11				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 12 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 12 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 12 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 12 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 12 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			

Day	Assignment	Due Date	✓	Grade
WEEK 12				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 13 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 13 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 12 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 12 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 12 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 13				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 14 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 14 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 14 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 14 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 14 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 14				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 15 • Read aloud Scripture • Match vocabulary 			

Day	Assignment	Due Date	✓	Grade
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 15 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 15 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 15 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 15 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 15				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 16 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 16 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 16 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 16 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 16 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 16				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 17 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 17 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 17 content • Answer fill-in-the blank questions 			

Day	Assignment	Due Date	✓	Grade
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 17 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 17 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 17				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 3 Historical Period description and timeline • Match vocabulary 			
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 18 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 18 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 18 content • Answer fill-in-the blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 18 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 18				
1	<ul style="list-style-type: none"> • Complete any missed assignments for the semester 			
2	<ul style="list-style-type: none"> • Review multiple choice questions with correct answers for chapters 11-18. • Take end-of-quarter exam #2, closed book 			
3	<ul style="list-style-type: none"> • Plan End-of-semester special project Topic Display Board 			
4	<ul style="list-style-type: none"> • Produce End-of-semester special project Topic Display Board 			
5	<ul style="list-style-type: none"> • Present End-of-semester special project Topic Display Board 			

MIDTERM GRADE

- Average of daily assignments for 18 chapters +
- 2 end-of-quarter exams +
- 1 special project +
- OEPs for extra credit

Day	Assignment	Due Date	✓	Grade
SECOND SEMESTER—FIRST QUARTER				
WEEK 19				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 19 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 19 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 19 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 19 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 19 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 20				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 2 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 2 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 2 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 2 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 2 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 21				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 21 • Read aloud Scripture • Match vocabulary 			

Day	Assignment	Due Date	✓	Grade
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 21 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 21 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 21 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 21 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 22				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 22 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 22 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 22 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 22 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 22 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 23				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 1 Historical Period description and timeline • Match vocabulary 			
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 1 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			

Day	Assignment	Due Date	✓	Grade
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 1 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 1 content • Answer fill-in-the blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 1 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 24				
1	God's Word 1: <ul style="list-style-type: none"> • Read the Unit 4 Historical Period description and timeline • Match vocabulary 			
2	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 24 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 24 • Read aloud Scripture • Match vocabulary 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 24 content • Answer fill-in-the blank and multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 24 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 25				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 25 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 25 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's Word: <ul style="list-style-type: none"> • Review chapter 25 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 25 content • Answer the multiple choice questions 			

Day	Assignment	Due Date	✓	Grade
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 25 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 26				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 26 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 26 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 26 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 26 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 26 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 27				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 27 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 27 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 27 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 27 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Review multiple choice questions with correct answers for chapters 19-27. • Take end-of-quarter exam #3, closed book • Do one or more OEP for chapter 6 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			

Day	Assignment	Due Date	✓	Grade
SECOND SEMESTER—SECOND QUARTER				
WEEK 28				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 28 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 28 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 28 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 28 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 28 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 29				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 29 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 29 • Read aloud Scripture • Write the lyrics of "And Can It Be" in your notebook • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 29 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 29 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 29 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 30				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 30 • Read aloud Scripture • Match vocabulary 			

Day	Assignment	Due Date	✓	Grade
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 30 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 30 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 30 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 30 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 31				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 31 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 31 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 31 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 31 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 31 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 32				
1	God's Word 1: <ul style="list-style-type: none"> • Read the first half of chapter 32 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 32 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 32 content • Answer fill-in-the blank questions 			

Day	Assignment	Due Date	✓	Grade
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 32 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 32 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 33				
1	<ul style="list-style-type: none"> • God's Word 1: • Read the first half of chapter 33 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 33 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 33 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 33 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 33 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			
WEEK 34				
1	<ul style="list-style-type: none"> • God's Word 1: • Read the first half of chapter 34 • Read aloud Scripture • Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> • Read the second half of chapter 34 • Read aloud Scripture • Match vocabulary • Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> • Review chapter 34 content • Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> • Review chapter 34 content • Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> • Do one or more OEP for chapter 34 • Or catch-up on missed or incomplete assignments • Or skip to do other family activities 			

Day	Assignment	Due Date	✓	Grade
WEEK 35				
1	<ul style="list-style-type: none"> God's Word 1: Read the first half of chapter 35 Read aloud Scripture Match vocabulary 			
2	God's Word 2: <ul style="list-style-type: none"> Read the second half of chapter 35 Read aloud Scripture Match vocabulary Do Prayer Points 			
3	God's World: <ul style="list-style-type: none"> Review chapter 35 content Answer fill-in-the blank questions 			
4	God's Word and World: <ul style="list-style-type: none"> Review chapter 35 content Answer the multiple choice questions 			
5	Friday Fun/Flex Day: <ul style="list-style-type: none"> Do one or more OEP for chapter 35 Or catch-up on missed or incomplete assignments Or skip to do other family activities 			
WEEK 36				
1	<ul style="list-style-type: none"> Complete any missed assignments for the semester 			
2	<ul style="list-style-type: none"> Review multiple choice questions with correct answers for chapters 28-35. Take end-of-quarter exam #4, closed book 			
3	<ul style="list-style-type: none"> Plan End-of-semester special project Historical Timeline Display Board 			
4	<ul style="list-style-type: none"> Produce End-of-semester special project Historical Timeline Display Board 			
5	<ul style="list-style-type: none"> Present End-of-semester special project Historical Timeline Display Board Congratulations, you have completed this workbook! 			

FINAL GRADE

- Average of daily assignments for 35 chapters +
- 4 end-of-quarter exams +
- 1 end-of-year exam +
- 2 special projects +
- OEPs for extra credit

WORKSHEETS

UNIT 1 – AD 34-500

MONDAY: GOD'S HISTORY

A. Read the Unit 1 historical time period description and timeline in your textbook.

B. Match the vocabulary words below; fill in the blank with the letter which describes the numbered word:

- | | |
|--------------------|---|
| 1. ___ persecution | a. Christian leader during collapse of Rome |
| 2. ___ growth | b. Roman ruler became a Christian (AD 306-337) |
| 3. ___ Tertullian | c. oppression of people for faith or other reasons |
| 4. ___ Emperor | d. Germanic people who attacked Rome
Constantine |
| 5. ___ Visigoths | e. increase in amount over time |
| 6. ___ Jerome | f. Irishman who took gospel to pagans |
| 7. ___ Patrick | g. early church father in Africa |

1. INTRODUCTION TO EUROPE

TUESDAY: HEARING GOD'S WORD 1

- A. Read the first half of this chapter, stopping at "Climate Regions in Europe".
- B. Read out loud the Scripture(s) in the first half of this chapter.
- C. Match the Vocabulary words below from the first half of this chapter; fill in the blank with the letter which describes the numbered word:

- | | |
|---------------------------|---|
| 1. ___ Eurasia | a. Mythical home of twelve gods in Greece |
| 2. ___ Mount Elbrus | b. Largest landmass in the world |
| 3. ___ Matterhorn | c. Czech mountain where church replaced statue |
| 4. ___ Mont Blanc | d. Tallest mountain in Europe; located in Russia |
| 5. ___ Scottish Highlands | e. Longest river in Europe; located in Russia |
| 6. ___ Ben Nevis | f. Pointed peak mountain in the Alps |
| 7. ___ Mount Olympus | g. In western Europe; many castles along it |
| 8. ___ Mt. Radhost | h. Tallest mountain in the Alps |
| 9. ___ Volga River | i. Flows from Germany to the Black Sea |
| 10. ___ Rhine River | j. Great Britain region with hilly terrain, mountains |
| 11. ___ Danube River | k. 37 bridges cross this river in the French capital |
| 12. ___ Seine River | l. Tallest mountain in Great Britain |

WEDNESDAY: HEARING GOD'S WORD 2

A. Read the second half of this chapter, starting at "Climate Regions in Europe".

B. Read out loud the Scripture(s) in the second half of this chapter.

C. Match the Vocabulary words below from the second half of this chapter; fill in the blank with the letter which describes the numbered word:

- | | |
|---------------------------|--|
| 1. ___ Gulf Stream | a. Animal that walks the forests of Scandinavia |
| 2. ___ Scandinavia | b. Warm ocean current from Mexico across Atlantic |
| 3. ___ Ardennes Forest | c. large animal found in Arctic regions of Europe |
| 4. ___ Marseilles | d. Part of Europe with Denmark, Sweden, Iceland |
| 5. ___ Bardenas Reales | e. Can be seen in forests of Carpathian Mountains |
| 6. ___ Ukraine | f. Dense forest located in Belgium and Luxembourg |
| 7. ___ Reindeer | g. location of Spain and Portugal |
| 8. ___ Polar bears | h. Warm, sunny city in France on Mediterranean |
| 9. ___ Brown Bears | i. Wild cat that eats primarily rabbits |
| 10. ___ Iberian Peninsula | j. Dry, hot desert region in southeast Spain |
| 11. ___ Iberian lynx | k. Found in northern Europe; wingspan up to 5 feet |
| 12. ___ Great Grey Owl | l. Fertile land known as "breadbasket of Europe" |

D. Pray the Prayer Points

THURSDAY: REMEMBERING GOD'S WORD AND LOOKING AT GOD'S WORLD

A. Based on the chapter, answer the fill-in-the-blank questions below:

1. Psalm 104:24, "The earth is full of your _____."
2. The landmass of Eurasia contains all of _____ and all of _____.
3. There are about 50 _____ in Europe today.
4. Because of its great height, temperatures on Mt. Elbrus reach _____ Fahrenheit.
5. We should give _____ glory for creating the European landscape anchors.
6. The island nation of _____ is also considered part of Europe.
7. Much of Europe is at _____ in latitude than the US, but the climate is _____.
8. Southern European nations Spain, Italy, and Greece are on the _____ sea.

B. Answer the multiple choice questions below by circling the best answer or all that apply:

1. Which is NOT a European mountain?
Mt. Everest Mont Blanc Ben Nevis
2. Which is the longest European river?
Danube Seine Volga
3. In winter high latitudes, what is limited?
daylight moisture oxygen
4. Where is Europe's warmest weather?
south north eastern

FRIDAY: OPTIONAL ENRICHMENT PROJECTS

Choose one (or more) Optional Enrichment Projects, catch up on missed or incomplete assignments, or skip for other family activities.

The following Optional Enrichment Projects (OEPs) are based on the seven primary learning styles. Try to select a project with a different learning style for each chapter. In future chapters, some of the OEPs will be the same and some will be different.

Based on what you learned in this chapter, do one of the following OEPs:

1. **Aural (Auditory-Musical):** Learn a new song from one country in Europe mentioned in the textbook chapter. Follow these basic steps.
 - a. Using books or internet resources, choose a folk song, hymn, national anthem, or popular song.
 - b. If using YouTube, sing along with the video a few times.
 - c. Write out the song lyrics in your notebook.
 - d. Read and recite the words aloud a few times to help you remember them.
 - e. Learn the music for the song using an available instrument (as much as you are capable of playing it).
 - f. Sing it to yourself, practicing a few times to memorize it.
 - g. Ask others to sing it with you.

HINT: YouTube is a great place to watch a music video, to hear a song, and read along with the lyrics. The lyrics might even be in a foreign language!

2. **Logical (Mathematical):** Select one of the charts in the textbook for this chapter and copy it into your notebook by hand. Follow these basic steps:
 - a. Write your name and date on the top of the page.
 - b. Using a ruler, measure the overall size of the chart.
 - c. Lightly draw the chart in your notebook using those dimensions.
 - d. Lightly draw the lines and words of the chart into your notebook.
 - e. Once the sketch is complete, darken up the lines and words with the pencil.

- f. On the bottom of the page, or on next page, draw it in a larger or smaller size.
 - g. Which size chart do you prefer? Is it complete with everything spelled correctly?
3. **Physical (Kinesthetic):** Choose one of the photos or maps in the textbook for this chapter and make your own hand-drawn version of it in your notebook. Follow these basic steps:
 - a. Write your name and date on the top of the page.
 - b. Using a ruler, measure the overall size of the image.
 - c. Lightly draw the image shape in your notebook using those dimensions.
 - d. Look at the image to study the details; fill in the details of it in your notebook.
 - e. If it is a map, mark the major points and write their names to match the textbook.
 - f. Add shading or color to finish the copied image.
4. **Social (Interpersonal):** During family mealtime, have a group discussion about what you learned in this chapter. Follow four basic steps:
 - a. Share some facts you can recall with your family members.
 - b. Invite them to ask you questions and answer what you can.
 - c. Ask your parents if they know something about the subject.
 - d. Ask family members their opinion on what you discussed.

HINT: Ahead of time, write down two to three things on an index card to include during the discussion.
5. **Solitary (Intrapersonal):** Using what you learned in the textbook chapter, write a one-page essay in your notebook. Use three paragraphs to describe a particular place, thing, or idea. Follow these basic steps:
 - a. Write the essay title, your name, and date on the top line of the page.
 - b. Each paragraph should contain three to four sentences.

- c. The first paragraph should introduce the topic and why it interests you.
- d. The second paragraph should share facts that you learned.
- e. The third paragraph should close the essay with your conclusion or opinion (your thoughts on what you think about it) based on the two previous paragraphs.

HINT: Use one index card per paragraph to note the ideas you want to write sentences about.

6. **Verbal (Linguistic):** Give a three- to five-minute oral (speaking) presentation to your family or friends about one topic you learned about in this chapter. Follow these basic steps:
 - a. Introduce yourself and the subject you will talk about.
 - b. Share some interesting facts you learned.
 - c. End by stating your summary or opinion based on the facts of the topic.
 - d. Thank your audience and invite them to ask any questions.

HINT#1: If you write down three to five basic ideas in order on an index card, you can glance down at the card if you forget what to say next.

HINT #2: Practice your presentation a few times in front of a mirror before you give it in front of an audience. Practice smiling and try not to laugh!

7. **Visual (Spatial):** Using a poster board (or large piece of cardboard), make a poster on one topic you learned about in this chapter. Follow these basic steps:
 - a. Use a regular pencil to sketch the general layout of your board's design, including a title block with your name, the date, and the subject.
 - b. Lightly pencil in shapes of spaces for images or writing you will include.
 - c. Include photocopies or your own sketches of images from the textbook or other sources. Does your family have old magazines around? You can cut up pages for graphics, including borders and designs related to your subject and glue them on your board. You can also hand-draw, color, or paint images.

- d. Design the board to your liking so you can display it in your room when complete.

HINT: Use index cards to neatly write out your title block and other descriptions you want to include. Glue them onto the board.

2. ROME: A REPUBLIC TURNED INTO AN EMPIRE

MONDAY: HEARING GOD'S WORD 1

- A. Read the first half of this chapter, stopping at “Roman and Greek Culture.”
- B. Read the Scripture(s) in the first half of this chapter out loud.
- C. Match the vocabulary words with their definitions by writing the correct letter in the blank:
- | | |
|----------------------|--|
| 1. ___ Monarchy | a. Carthaginian general who attacked Rome from the north |
| 2. ___ Republic | b. Power held by people and elected representatives |
| 3. ___ Hannibal | c. Form of government in which a king or queen rules |
| 4. ___ Julius Caesar | d. Led the Roman Republic to its largest size |

TUESDAY: HEARING GOD'S WORD 2

- A. Read the second half of this chapter, starting at “Roman and Greek Culture.”
- B. Read the Scripture(s) in the second half of this chapter out loud.
- C. Match the vocabulary words with their definitions by writing the correct letter in the blank:
- | | |
|----------------------------|---|
| 1. ___ Alexander the Great | a. Led military conquests that spread Greek culture |
| ___ Octavian | b. Referred to as “the savior of the world” |
| 2. ___ Augustus Caesar | c. Reigned as emperor from 27 BC to AD 14 |
- D. Pray through the Prayer Points

WEDNESDAY: LOOKING AT GOD'S WORLD

A. Based on the chapter, answer the fill-in-the-blank questions below:

1. Rome was founded about _____ years before the birth of our Lord Jesus Christ.
2. At its height, the Roman Empire ruled the area all around the _____ Sea.
3. Massive empires of men do not form by _____ dominion but through _____ and _____.
4. The kingdom of Jesus Christ is built on the _____ of its own King.
5. In human empires, _____ are taken in order to secure power for rulers at the top.
6. Both in the Bible and in historic records, _____ overcame the Roman Empire.
7. The _____ general, Hannibal, led a massive army over the treacherous Alps.
8. When Hannibal invaded the Italian mainland, the Romans attacked _____.
9. Rome had little interest in the _____ of the _____ they conquered.
10. Through Alexander the Great's military conquests, the Greek _____ spread.
11. Romans began to adopt Greek ideas, education, fables, and _____.
12. The Bible teaches that man is made in _____ image; false gods are made to be more like _____.

13. James 4:6 states, “God _____ the proud, but gives _____ to the humble.”
14. Rome’s _____ of government did not last.
15. The Romans failed to realize that man is _____ and _____ by nature.
16. Octavian’s reign (27 BC–AD 14), Rome had _____ most of its _____.
17. Matthew 1:21 says that Jesus came to “_____.”

THURSDAY: REMEMBERING GOD’S WORD AND WORLD

A. Answer the multiple-choice questions below by circling the best answer or all that apply:

- At its height, the Roman Empire ruled
Iran Iraq Europe
- According to legend, who fought over power?
Rueben Remus Romulus
- The history of the Roman Empire has
wars murders violence
- Jesus Christ’s kingdom is of
peace righteousness joy
- The Roman city-state was led by a
king dictator president
- In the Roman Republic they had
legislatures a senate elections
- Hannibal tried to conquer Rome in the
First Punic War Second Punic War Third Punic War

8. Romans believed they had the greatest
culture religion government
9. Alexander the Great's kingdom was
short-lived enormous split up
10. Parts of Greek culture that remained influential
politics language philosophy
11. Nebuchadnezzar and Rome were
godly proud gracious
12. Jesus fulfilled prophecy and was born in
Bethlehem City of David Judea

FRIDAY: OPTIONAL ENRICHMENT PROJECTS

Choose one (or more) Optional Enrichment Projects, catch up on missed or incomplete assignments, or skip for other family activities.

The following Optional Enrichment Projects (OEPs) are based on the seven primary learning styles. Try to select a project with a different learning style for each chapter. In future chapters, some of the OEPs will be the same and some will be different.

Based on what you learned in this chapter, do one of the following OEPs:

1. **Aural (Auditory-Musical):** Listen to and appreciate a multiple-track recording of music from a country in Europe mentioned in this chapter. Follow these basic steps:
 - a. Find a recorded album, CD, or other available medium to play and listen to from your home library, a music teacher, or a public library.
 - b. Write your name and date on the top line of a page in your notebook.
 - c. On the second line, write the recording title, artist, and date of the recording.
 - d. Listen to all the tracks on the recording.
 - e. Write out each track number and its name on your page.
 - f. Did you have a favorite track? Listen to it again and think about why you like it.

2. Write a one-paragraph summary about the track on your page. Include your favorite lyric, and describe the sound and the emotions you felt while listening.
3. **Logical (Mathematical):** Using the dates, names, and events found in the textbook for this chapter, create a timeline chart in your notebook. Follow these basic steps:
 - a. Write your name and date on the top of the page.
 - b. Using a ruler, lightly draw a chart with eight to twelve horizontal lines and three vertical columns. The horizontal spacing should be the same for each line; you can use the lines already on your notebook paper for those. For the vertical spacing, make the left column 1–2 inches wide, the middle 2–3 inches wide, and the right 3–5 inches wide.
 - c. Lightly write in your selected dates in the left column, listing them in numerical order from oldest to most recent.
 - d. Lightly write in the name of the person involved with each date in the middle column.
 - e. Lightly write in the name of the event involved with each date in the right column.
 - f. Check to make sure the numbers and spelling are correct.
 - g. Once the lightly drawn chart is correct, darken the lines and data with pencil.
4. **Social (Interpersonal):** Play a military strategy game. Follow these basic steps:
 - a. From your own game storage, the library, or a friend, obtain a military strategy game such as *Risk* that is played on a world map.
 - b. Invite your family or friends to play the game with you.
 - c. While playing, work on recognizing the continents, and locate the areas described in the textbook chapter.
 - d. Share some of the knowledge you learned this week as you play the game.

3. THE BIRTH OF CHRISTIANITY IN THE FULLNESS OF TIME

MONDAY: HEARING GOD'S WORD 1

- A. Read the first half of this chapter, stopping at “The Missionary Work of the Apostles.”
- B. Read the Scripture(s) in the first half of this chapter out loud.
- C. Match the vocabulary words with their definitions by writing the correct letter in the blank:
- | | |
|-----------------------|--|
| 1. ___ Pax Romana | a. The Holy Spirit gives apostles power to preach to all nations |
| 2. ___ Pontius Pilate | b. Roman governor who condemned Jesus to death |
| 3. ___ Pentecost | c. “Peace of Rome” that brought peace, prosperity, and safety |

TUESDAY: HEARING GOD'S WORD 2

- A. Read the second half of this chapter, starting at “The Missionary Work of the Apostles.”
- B. Read the Scripture(s) in the second half of this chapter out loud.
- C. Match the vocabulary words with their definitions by writing the correct letter in the blank:
- | | |
|----------------|---|
| 1. ___ Nero | a. Christian witness executed under Saul's order |
| 2. ___ Stephen | b. Evil Roman emperor who ordered Peter's execution |
| 3. ___ Paul | c. Ancient Greek city found in modern-day Turkey |
| 4. ___ Ephesus | d. Was likely executed in AD 67 |
- D. Pray through the Prayer Points

WEDNESDAY: LOOKING AT GOD'S WORLD

A. Based on the chapter, answer the fill-in-the-blank questions below:

1. "But when the fullness of time had come, _____
_____ His Son."
2. Jesus grew up in _____. For about thirty years, He lived
in _____.
3. Jesus began His public _____ after being baptized by
_____.
4. Jesus' _____ in the wilderness
_____ His power to overcome the evil one.
5. Following His resurrection, Jesus appeared to His apostles and gave
them _____.
6. Jesus' promise to His disciples means His mission
_____.
7. The Holy Spirit gave the apostles _____ to preach the gos-
pel to all the _____.
8. The effect of Christ's death and _____ would
change _____.
9. The first days of the Christian church are recorded in the Book of
_____.
10. After His resurrection, Jesus told _____ that he would face
_____.
11. On the road to _____, Jesus stopped _____
by blinding him.
12. Paul tells us that he _____ the loss of
_____ in order to gain Christ.

THURSDAY: REMEMBERING GOD'S WORD AND WORLD

A. Answer the multiple-choice questions below by circling the best answer or all that apply:

1. Jesus was born
 of a woman under the law to redeem
2. The Pax Romana brought
 peace prosperity safe travel
3. Jesus was
 the Son of God the Savior a Carpenter
4. Jesus set those free who were captive to
 sin the devil slavery
5. Jesus went here for Passover
 Bethlehem Nazareth Jerusalem
6. Jesus Christ
 was betrayed was crucified rose again
7. Jesus gave His disciples the Great
 Constitution Commission Certificate
8. Jesus commanded the apostles to
 disciple baptize teach
9. The gospel would spread to
 Judea Samaria all the earth
10. The gospel is also known as the
 good news great letter good deal
11. Jesus promised the apostles He would
 not return be with them forget them

12. The apostles would what receive for their mission?
 safety equipment power
13. Pentecost came how long after Jesus' resurrection?
 4 weeks 40 days 4 years
14. Doctor who wrote the Book of Acts
 Paul Timothy Luke
15. Peter was an apostle to the
 Gentiles Jews Greeks
16. The Apostle John's ministry was mainly active in
 Asia Minor Ephesus Patmos
17. Other apostles took the gospel to
 Egypt Africa India

FRIDAY: OPTIONAL ENRICHMENT PROJECTS

Choose one (or more) Optional Enrichment Projects, catch up on missed or incomplete assignments, or skip for other family activities.

The following Optional Enrichment Projects (OEPs) are based on the seven primary learning styles. Try to select a project with a different learning style for each chapter. In future chapters, some of the OEPs will be the same, and some will be different.

Based on what you learned in this chapter, do one of the following OEPs:

1. **Solitary (Intrapersonal):** Using what you learned in this chapter, write a one-page essay composed of three paragraphs in your notebook. Explain how the gospel was spread by the apostles as described in the Book of Acts. Follow these basic steps:
 - a. Write the essay title, your name, and the date on the top line of the page.
 - b. Each paragraph should contain three to four sentences.
 - c. The first paragraph should introduce the topic and why it interests you.

- d. The second paragraph should share facts that you learned.
- e. The third paragraph should close the essay with your conclusion or opinion based on the two previous paragraphs.

HINT: Spending time reading the Book of Acts will give you more information.

2. **Verbal (Linguistic):** Give a three- to five-minute oral (speaking) presentation to your family or friends about the spread of the gospel by the apostles. Use the information from the textbook and the Book of Acts. Follow these basic steps:

- a. Introduce yourself and the subject you will talk about.
- b. Share some interesting facts you learned.
- c. End by stating your summary or opinion based on the facts of the topic.
- d. Thank your audience and invite them to ask any questions.

HINT#1: If you write down three to five basic ideas in order on an index card, you can glance down at the card if you forget what to say next.

HINT #2: Practice your presentation a few times in front of a mirror before you give it in front of an audience. Practice smiling and try not to laugh!

3. **Visual (Spatial):** Using a poster board (or large piece of cardboard), make a map of the four missionary journeys of Paul. Follow these basic steps:

- a. Use a regular pencil to sketch the general layout of your board design, including a title block with your name, the date, and the subject.
- b. Lightly pencil in shapes of the countries to create a map.
- c. Write the names of the countries and seas Paul traveled through.
- d. Write the names of the major cities Paul traveled to.
- e. Draw the routes of the four journeys and label them 1, 2, 3, and 4.
- f. Design the board map to your liking so you can display it in your room when complete.

HINT #1: Use index cards to neatly write out your title block and other descriptions you want to include. Glue them onto the board.

HINT #2: Many Bibles have illustrated maps of Paul's journeys that can be found in the back. Copying them onto your map poster might help you do this project.