TAKING THE AMERICAS FOR JESUS



TAKING THE AMERICAS FOR JESUS

STUDENT WORKBOOK

EDITED BY SHARI MCMINN
AND JOSHUA SCHWISOW

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 third-grade level.

A. Course Intent

This workbook is designed for the third-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 to complete this workbook on his or her own. Or the parent may decide that guidance is required beyond listening to the student read aloud and supervising the 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 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. Alternatively, you can purchase the audiobook from Generations, and the student can listen and follow along in their textbook at the same time.
    - Have the student take notes: While listening to you read or to the audiobook, have the student take notes or draw pictures of the important facts.

C. Assignments

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 (on select weeks)

2. There will also be end-of-semester special projects

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 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 or 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 three-ring binder is recommended for record keeping and memorabilia storage of the enrichment projects (or photographs of them) as the student completes each one.

These enrichment projects can be completed at any time during the week's assignments, or over a series of several weeks if preferred. These projects are considered optional and may be assigned by the prerogative of the parent/teacher.

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.

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 special projects will be added together to calculate the 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, 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 (Matthew 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* (Matthew 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 35 chapters of the textbook in one school year.

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 and Joshua Schwisow
The Generations Curriculum Team
May 2026, AD

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	P/F Grade
First Semester—First Quarter					
Week 1	1	Begin Reading Chapter 1			
	2				
	3	Finish Reading Chapter 1			
	4				
	5	Complete Chapter 1 Worksheet			
Week 2	1	Begin Reading Chapter 2			
	2				
	3	Finish Reading Chapter 2			
	4				
	5	Complete Chapter 2 Worksheet			
Week 3	1	Begin Reading Chapter 3			
	2				
	3	Finish Reading Chapter 3			
	4				
	5	Complete Chapter 3 Worksheet			
Week 4	1	Begin Reading Chapter 4			
	2				
	3	Finish Reading Chapter 4			
	4				
	5	Complete Chapter 4 Worksheet			
Week 5	1	Begin Reading Chapter 5			
	2				
	3	Finish Reading Chapter 5			
	4				
	5	Complete Chapter 5 Worksheet			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 6	1	Begin Reading Chapter 6			
	2				
	3	Finish Reading Chapter 6			
	4				
	5	Complete Chapter 6 Worksheet			
Week 7	1	Begin Reading Chapter 7			
	2				
	3	Finish Reading Chapter 7			
	4				
	5	Complete Chapter 7 Worksheet			
Week 8	1	Begin Reading Chapter 8			
	2				
	3	Finish Reading Chapter 8			
	4				
	5	Complete Chapter 8 Worksheet			
Week 9	1	Begin Reading Chapter 9			
	2				
	3	Finish Reading Chapter 9			
	4				
	5	Complete Chapter 9 Worksheet			
First Semester—Second Quarter					
Week 10	1	Begin Reading Chapter 10			
	2				
	3	Finish Reading Chapter 10			
	4				
	5	Complete Chapter 10 Worksheet			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 11	1	Begin Reading Chapter 11			
	2				
	3	Finish Reading Chapter 11			
	4				
	5	Complete Chapter 11 Worksheet			
Week 12	1	Begin Reading Chapter 12			
	2				
	3	Finish Reading Chapter 12			
	4				
	5	Complete Chapter 12 Worksheet			
Week 13	1	Begin Reading Chapter 13			
	2				
	3	Finish Reading Chapter 13			
	4				
	5	Complete Chapter 13 Worksheet			
Week 14	1	Begin Reading Chapter 14			
	2				
	3	Finish Reading Chapter 14			
	4				
	5	Complete Chapter 14 Worksheet			
Week 15	1	Begin Reading Chapter 15			
	2				
	3	Finish Reading Chapter 15			
	4				
	5	Complete Chapter 15 Worksheet			

Date	Day	Assignment	Due Date	✓	P/F Grade
Week 16	1	Begin Reading Chapter 16			
	2				
	3	Finish Reading Chapter 16			
	4				
	5	Complete Chapter 16 Worksheet			
Week 17	1	Begin Reading Chapter 17			
	2				
	3	Finish Reading Chapter 17			
	4				
	5	Complete Chapter 17 Worksheet			
Week 18	1	Begin Reading Chapter 18			
	2				
	3	Finish Reading Chapter 18			
	4				
	5	Complete Chapter 18 Worksheet			
Mid-Term Grade					

Second Semester Suggested Daily Schedule

Second Semester—Third Quarter					
Week 19	1	Begin Reading Chapter 19			
	2				
	3	Finish Reading Chapter 19			
	4				
	5	Complete Chapter 19 Worksheet			
Week 20	1	Begin Reading Chapter 20			
	2				
	3	Finish Reading Chapter 20			
	4				
	5	Complete Chapter 20 Worksheet			
Week 21	1	Begin Reading Chapter 21			
	2				
	3	Finish Reading Chapter 21			
	4				
	5	Complete Chapter 21 Worksheet			
Week 22	1	Begin Reading Chapter 22			
	2				
	3	Finish Reading Chapter 22			
	4				
	5	Complete Chapter 22 Worksheet			
Week 23	1	Begin Reading Chapter 23			
	2				
	3	Finish Reading Chapter 23			
	4				
	5	Complete Chapter 23 Worksheet			

Week 24	1	Begin Reading Chapter 24			
	2				
	3	Finish Reading Chapter 24			
	4				
	5	Complete Chapter 24 Worksheet			
Week 25	1	Begin Reading Chapter 25			
	2				
	3	Finish Reading Chapter 25			
	4				
	5	Complete Chapter 25 Worksheet			
Week 26	1	Begin Reading Chapter 26			
	2				
	3	Finish Reading Chapter 26			
	4				
	5	Complete Chapter 26 Worksheet			
Week 27	1	Begin Reading Chapter 27			
	2				
	3	Finish Reading Chapter 27			
	4				
	5	Complete Chapter 27 Worksheet			
Week 28	1	Begin Reading Chapter 28			
	2				
	3	Finish Reading Chapter 28			
	4				
	5	Complete Chapter 28 Worksheet			
Second Semester-Fourth Quarter					
Week 29	1	Begin Reading Chapter 29			
	2				
	3	Finish Reading Chapter 29			
	4				
	5	Complete Chapter 29 Worksheet			

Week 30	1	Begin Reading Chapter 30			
	2				
	3	Finish Reading Chapter 30			
	4				
	5	Complete Chapter 30 Worksheet			
Week 31	1	Begin Reading Chapter 31			
	2				
	3	Finish Reading Chapter 31			
	4				
	5	Complete Chapter 31 Worksheet			
Week 32	1	Begin Reading Chapter 32			
	2				
	3	Finish Reading Chapter 32			
	4				
	5	Complete Chapter 32 Worksheet			
Week 33	1	Begin Reading Chapter 33			
	2				
	3	Finish Reading Chapter 33			
	4				
	5	Complete Chapter 33 Worksheet			
Week 34	1	Begin Reading Chapter 34			
	2				
	3	Finish Reading Chapter 34			
	4				
	5	Complete Chapter 34 Worksheet			
Week 35	1	Begin Reading Chapter 35			
	2				
	3	Finish Reading Chapter 35			
	4				
	5	Complete Chapter 25 Worksheet			

Week 36	1	Complete Semester 2 Project			
	2				
	3				
	4				
	5				
Final Grade					

Chapter 1

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.

> 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 three 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 three 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, borrow 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

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. Summit	_____ 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	_____ the top of a mountain

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 three highest mountains in South America and how tall are they?

   a. _____ _____

   b. _____ _____

   c. _____ _____

4. What are the two 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 that 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 3

Central America and the Caribbean

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.

> Sing to the LORD a new song,
> And His praise from the ends of the earth,
> You who go down to the sea, and all that is in it,
> You coastlands and you inhabitants of them!
> (Isaiah 42:10)

B. Remembering Facts

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

a. Isthmus	_____ a low sand or coral island
b. Territory	_____ an area of land under the control of another country
c. Cay	_____ a narrow strip of land with sea on either side of it

Answer the following questions:

2. In what country of Central America is a canal located which connects the Atlantic Ocean to the Pacific Ocean?

   P_____

3. What are the two territories of the United States of America located in the Caribbean?

   V_____ I_____ and

   P_____ R_____

4. What is the name of the English-African language mix spoken in Jamaica?

   P_____

C. Looking at Land and Life

5. What is the longest river in the Caribbean?

   _____

6. What is the deepest lake in Central America?

D. Prayer Points

Praise God for the beauty that He created in Central America and the Caribbean. Give thanks to the Lord for His faithful provision for the peoples of these lands. Also, select one country from this chapter and pray that the saving gospel of Jesus Christ would reach more people in that country.

E. Enrichment Project

Make a simple Central American or Caribbean food dish. This region has many delicious and nutritious food dishes. With your teaching parent's permission and assistance, find some recipes from a Central America or Caribbean 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 that 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 4

The Americas Before Christ

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	_____ narrow stretch of ocean between Russia and Alaska, USA
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. Nazca Lines	_____ 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: the book 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: old coins or keys, plastic utensils, paper cups, scraps of fabric, and 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.