

## Memorization (Bible)

As your children memorize Psalm 91 over the next several weeks, don't let the conundrum slip by: How do we trust in God as our refuge when sometimes He allows calamity to befall us? This is a topic you'll read more about when you get to Job. Our first Memorization passage is Psalm 91. It will be due on Week 8. Read Psalm 91:1–2 aloud twice each day this week.

**Note to Mom or Dad:** We want your children to make their presentation as naturally dramatic as possible. It should not be overly dramatic, but it should be lively and interesting.

Because they are usually nervous, beginning speakers often fail in this area. They speak in tiny voices, with little dynamism (inflection, emphasis, or change in volume from one section to another), and stand stiffly. If they make any motions, the motions look unnatural and choppy.

Even good speakers have a natural tendency to "tighten up" and speak with less dynamism or drama than they ought. Therefore, before making public presentations, good speakers will "loosen up."

There are two things public speakers need to loosen: their vocal chords and their bodies. Help your son or daughter practice the following exercises this week so s/he can do them easily next week before going "onstage."

1. In order to loosen your vocal chords, try "singing" your passage. Begin "singing" it at the lowest note you can reach, and then let your voice rise through its full range—to the highest note you can sing. Keep "singing" your passage, letting your voice rise and fall from its bottom note to its top and back down to its bottom.
2. Another loosening exercise for your voice: don't *sing* the passage; just say it, without expression, but beginning in a whisper and building volume until you are shouting. Keep saying your speech, but let your voice grow softer until it is just a whisper. Continue oscillating from whispers to shouts until you have finished your speech, or until you feel relaxed at both ends of your vocal spectrum.
3. How about working your voice (and face) through various emotions? Start with a belly laugh: "Ho! Ho! Ho! Ha! Ha! Ha! Hee! Hee! Hee!" (etc.). Then pretend you're angry. Embarrassed. Excited. Sad . . . . Can you think of any other emotions to pretend?
4. In order to loosen your body, try swinging and shaking your arms, rolling your head in circles on your shoulders, shaking your legs, doing jumping jacks, etc. Another exercise: try saying your speech with exaggerated motions: make the motions far broader, faster, more dramatic than you would ever plan to do them before an audience.

## Psalm 91:1–2

<sup>1</sup> He who dwells in the shelter of the Most High  
Will abide in the shadow of the Almighty.

<sup>2</sup> I will say to the LORD, "My refuge and my fortress,  
My God, in whom I trust!"

## Journey to the Eastern Hemisphere

The *Journey to the Eastern Hemisphere* book reads much like a well-written encyclopedia and covers only the countries, regions, or continents that your students will study this year.

We begin with China, a nation with the longest recorded history. We spend three weeks working through the article, and then finish our time in China, reading a missionary biography.

To help your children focus on the *Journey* articles, we have them write notes on the Eastern Hemisphere Notebook pages. Notice that the author chooses to use the more politically-correct form to designate time. She uses "BCE" instead of the traditional "BC," and "CE" rather than "AD." BCE stands for Before Common Era, "BC" stands for Before Christ, "CE" stands for Common Era, and "AD" stands for Anno Domini—or, "in the year of Our Lord, Jesus Christ." We choose to use BC and AD on our timelines in the Eastern Hemisphere Notebook Pages. Please explain these two forms to your children.

## Eastern Hemisphere Notebook Pages

Alongside your readings of *Journey to the Eastern Hemisphere*, your children will write down facts and insights that catch their attention on decorated pages designed to remind them of the country or region they read about.

Over the course of the school year your children will assemble and complete a number of pages into a keep-sake binder. This is intended as a fun project, so encourage them to enjoy the process.

Keep in mind, too, that extra Eastern Hemisphere Notebook Pages are available for purchase from Sonlight. Use these if you have multiple children working through the program.

### Highlights

As your children read about each country or region, they will write down things they learned or found interesting in their reading. Encourage them to use these pages in a way that will help them remember what they read. Allow them to add more, draw pictures, copy phrases . . . make the pages their own!

### Map It

Your children will map locations in each nation or region to help them become familiar with the area. The coordinates given in the "Map It" lists (in parentheses after the name) will help them easily locate the cities, bodies of water, or point of interest. Find answer keys for the maps at the end of these notes.









## Timeline

As your children spend time with the people of the lands they visit, they will gather information about important dates and time periods in their history. To keep accurate records of this history, they will complete the timeline for each place they visit. However, rather than marking dates, they will be asked to dig deeper into each significant event to better understand how and why it helped shape the region's history.

## Choose Your Adventure

In each country you visit, you will get to choose at least one adventure. Adventures will help your children become an expert about some aspect of that country and will require them to spend some time with outside resources. Your children may need a little help in the first few days to find the articles they need. Please model how to search for the scheduled articles online.

**Multiple Intelligences:** Individual students learn in different ways. There is not just one, but many different kinds of intelligence. Each "Choose Your Adventure" project reflects one or more of Howard Gardner's Multiple Intelligences, depicted by the following icons:

-  • Linguistic Intelligence (word smart)
-  • Logical-Mathematical Intelligence (number and reasoning smart)
-  • Spatial Intelligence (picture smart)
-  • Bodily-Kinesthetic Intelligence (body smart)
-  • Musical Intelligence (music smart)
-  • Interpersonal Intelligence (people smart)
-  • Intrapersonal Intelligence (self smart)
-  • Naturalist Intelligence (nature smart)

Below are instructions for the "Choose Your Adventure" projects that may be found in more than one country. We have collected them here for easy reference:

**Nature Fact Card:** On a 5"x 8" index card or a half sheet of lined paper, include the following:

- The name of the plant or animal and its scientific classification.
- A colored picture of the plant or animal from a magazine or draw and color your own.
- Location where the plant or animal lives.
- What the animal eats and if it is an "omnivore," "herbivore," or "carnivore."
- The plant's or animal's average life span.
- Its natural predators—does anything eat this plant or animal?
- 3-5 Fascinating facts about your animal or plant.
- A brief statement about why you chose to research this plant or animal.

**Country Cards:** On a 5"x 8" sized index card, or half sheet of lined paper, include the following:

- The country's official name
- Total area
- Population
- Location in the world: you can include a map, as long as the map also shows or includes a statement about where in the world this country is found, and does not simply depict the country itself.
- Capital city
- Type of government
- Languages spoken there
- Type of money
- Name one famous landmark
- Briefly describe the geography of this country
- Briefly describe the climate of this country
- Describe one interesting or unique custom or cultural tradition that is important to the people of this country
- Was this country ever controlled by another country? If so, when? By whom?
- Three important events in this country's history and why they're important
- Three fun or interesting facts about this country

**Famous Person Cards:** If your children take interest in a particular historical figure, feel free to complete a Famous Person Card. On a 5"x 8" sized index card, or a half sheet of lined paper include the following:

- Person's full name
- His or her picture, if available
- Date and place of birth
- Family: what were the names of this person's parents? Did this person have any siblings? If so, what were their names?
- Childhood: where did this person grow up? Who did he or she live with? Were there any important world events that occurred during this person's childhood, such as wars or famines, etc.? Did these world events affect this person in any way?
- Education: where did this person go to school? Did he or she go to college? If so, where?
- Brief life history: this section should include major events in this person's life, as well as information about why this person is famous.
- Three fun facts you learned about this person that you didn't know before.

See the *Eastern Hemisphere* Instructors Guide Links page under Help and Support at [sonlight.com/iglinks.html](http://sonlight.com/iglinks.html) for the most up-to-date website suggestions.

## Chapters 6–7

### To Discuss After You Read

Q: What route did Taylor take to China and how long did it take? [chap. 6]

A: *from England around the tip of Africa over to China—a five to six month voyage*

Q: What troubles did Taylor encounter when he arrived in China? [chap. 7]

A: *he didn't know anyone, he had no friends, he had very little money, a war was going on, what money he had was losing value, and he didn't know exactly what he was to do*

### Timeline and Map Points

📍 Shanghai (D9) (map 4) ■

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## North Korea's Government

Answer: Communist dictatorship

## North Korean Culture

Possible answers: art, music, dance, fashion, writing (in support of the government)

## North Korea's Economy

Possible answers: government controlled; strong focus on military growth; closed economy; self-reliant; insufficient agriculture; substandard consumer goods; slowest growing economy

## Korea Timeline

Possible answers:

1. Independent kingdom in 1392; increased importance on Confucianism; resisted invasions against Japan and China
2. "Hermit Kingdom" for 200 years; only traded with Japan and China; persecuted Catholic missionaries
3. Japan used its war with China and Russia to occupy and take over Korea. Japan lost territory of Korea in World War II; Japan treated the Koreans harshly and used the people almost as slave labor
4. The Soviet Union influenced North Korea communistically while the U.S. influenced South Korea democratically. Kim Il-Sung, the head of the Korean Workers' Party, was the first premier or "Great Leader."

## Korean War

Cause of: Korea had been split into two parts after World War II, the north influenced by the Soviet Union and the south by the U.S. When the UN suggested Korea vote for one government, the nations ended up creating two separate governments. Each government refused to recognize the other. North Korea wanted to form one united communist Korea with the democratic South Korea, so it attempted to take over with force on June 25, 1950.

Summarize major events or ideas: North Korea invaded South Korea. The U.S., along with the UN, saw this as a global threat of Communism, so the Allies defended South Korea. After some struggle, General Douglas MacArthur decided to not only defend South Korea, but overtake North Korea. Chinese Mao Zedong disliked this strategy and fought back. President Truman eventually fired MacArthur in hopes to find success in peace talks. It still took two years to come to a peace agreement.

Outcome of: Between 2.5 and 5 million deaths, prisoners of war would be allowed to decide where they wanted to live, instituted a 2-mile demilitarized zone between the countries, South Korea remains free of communism, both countries remain independent yet have not truly settled peace.

## Timeline and Map Points

### † Korean War (1950–1953)

## All the Small Poems

### "duck"

#### To Discuss After You Read

- Q: What materials does the author use as similes for the make up of the duck?
- Q: Do you think these are good similes?

### "daisies"

#### To Discuss After You Read

- Q: What have daisies done to the "dull and plain" dusty lane?

### "frog"

#### To Discuss After You Read

- Q: What visual symbols does the author use to tie this poem together? ■



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**South Korea's Government**

*Answer: republic*

**South Korean Culture**

*Possible answers: UNESCO World Heritage sites; traveling troupes; ceramics; traditional fashion, etc.*

**South Korea's Economy**

*Possible answers: successful economy; industrialized and modernized; little agriculture, big in technology/manufacturing; large tourism industry, enjoys freedom of the press, etc. ■*

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### **Japan's Wildlife**

*Possible answers: cedars, cherry blossoms, koi, etc.*

### **Japan's Economy**

*Possible answers: Japan has grown into a large economic power after recovering from World War II. Strengths are low unemployment rates, growing rice, fishing, large manufacturing industry that actually can cause surpluses in Japan, or many jobs in the service industry. Weaknesses are high national debt, aging population, small area of farmland, restriction to lumbering, and lack of mineral and energy resources. ■*

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thousand paper cranes. Legend says, if she does that, she will get well. Sadako folds six hundred and forty-four cranes before she dies.

A memorial was built to Sadako and the many people who died from the atomic bomb. On peace day, people leave folded cranes at the foot of the memorial.

#### To Discuss After You Read

- Q: Who did the family pray to on the morning of Peace Day? [chap. 2]  
A: *their ancestors—Sadako's grandmother's picture was on the altar shelf*
- Q: What was their religion? [chap. 2]  
A: *Buddhist*
- Q: What did Peace Day celebrate? [chap. 2]  
A: *the dropping of the atomic bomb on Hiroshima which ended WW II*
- Q: What was Sadako's first symptom of her sickness, leukemia? [chap. 3]  
A: *dizziness*
- Q: How did she get leukemia? [chap. 4]  
A: *from radiation from the atomic bomb*
- Q: Why did Sadako fold paper cranes? [chap. 5]  
A: *because cranes are supposed to live for a thousand years and if a patient managed to fold a thousand cranes, s/he would supposedly be healed*

#### Timeline and Map Points

- † **Hiroshima hit by Atomic Bomb (August 1945)**  
📍 *Hiroshima, Japan (C11) (map 4)*

## Chapter 6—end

### Vocabulary

**Leukemia:** a malignant disease that increases premature leucocytes, which hinder the production of normal blood cells, then leading to anemia.

#### To Discuss After You Read

- Q: What symptoms beyond dizziness did Sadako experience? [chap. 6]  
A: *pain, no energy, headaches, her bones felt as if they were on fire, weakness, and swollen gums*
- Q: What was O Bon? [chap. 8]  
A: *the biggest holiday of the year—a celebration for the spirits of the dead who returned to visit those they had loved on earth*
- Q: Did Sadako have a correct idea about death? Why or why not? [chap. 9]  
A: *no; not according to the Bible!; she believed when she died she would live on a heavenly mountain; it would be like falling asleep; it would hurt*

#### Learning to Fold a Paper Crane

Find the instructions for folding an origami in your book. You can also learn to fold an origami crane online through the “Paper Cranes” keyword link(s) on our IG links page at [sonlight.com/iglinks.html](http://sonlight.com/iglinks.html) 📄

Once you have the process memorized, have someone time you to see how long it takes you to fold one at a relatively “normal” folding pace. Then calculate: How long would it take you to fold 10 cranes? 20 cranes? 50 cranes? 100 cranes? 1,000 cranes? Be sure to give your answer in the lowest terms possible! (Don’t just say “567 minutes,” say “9 hours and 27 minutes.”)

Make it a free-time project for an extra challenge to see if you can fold 1000 cranes this year! ■

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- Q: What does the Constitution say about money?[chap. 4]  
A: *the U.S. Constitution prohibits paper money, it says that only gold and silver should be used for money*

## Chapters 5–6

### To Discuss After You Read

- Q: Why does inflation occur?[chap. 5]  
A: *All governments inflate. In the U.S., people cry “I want!” and vote for politicians who promise what they want, and who tell The Lie that says you will get what you want and someone else will pay for it. Thus, inflation is an ethics problem.*
- Q: What is the real cry of “I want, I want!”[chap. 5]  
A: *“Tax me! Tax me!”*
- Q: How does a wage/price spread occur? [chap. 6]  
A: *when employees demand higher wages, and employers agree. Then employers must raise their prices and the employees thus need even higher wages, and thus both wages and prices spiral upwards. This is another result of inflation, since if inflation did not exist, the only way for one person to become more wealthy is for another person to become less so. Because inflation does exist, though, money exists to increase both wages and prices.*

If the government sets wage/price controls (so neither prices nor wages increase), it will not work, for if the amount of money increases, the value per unit decreases.[chap. 6]

**Deflation** means the amount of money goes down, so its value goes up and prices drop. [chap. 6]

- Q: Why do black markets form?[chap. 6]  
A: *if wage/price controls last, people can't get they want or need so they buy, sell, or make things against the government's wishes or over the government's prices*

## Chapter 7

### To Discuss After You Read

Businesses try to correct their mistakes during depressions or recessions.[chap. 7]

- Q: Describe depression, recession, and the business cycle.[chap. 7]  
A: *a **depression**, the correction period after inflation (during which period inflation does not occur), lasts several years. If the government prevents a depression from its worst, it's called a **recession**, and these last several months. The **business cycle** is the up and down cycle between inflation and recession/depression*
- Q: What are some costs of big government?[chap. 7]  
A: *inflation and taxes, they need money to operate*

## Chapter 8

### Vocabulary

**Velocity** is the speed at which money changes hands. [chap. 8]

People trade money faster if a decline in the **demand for money** occurs, so people are willing to spend, not save. This is as if the **money supply** increases.[chap. 8]

### To Discuss After You Read

- Q: List the 3 stages of inflation.[chap. 8]  
A: *first, people hold their money and prices do not rise; second, people spend their money and prices rise more quickly than money is printed; third, money changes hands very quickly and runaway inflation occurs ■*

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## Timeline

Possible answers:

1. Key leader: Muhammad. Accomplishments: spread religion across Middle East and North Africa.
2. Became one of the most powerful empires in the world, a Muslim empire that conquered a Muslim empire
3. Answers will vary.
4. Britain kept control over military and foreign affairs and the Suez Canal
5. As nations grew in Muslim nations, Jews returned to their homeland; the UN granted the Jews and Arabs each part of Palestine
6. Arab nations refused the Jews a homeland and attacked Israel; Jewish forces won, Arabs left, and Jews moved into their land; Palestinian refugees exist to this day
7. Six-Day War: Israel seized control over Sinai Peninsula, Gaza Strip, Golan Heights, West Bank, and East Jerusalem. Yom Kippur War: a war in which the U.S. backed Israel. Due to their stance, many Arab states began banning exportation of oil to the U.S., leading to price hikes and enriching oil-producing states in the Middle East
8. The Soviet Union attempted to promote Communism in Afghanistan, thus leading to the U.S., Pakistan, and Saudi Arabia supporting the mujahideen as Allies, to prevent the spread of Communism
9. The U.S. built up forces in the Persian Gulf, and supported Iraq
10. U.S. involvement, along with many other nations, forced Iraq to give up all weapons of mass destruction.
11. After September 11, the U.S. responded with a "war on terrorism"
12. Hussein was overthrown, and the U.S. helped establish a democratic government in Iraq

## Timeline and Map Points

- † **Mohammed (ca. AD 570–632), Islam's founder**
- † **Islam begins (ca. AD 622)**
- † **Mongols Take Baghdad (1258)**

## Israel: The Big Picture

Possible answers:

1. Became a country in 1948; is a place of historic significance for Jews, Muslims, and Christians; Jews consider it their homeland
2. Under constant tension

## Meet the People of Israel

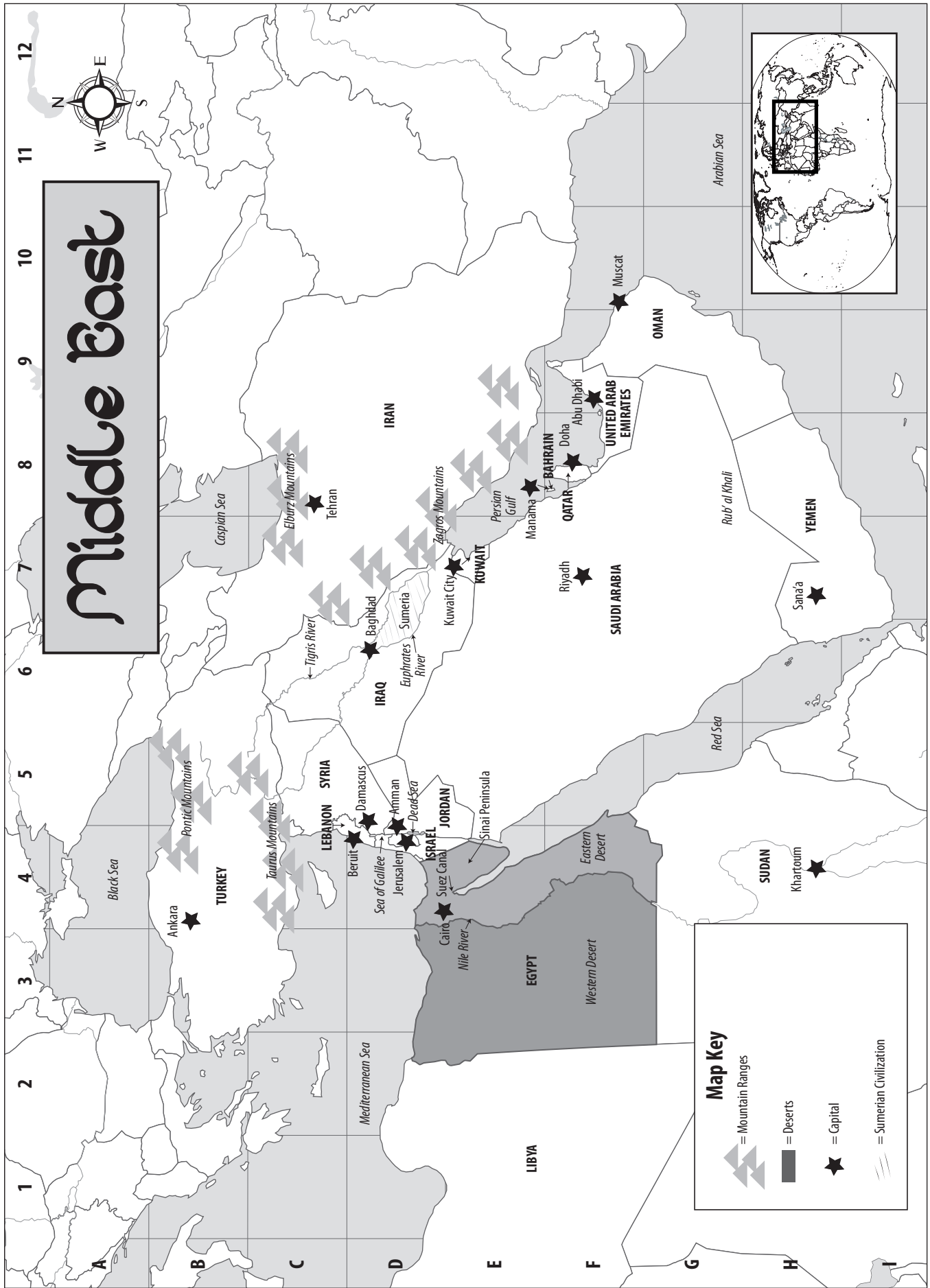
Possible answers:

1. Jewish immigrants receive temporary housing and job training
2. Jews are represented by a variety of ethnic groups and religious branches in Israel
3. Non-Jewish people in Israel are Arabs
4. Official language is Hebrew
5. People mostly live in cities

## Land, Water, and Climate

Possible answers:

1. One of the smallest nations
2. Most of population found in the Coastal Plain
3. Sandstorms can occur
4. The Dead Sea is the second saltiest body of water on Earth ■



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7. *The wars started over territorial disputes between lands claimed by both the British and the Maori; disputes over land rights, British government offered titles to the Maori instead of recognizing custom claims to land; the Maori ended up with poor land*
8. *They were known as determined fighters who aided the British in the fight against Germany; they fought in the Gallipoli peninsula, then France; military service was mandatory*
9. *In fear of a possible Japanese invasion on their territory, New Zealand depended on the U.S. for military support—led to American cultural influences in the country*

10. *They joined the British to fight the Germans, mandatory service; violations dating back to 1840 were rectified, land was rightfully returned to the Maori*
11. *French bombed this ship (meant to be used for protests against nuclear testing)*

#### Timeline and Map Points

- † **Captain James Cook (1728–1779) sails around New Zealand to Australia (1770)**

#### Choose Your Adventure

We don't schedule the Choose Your Adventure for this week. However, we do allow for you to choose between Australia's or New Zealand's Choose Your Adventure activities for next week. ■

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