

# F

# EASTERN HEMISPHERE



**FUN FACT**  
The Nile River is  
4,160 miles long.



Great Wall of China  
China



**Thank you** for downloading this sample of Sonlight's History / Bible / Literature F Instructor's Guide (what we affectionately refer to as an IG). In order to give you a full perspective on our Instructor's Guides, this sample will include parts from every section that is included in the full IG.

*Here's a quick overview of what you'll find in this sample.*

- A Quick Start Guide **START HERE**
- A 3-week Schedule
- Discussion questions, notes and additional features to enhance your school year
- A Scope and Sequence of topics and skills your children will be developing throughout the school year
- A schedule for Timeline Figures
- Samples of the full-color laminated maps included in History / Bible / Literature IGs to help your children locate key places mentioned in your history, Reader and Read-Aloud books

#### SONLIGHT'S "SECRET" COMES DOWN TO THIS:

We believe most children respond more positively to great literature than they do to textbooks. To properly use this sample to teach your student, you will need the books that are scheduled in it. We include all the books you will need when you purchase a package from [sonlight.com](http://sonlight.com).

Curriculum experts develop each IG to ensure that you have everything you need for your homeschool day. Every IG offers a customizable homeschool schedule, complete lesson plans, pertinent activities, and thoughtful questions to aid your students' comprehension. It includes handy teaching tips and pointers so you can homeschool with confidence all year long.

If you need any help using or customizing our IGs, please reach out to our experienced homeschool advisors at [sonlight.com/advisors](http://sonlight.com/advisors).

We hope you enjoy using this sample. For even more information about Sonlight's IGs, please visit: [sonlight.com/ig](http://sonlight.com/ig). It would be our pleasure to serve you as you begin your homeschool journey.

If you like what you see in this sample, visit [sonlight.com/hbl](http://sonlight.com/hbl) to order your History / Bible / Literature package.

Blessings!

**Sarita Holzmann,**  
Co-founder and president  
of Sonlight Curriculum

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# History Bible Literature (5-Day)

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Eastern Hemisphere

by the Sonlight Team

*“Train up a child in the way he should go, And when he is old he will not depart from it.”*

Proverbs 22:6 (NKJV)

Sonlight Curriculum® “Eastern Hemisphere” (5-Day) Instructor’s Guide and Notes, Thirtieth Edition

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“Do to others what you would have them do to you”  
(Matthew 7:12).

“The worker is worth his keep” (Matthew 10:10).

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#### NOTE TO PURCHASER

Sonlight Curriculum, Ltd. is committed to providing the best homeschool resources on the market. This entails regular upgrades to our curriculum and to our Instructor’s Guides. This guide is the 2020 Edition of the Sonlight Curriculum® “Eastern Hemisphere” Instructor’s Guide and Notes. If you purchased it from a source other than Sonlight Curriculum, Ltd., you should know that it may not be the latest edition available.

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# HISTORY / BIBLE / LITERATURE Quick Start Guide

## What's included in your History / Bible / Literature Instructor's Guide.

With Sonlight's daily readings all scheduled, you'll read good books and talk with your children about what you're learning. You'll be amazed at how much you all learn, so easily and enjoyably. With notes and teaching tips along the way, the Sonlight History / Bible / Literature Instructor's Guide is guaranteed to help you love to learn, and love to teach.

**1**

Level A: History/Bible/Literature																																																
Days 26–30: Date: _____ to _____																																																
<table border="1" style="float: right; margin-left: auto;"> <thead> <tr> <th colspan="7">Week Overview</th> </tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td> </tr> <tr> <td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td> </tr> </tbody> </table>						Week Overview							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
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Week 6																																																
	Date:	Day 26	Day 27	Day 28	Day 29	Day 30																																										
BIBLE	<i>Egermeier's Bible Story Book</i>	pp. 86–88	pp. 88–90	pp. 91–93	pp. 94–96	pp. 96–98																																										
	<b>Memorization</b>	F: Fear not, for I have redeemed you; I have summoned you by name; you are mine. (Isaiah 43:1)																																														
	<i>Sing the Word: From A to Z</i>	"Fear Not"—Track 6. Listen to this track the entire week.																																														
HISTORY & GEOGRAPHY	<i>Adventures in Ancient Greece</i>	pp. 32–33	pp. 34–35	pp. 36–39	pp. 40–47																																											
	<i>The Usborne Internet-Linked Children's Encyclopedia</i>					pp. 124–125 ↑ ↓ ↻																																										
READ-ALOUDS	<i>Dolphin Adventure</i>	chaps. 1–2 ↻	chaps. 3–4	chaps. 5–6	chaps. 7–8																																											
	<i>The Llama Who Had No Pajama</i>	p. 15																																														
	<i>The Arnold Lobel Book of Mother Goose</i>		pp. 28–29	pp. 30–31	pp. 32–33																																											
	<i>James Herriot's Treasury for Children</i>					"Oscar, Cat-About-Town"																																										
MISCELLANEOUS	<b>Developmental Activity</b>	Act out a play on politeness.																																														
	<b>Field Trip/Practical Life Skills</b>																																															
<b>Additional Subjects:</b>																																																

**2**

**3**

**4**

### 1 Complete, ready-to-use lesson plans

All your books and activities are fully scheduled for the entire year. No need to create your own lesson plans or coordinate the reading. This IG covers Bible, History, Geography, Read-Alouds, and Readers. Each day you open your IG, do the given assignments, and—if you want a formal record of what you have done—check or date each box as you complete it. If your state requires a record of how many hours you dedicated to a subject, you also have space to record the time you spent.

### 2 Day-by-day Schedule

The Sonlight IG schedule lets you see your entire week at a glance. Each schedule is broken out into either four or five days of material for each of the 36 scheduled weeks. The first column indicates the various subjects or topics you will be studying. (i.e. Bible, History, Read-Alouds, etc.) The second column lists the titles of each book or assignment. The remaining columns include the day-by-day assigned pages or tasks.

### 3 Discussion Questions

Each IG includes various types of discussion questions—including review, comprehension, and open-ended questions, with answers. Focus on the key points, maximize the time spent, and assess how well your children understand what they're learning. Use it as best suits your needs.

### 4 Timeline and Map Points

Incorporate geography naturally into your school day. Students use the Markable Map to make a visual connection to how all their Readers, history books, and Read-Alouds relate geographically. A hole-punched, laminated answer key map folds into your IG. Timeline activities tell you when to add people, events, and dates to your Timeline Book.

## 5 Vocabulary and Cultural Literacy notes

Find clear definitions for important vocabulary that appears in your reading. Enjoy useful Cultural Literacy notes that add depth to your reading and explain things students probably don't know (e.g., what a hoop skirt looks like).

## 6 Notes

Immediately following the schedule, you will find each week's Bible and history notes. These extensive teaching notes help you instruct your students with excellence, and ensure that they grasp key concepts. Notes provide counter-balancing arguments, clarification, further explanations, and commentary. The IG notes also offer warnings about specific books or difficult content, so you can discuss important issues—such as racism and poverty—with thoughtfulness.

Note: At the back of your History / Bible / Literature Guide, you will find reading assignments and notes for the Read-Alouds and Readers. (In the early elementary Levels A-C programs, Readers are packaged separately to allow an adjustable reading level and pace for your children. We have not included them in this sample. Learn more about Readers packages at [sonlight.com/readers](http://sonlight.com/readers).) Follow the notes for Read-Alouds and Readers as you would the History/Bible notes.

## 7 Teaching tips

Detailed teaching notes each week explain assignments and provide extra information about important topics to help you get the most from your materials. You will teach with confidence!

## Flexible format

Because many families end up ahead of behind in a subject—at least occasionally—the IGs are structured for maximum flexibility. Some customers follow the schedule religiously. They do everything scheduled each day during that day. Others read ahead, or drop a book, or work through several days' worth of one or two subjects in a day (reading, or history, for example), and similarly the next day, and so on, until they have completed all the assignments for the week.

## The IG is a guide, not a task master.

As you become comfortable teaching your children, you can skip or alter assignment to fit your family's unique needs.

6

### Bible Reading

James is a very practical book. He reminds us that life isn't all rainbows and roses, but that we must work hard, turn to God in difficult times, and do what the Word says. We can be part of God's story if we follow Him. James also urges us to live in the freedom Christ brings through His forgiveness. This kind of life, one that is firmly set on being part of God's story through trouble and hard work, is exactly what Daniel and his friends demonstrate in your children's reading.

### Memorization (Bible)

Psalm 42:1–6

Continue to memorize Psalm 42.

- 1 As the deer pants for the water brooks,  
So my soul pants for You, O God.
- 2 My soul thirsts for God, for the living God;  
When shall I come and appear before God?
- 3 My tears have been my food day and night,  
While they say to me all day long, "Where is your God?"
- 4 These things I remember and I pour out my soul  
within me.  
For I used to go along with the throng and lead  
them in procession to the house of God,  
With the voice of joy and thanksgiving, a multitude  
keeping festival.
- 5 Why are you in despair, O my soul?  
And why have you become disturbed within me?  
Hope in God, for I shall again praise Him  
For the help of His presence.
- 6 O my God, my soul is in despair within me;  
Therefore I remember You from the land of the Jordan  
And the peaks of Hermon, from Mount Mizar.

### The Beginner's American History

pp. 200–205

#### Cultural Literacy

**steamboat:** a ship using steam-driven propellers for propulsion.

#### To Discuss After You Read

- Q: Why didn't France want to buy Fulton's diving boat?  
Who did want to buy it?  
A: *Napoleon found a leak; the English government*
- Q: Where did Robert Fulton make and try his first steamboat?  
A: *France*
- Q: How far up the Hudson did his New York steamboat go?  
A: *150 miles*
- Q: Describe the route of the first steamboat in the West.  
A: *starting from Pittsburgh, it went down the Ohio River, then down the Mississippi to New Orleans*

#### Timeline and Map Points

New York (D3) (map 5)

Day 165 pp. 228–232

#### To Discuss After You Read

- Q: Did the telegraph idea come easily to Samuel Morse?  
A: *no; he worked on it with little profit; Alfred Vail helped him financially and got the patent and helped with the design*

#### Landmark History of the Amer. People, Vol. 1

Day 162 Chapter 19 pp. 134–136

#### Cultural Literacy

**pipe dream:** a saying that means that something is unrealistic or unattainable. The phrase originated in late 19th century America in reference to dreams or visions people would experience from smoking opium pipes. [p. 136]

**Monticello:** Thomas Jefferson's estate in Charlottesville, Virginia. [p. 136]

#### To Discuss After You Read

- Q: Why were Barber-Surgeons thought of as members of a lower class than doctors? [p. 135]  
A: *because they dirtied their hands, they didn't have to know any special languages, they didn't need to read books, they were just seen as craftsmen who knew how to carve, cut, and sew up the human body*
- Q: What did apothecaries do? [p. 135]  
A: *they mixed medicines*

The book mentions that "people thought it was indecent or irreligious to dissect a human body. And if anyone did such a thing, he did it in secret if he did it at all." Why do you think people of the time took this perspective? Some of the influence came from Christianity, which believes every human being is uniquely made in God's image. As such, there is a certain amount of holy respect and awe for God's creation, especially the human body since people are said in the Bible to be made in the image of God (see Genesis 1:26-27, for instance). Fortunately, some Christians also understood that since God created the world and everything in it, they had a duty to explore and seek to understand God's creation, which included learning how the human body works. This is why many Christians were eventually on the forefront of science and medicine. Still, given that human beings are made in God's image, Christians who work with human remains for scientific purposes should do so with "trembling awe," as C.S. Lewis put it (*God in the Dock*, "Vivisection," p. 226). [p. 136]

#### Timeline and Map Points

Every Man his own Doctor; or, the Poor Planter's Physician is first published by Benjamin Franklin in Philadelphia (1734)

London (E3); Oxford (E3); Cambridge (E3) (map 4)

## How it works:

1. Read the assigned pages from the schedule.
2. Do the vocabulary and Discussion Questions.
3. Do the timeline, Map, and any other activities.
4. Now you're ready to move on to the next subject!

# TRY BEFORE YOU BUY!

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# Level F: History/Bible/Literature

Days 1–5: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 1

Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
BIBLE	<b>Student Reading</b>	Psalm 1	Psalm 2	Psalm 3, 4	Psalm 5	Psalm 6
	<b>Parent and Student Reading</b>	John 1:1–28	John 1:29–51	John 2	John 3:1–21	John 3:22–36
	<b>Case for Kids</b>			“Case for a Creator for Kids” Introduction		
	<b>Memorization<sup>1</sup></b>	Psalm 91:1–2. <sup>1</sup> Read aloud twice each day this week.				
	<b>All Nations Shall Worship</b>	Track 11. Listen to this track the entire week. This CD includes all the memorization verses for the year set to music. We list the track with the same Bible passage as the one your child is learning.				
HISTORY & GEOGRAPHY	<b>Journey to the Eastern Hemisphere<sup>2</sup></b>	<b>China: The Big Picture</b> through “Zhou Dynasty”	<b>Confucianism</b> through “Ming Dynasty”	“Manchus” through “China as a Republic”	“Communists Win Control” through “China Today”	
	<b>Eastern Hemisphere Notebook Pages<sup>2</sup></b>	The Big Picture & China Timeline #1–2 (pp. 5–6)	China Timeline #3–9 (pp. 6–7)	China Timeline #10–15 (pp. 7–8)	China Timeline #16–20 (p. 9)	
	<b>China Kit</b>					China Kit: Calligraphy
	<b>100 Gateway Cities<sup>2</sup></b>	pp. 11–14	pp. 15–18	pp. 19–22	pp. 23–26	
	<b>Current Events<sup>2</sup></b>					
READ-ALOUDS	<b>Where the Mountain Meets the Moon<sup>3</sup></b>	chaps. 1–2	chaps. 3–6	chaps. 7–11	chaps. 12–13	chaps. 14–16
	<b>All the Small Poems<sup>3</sup></b>	“porches”		“cow”	“zinnias”	
READERS	<b>Li Lun, Lad of Courage<sup>3</sup></b>	pp. 11–38	pp. 39–66	pp. 67–end		
	<b>Mission to Cathay<sup>3</sup></b>				chap. 1	chap. 2

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1. We cite the NAS, NKJV and KJV versions in our schedule table for your convenience, since it correlates to the version used in *Sing the Word*. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.
2. See the notes for the **Bible and History** titles below.
3. Find the notes for the Read-Alouds and Readers in **Section Three**.



## How to” Quick Start Information

### Record Keeping

To keep track of your progress, simply place a check mark in the corner of each assignment on the weekly schedule chart as your children finish it. If your state/country requires you to keep a daily record of when (what date) you completed a project, and/or how many hours you spent on a subject, then record that information as well. If you decide to reuse your Instructor’s Guide with a second child, then add each child’s initials next to the check mark or hours.

### Vocabulary & Cultural Literacy

Knowing definitions is critical to understanding. That’s why we’ve included important vocabulary terms in your Instructor’s Guide.

In all of our study guides, we categorize the words we highlight in two ways. **Vocabulary** words are words your students will probably encounter in other texts—not just those included in this curriculum. We list these words within an excerpt of the text from the book in which they are found so that you may challenge your students to define the terms using the clues found in the context of the rest of the story. Simply read these short quotes aloud and see if your students can tell you the meaning of the bold italicized terms.

**Cultural Literacy** terms are words that, if defined while your students are reading, will broaden and deepen their understanding of the text. However, these words are generally specific to course content, and we wouldn’t expect your students read or hear them on a regular basis. You may use these words, formatted in bold followed by a colon and their definitions, more like a convenient glossary.

### To Discuss After You Read

In the “To Discuss After You Read” section, the comprehension questions are meant to help your children focus on some of the more important aspects of the stories you read together. Our intent with this additional material is to provide you with the resources you need to get every bit of enjoyment you possibly can from a book.

### Timeline

Your children will record significant people and events in a spiral-bound timeline book. Over the years, you’ll fill this book as your children’s knowledge and understanding of history expands.

The † symbol indicates it has an accompanying figure in the Sonlight Timeline Figure packet. Place these stickers into your timeline book. Timeline suggestions are marked with a ⚙ symbol. Handwrite these suggestions into the timeline book as well.

When a timeline suggestion denotes a range of dates (e.g., 1865–1890), we recommend that you use the ending date when placing the figure on your Timeline.

All suggestions and figures can be found on the Timeline Figure Schedule, in Section Four.

### Map Points

We provide map suggestions from the assigned reading in the Study Guide. Look for the 📍 symbol on the schedule page and in the notes. Use the coordinates and the location name in the notes to find each location on the laminated colorful maps in the front of the guide. Then, have your children note each location on your blank, **Markable Map** using a washable pen.

Complete the map assignments included in all of the guides to lend context to the stories your children are reading and improve their knowledge of geography.

### Further information and useful documents

If you would like further information on how to use the instructor guide, please login to your Sonlight Account and go the My Downloads section to access the “Understanding the Structure of Your Guide” and “Getting Started” documents.

For extra schedule pages, field trip planning sheets, and other documents specific to your guide go to the My Downloads section of your Sonlight Account (available to original purchaser only).

## Bible Reading

**Parents:** Eastern Hemisphere has a strong global perspective. As you study the Eastern Hemisphere together, your children will be challenged to consider other cultures and their need to hear about Christ. And, indeed, the need is great! This part of the world—specifically the area dubbed “the 10/40 Window”—has the most unreached people groups in the world: People who have never had a chance to even hear about Jesus!

As humans, we tend to stick with people who are like us. This “natural segregation” can be seen in most schools, work places, churches, and neighborhoods. We don’t often seek out those who aren’t like us. But God is very different from us! He came to us and He wants us to reach out to the rest of the world. He will go to extreme lengths to get His will done. Your children will encounter many passages of Scripture this year that will likely seem strange. This isn’t surprising. God is different from us, but He also became a man and dwelt among us—something emphasized in the Gospel of John, which you’ll begin reading this week. And fortunately, we have a Mediator who understands us and God (1 Timothy 2:5). By God’s grace, we can follow as God leads us to bring His good news to the world.

Together, you and your children (and on their own) will read Scripture this year. Some of the most perplexing and debated portions of Scripture await, so you won’t want to miss this opportunity to dig into biblical study with your children. On their own, they’ll read through the Psalms and the Gospel of Matthew, but look for notes in your Instructor’s Guide intended at times for parents, but sometimes for children, and sometimes for both.

We've also scheduled some wonderful books by Lee Strobel, author of popular and award-winning books such as *The Case for Christ*. Three of Strobel's books are included and are editions specifically adapted for children: *Case for Christ for Kids*, *Case for Faith for Kids*, and *Case for a Creator for Kids*. Strobel demonstrates the historical support for belief in Christ, the reliability of the New Testament, provides ample evidence for God, and answers many common objections to faith. Taken together, this trio of "Case for" books provides an engaging introduction to the defense of the faith, especially tailored for children.

## Day 1 Psalm 1

**Parents:** The book of Psalms, which your children will read over the next several weeks, echo many of the same themes brought up in Job and Ecclesiastes: God is righteous, yet the wicked seem to prosper. Why does it feel like God has abandoned me? God is huge, yet He cares for the oppressed. We have no hope but the Lord. The Psalms offer an excellent opportunity to discuss our emotions and thoughts about God, both the cries of pain and the songs of praise.

There are many kinds of psalms, so it will help to have a general background on them. Keep in mind some important points. Some psalms are praises to God, intended as songs set to music for worship purposes. Other psalms are at times prayers against wicked people, while some psalms seek to impart wisdom. Psalms involves poetic literature. Hebrew poetry sometimes uses acrostics, when the first letter in a sentence or passages have some deeper meaning or structure in mind. Hebrew poetry also uses contrasts of ideas, often seeking to balance concepts by repeating information in a different form or way.

How can you go about helping your children to interpret Psalms? One book suggests asking three key questions: "(1) What is happening in the psalm: complaint, praise, thanksgiving, instruction? (2) Who is speaking: an individual or the community? If an individual, is he a spokesperson for a group, such as a king, a priest, or a prophet, or an individual complaining of suffering or giving thanks for deliverance? ... (3) Is the king mentioned? Do words like 'anointed,' 'son,' or 'shield' denote his relationship to God and Israel?" (*Old Testament Survey* by William Lasor, David Hubbard, and Frederic Bush [Eerdmans, 1996], p. 431).

If you have a difficult time interpreting a particular psalm, try looking through the notes of a good study Bible. Two helpful ones include the *NIV Study Bible* and the *ESV Study Bible*.

**Parents and Students:** This week you'll begin reading together through the Gospel of John, which likely was the last of the four Gospels written. Matthew, Mark, and Luke are quite similar in many respects, leading scholars to group them together using the term Synoptic Gospels. Synoptic basically means "seeing together," which generally applies to Matthew, Mark, and Luke. John, however, has some differences. John, for instance, chooses to leave out material that the other Gospels include such as some parables, the establishment of the Lord's Supper (communion), the Transfiguration, and some short sayings of Jesus. Only John includes the many "I am" sayings of Jesus, too. Keep in mind that there is nothing in John that contradicts the other Gospels, so it seems John, moved by the Holy Spirit, emphasized other areas, which often makes his Gospel more personal and accessible to readers.

**Parents and Students:** This week you'll read about how Jesus, the Word, fulfills something Job asked for in the Old Testament: A mediator between human beings and God. Since God is so different, we need someone who can go between us and God, and Jesus does just that. He performs miracles and gives us the words of life, but He still does things that can be difficult. He drives merchants out of the Temple with a whip and says things that confuse His would-be followers.

—Robert Velarde

## 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.

Day  
ALL

### 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." 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 complete a number of pages and assemble them into a keepsake 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 (Item #FCG1). 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 points 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 information they need. Please model how to search for the information 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.

Throughout our curriculum we will offer suggestions on phrases that you can search to find applicable information. You may want to preview any sites before allowing your student to view them to ensure the site is appropriate.

**A Final Note**

We hope that you enjoy your adventure this year and that it helps you learn more about the world we live in. If we can be of any assistance, please do not hesitate to e-mail us at [main@sonlight.com](mailto:main@sonlight.com), call us at (303) 730-6292, or better yet, join our Sonlight Connections Community ([sonlight.com/connections](http://sonlight.com/connections)), where you can chat with others who are going through this same program. You can ask questions, learn new ideas, share with others what you have learned, problem-solve, or just talk. Happy exploring!

Day  
**1****The Big Picture (pp. 5–6)**

On the Notebook Page under “The Big Picture,” have your children write three facts about China they found interesting.

Find sample answers within these notes. Have your children follow the directions on the activity sheets.

*Possible answers: 1.3 billion people; has the longest recorded history; a land of contrasts; started as a united nation in 221 BC; is currently communist-controlled*

Day  
**1****China Timeline #1-2 (pp. 6–9)**

*Possible answers:*

1. *Bronze vessels, war chariots, written records*
2. *Confucius—live morally, respect others, lead family-focused life*

**Timeline and Map Points**

- † **Confucius (ca 551–479 BC)**
- † **Shang dynasty (ca. 1600–1066 BC)**

Day  
**2****China Timeline #3–9 (pp. 6–9)**

*Possible answers:*

3. *Strong central government; strict laws, clear authority, efficient administration; Great Wall; united kingdom; standardized writing; terra cotta warriors*
4. *Cultural growth in science, art, and education, Silk Road began, introduction to Buddhism*
5. *Reuniting China and the Grand Canal*
6. *Printing, poetry, literature, arts, Golden Age, Buddhism*
7. *Paper currency, astronomical clock, improved rice production, moveable type, porcelain painting*
8. *Foreign rule, Marco Polo and Kublai Khan*
9. *Forbidden City, sailed junks with rudders*

**Timeline and Map Points**

- † **The Great Wall of China built (221+ BC)**
- † **Marco Polo (1254–1324) travels to China**

Day  
**3****China Timeline #10–15 (pp. 7–8)**

*Possible answers:*

10. *Foreign rule, Opium War, Treaty of Nanjing, insufficient food*
11. *Demanded equal rights for women, sought land redistribution; 20 million people killed*
12. *Lost control of Taiwan and Korea, granted all countries equal rights to Chinese ports*
13. *Members fought western and Christian influences*
14. *Led by Sun Yat-Sen (first president); sought nationalism, democracy, and socialism*
15. *Time of turmoil; the republic destroyed by Manchu leader; Yuan sought a dictatorship; Communists rose up to defeat Yuan and Nationalists*

**Timeline and Map Points**

- † **Sino-Japanese War (1894–1895)**
- † **Boxer Rebellion (1900)**

Day  
**4****China Timeline #16–20 (p. 9)**

*Possible answers:*

16. *Seized land from landlords and redistributed it; annexed Tibet; supported North Korea in Korean War*
17. *Forced farmers to abandon their crops and work in factories, leading to a devastating famine—over 20 million dead*
18. *Sought to destroy China's traditional culture, leading to millions killed and instability*
19. *The communist government cracked down on students who sought more democracy and freedom of speech*
20. *Built 3 Gorges Dam; hosted Olympic Games*

**Timeline and Map Points**

- † **Communist regime rules China (1949–Present)**

## China Kit

Day  
5

### China Kit: Calligraphy

Find the calligraphy set and brushes in the decorated box. Have your children follow the instructions in it.

## 100 Gateway Cities

Day  
1

pp. 11–14

### Markable Map Suggestions

Each city assigned has a map in the book, showing you the location within the country. For your geography assignment, have your children locate each city on the markable map as you read the description. Use *100 Gateway Cities* as your answer key.

Day  
2

pp. 15–18

Take a moment to note where the 10/40 window is—even if you just look at the cover of the book.

Day  
3

pp. 19–22

As you begin this daunting task of praying for cultures steeped in unbelief, take heart! Change really does occur. God loves these people and desires for their freedom. As a word of encouragement, in Sonlight's Level A, we have a book of prayer for people without Bibles. This is their second version because most of the 26 people groups listed in the first book now have at least parts of the Word in their language. God is moving. As we pray, He answers.

## Current Events

### Report

We believe that by fifth and sixth grade students need to begin learning about world affairs—matters of social, political, economic, and cultural concern. They should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

Once each week, on the last day of the week, students must report verbally on some matter of significant local, regional, national, or international concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)?

Please read the same article as your children read and add background information to aid in your children's understanding. If you come across an uncommon or unfamiliar term explain it. Give her whatever historical, cultural, and other background you can, as well as talk about any parallel situations with which she might be familiar from her studies of history or other cultures.

The best time to hold these discussions about current events is over the dinner table.

### A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. Then children are better able in the future to read articles about the same people or the same or related events.

And, we keep up on current events to pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad."

Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people's mistakes.

By reading the newspaper we give God the opportunity to lead us in new directions. Imagine. Are you likely to go someplace or serve a people group you've never heard of? Hardly! Nor are you likely to try a new idea if you've never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider. ■

# Level F: History/Bible/Literature

Days 6–10: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 2

	Date:	Day 6	Day 7	Day 8	Day 9	Day 10
BIBLE	<b>Student Reading</b>	Psalm 7	Psalm 8	Psalm 9	Psalm 10	Psalm 11
	<b>Parent and Student Reading</b>	John 4:1–26	John 4:27–54	John 5:1–30	John 5:31–47	John 6:1–24
	<b>Case for Kids</b>			"Case for a Creator for Kids" chap. 1		
	<b>Memorization</b>	Psalm 91:1–4. Read ten more times this week <u>out loud</u> —twice each day.				
	<b>All Nations Shall Worship</b>	Track 11. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<b>Journey to the Eastern Hemisphere</b>	<b>Meet the People of China</b>	<b>Land, Water, and Climate in China</b>	<b>Everyday Life in China</b> through "Recreation"	Confucian Writings	"Education" through <b>China's Government</b>
	<b>Eastern Hemisphere Notebook Pages</b>	Map It & Meet the People of China (pp. 10–12)	Land, Water, and Climate (p. 12)	Everyday Life in China (p. 12)	Confucian Writings (p. 13)	Government (p. 14)
	<b>100 Gateway Cities</b>	"Changchun," p. 107 📍 <i>Changchun</i>	"Urumqi," p. 108 📍 <i>Urumqi</i>	"Lhasa," p. 109 📍 <i>Lhasa</i>		
	<b>Current Events</b>					
READ-ALOUDS	<b>Where the Mountain Meets the Moon</b>	chaps. 17–18	chaps. 19–22	chaps. 23–24	chaps. 25–30	chaps. 31–34
	<b>All the Small Poems</b>	"chairs"	"sun"		"coins"	
READERS	<b>Mission to Cathay</b>	chap. 3	chap. 4	chap. 5	chap. 6	chap. 7
<b>Additional Subjects:</b>						

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## Bible Reading

**Parents:** John 4 presents an interesting discussion Jesus has with a Samaritan woman. Samaritans were viewed as being less than “real” Jews and were considered unclean. Jesus, though, breaks through these cultural differences and engages the woman in conversation—something the men of this time generally avoided, especially with Samaritans. Note in verse 27 that the disciples “were surprised to find Him talking with a woman.” This whole episode of Jesus talking with the Samaritan woman has interesting applications for us today. Christ doesn’t care about how the world may view us and He cares deeply about us as individuals. Even though He knows us and everything about our lives, He wants to have a meaningful relationship with us and draw us closer to himself.

## Memorization (Bible)

Day  
**ALL**

Psalm 91:1–4

- <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!”
- <sup>3</sup> For it is He who delivers you from the snare of the  
trapper, And from the deadly pestilence.
- <sup>4</sup> He will cover you with His pinions,  
And under His wings you may seek refuge;  
His faithfulness is a shield and bulwark.

## Journey to the Eastern Hemisphere

Day  
**10**

"Education" through "China's Government"

Under the "China's Government" section, the author states,

*"...as other regions that fall under slightly different classifications, such as Tibet, Taiwan, and Hong Kong."*

To this date (2018), Taiwan functions as an independent nation with a democratic form of government, and a seat within the United Nations. The People's Republic of China frequently states that Taiwan belongs to its mainland. Although Chinese people live in Taiwan, the two nations have been separated for more than fifty years. Time will tell if communist China allows such a situation to remain.

The article states,  
*"Citizens 18 years of age or older are allowed to vote in elections."*

With a single party system, this may be less significant than this sounds.

## Eastern Hemisphere Notebook Pages

Day  
**6**

Map it & Meet the People of China (pp. 10–12)

### Map It

Please find the blank map of China in the China Notebook Pages. Have your children plot the cities and points of interest listed on the “Map It” section of the China Notebook Pages. For some of the more difficult to find locations, we have provided your children coordinates of the location on their blank map. Help them use the coordinates to narrow their search for the location. Please note we have not provided coordinates for all locations.

We have provided you the answer key for the map, located directly after these notes. Feel free to use the answer key to assist your children.

### Meet the People of China

**Note:** you will find this section after "Map It" on p. 12 of the notebook pages.

Possible answers:

1. *has many dialects spoken; one form of writing*
2. *China falls under one time zone*
3. *the large population—1/5th of all the people on Earth are Chinese*
4. *Due to one-child policy, there are more men than women*

Day  
**7**

Land, Water, and Climate (p. 12)

Possible answers:

1. *Fourth largest country*
2. *Due to its size, it has a wide variety of climate zones*
3. *Contains mountains, deserts, plateaus, and plains*
4. *Has the third largest river in the world (the Yangtze)*
5. *Has a widely varied climate*
6. *Part of the Ring of Fire*

Day  
**8**

Everyday Life in China (p. 12)

When you read about religion and freedom in China, share with your children any information you glean from the following article.

Possible answers:

1. *Multiple generations live together; a more patriarchal society; people live in high rise apartments; rural areas are more primitive; is an atheist nation*
2. *The Chinese New Year is the most important holiday; millions of people rise at dawn to practice tai chi in public parks*



### The Official Story

A White Paper issued by the Chinese government states that “[c]itizens of China may freely choose and express their religious beliefs, and make clear their religious affiliations.”<sup>1</sup> Official Chinese government statistics estimate that there are over 200 million followers of various religious faiths and more than 3,000 religious organizations throughout China.<sup>2</sup> That sounds impressive, doesn’t it? It certainly does not sound like an overly-repressive environment.

### A Different Perspective

Each year the U.S. Department of State issues its International Religious Freedom Report which summarizes the status of religious freedom around the world. In its 2004 report, the State Department again named China one of eight “Countries of Particular Concern,” categorizing it as a country known to use “totalitarian or authoritarian actions to control religious belief or practice.”<sup>3</sup> Echoing the State Department’s assessment, International Christian Concern classifies China as a government-sanctioned persecutor known for both: (1) “repeated human rights offenses that occasionally may result in the loss of life and include lengthy detentions, beatings and the confiscation or destruction of property”; and (2) “numerous violations that include fines, discrimination in education, employment or the electorate process, insufficient legal representation, and restrictions on places of worship.”<sup>4</sup>

Upon closer inspection, it appears that religious freedom in China only applies to government-sanctioned churches and registered places of worship. There are five official religions in China: Buddhism, Islam, Taoism, Catholicism, and Protestantism. Registered, state-sanctioned churches within these religions are not likely to experience the “[p]articularly severe violations of religious freedom” discussed in the 2004 State Department report. Apparently those violations are reserved for members of underground or “house” churches.

### Persecuting the Underground Church

In recent years, China has seen a huge increase in the number of people joining unregistered religious groups. These underground or “house” churches (so named because they meet secretly in homes) have multiplied greatly due to restrictions placed on state-sanctioned official churches. For example, the official Protestant churches in China must teach that the state is more important than God and must not evangelize. Such rules are obviously against the clear doctrines of Christianity, thus leading many to seek underground alternatives.

The problem is that Chinese law considers spiritual activities in unregistered churches illegal, therefore participants can be punished. And that is exactly what is happening. The State Department’s 2004 report noted that members of many underground churches were subjected to various forms of persecution, including intimidation, harassment, detention, threats, extortion, torture, and even death.

The report concludes that the Chinese government “tries to control and regulate religious groups to prevent the rise of groups that could constitute sources of authority outside of the control of the Government and the Chinese Communist Party.”<sup>5</sup> When you realize that official Communist Party doctrine directs its members to be atheists and the government teaches atheism in schools, it’s easy to see why many consider religion “restricted” in China.

— Note by Duane Bolin

Day  
9

Confucian Writings (p. 13)

Follow the directions on the Notebook page.

Day  
10

Government (p. 14)

Answer: Communist ■

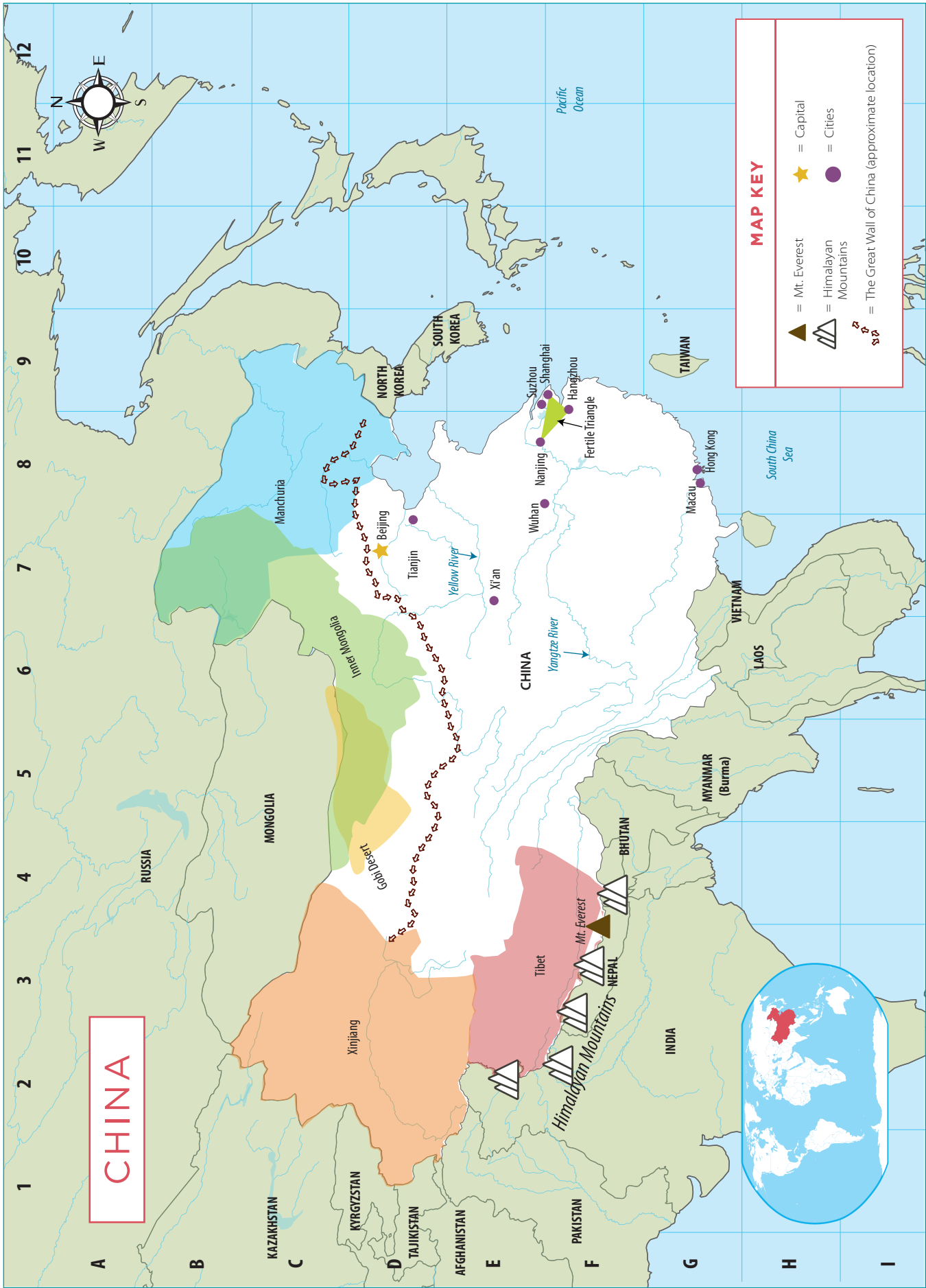
1. Freedom of Religious Belief in China, Information Office of the State Council of the People’s Republic of China, October 1997, Beijing.

2. U.S. Department of State, 2004 International Religious Freedom Report, <http://www.state.gov/g/drl/rls/irf/2004/35335.htm>, viewed on November 30, 2004.

3. Ibid.

4. <http://www.persecution.org/newsite/countryinfodetail.php?countrycode=16> and <http://www.persecution.org/newsite/code.php>, viewed November 30, 2004.

5. U.S. Department of State, 2004 International Religious Freedom Report.



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# Level F: History/Bible/Literature

Days 11–15: Date: \_\_\_\_\_ to \_\_\_\_\_

Week Overview																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

## Week 3

	Date:	Day 11	Day 12	Day 13	Day 14	Day 15
BIBLE	<b>Student Reading</b>	Psalm 12, 13	Psalm 14	Psalm 15	Psalm 16	Psalm 17
	<b>Parent and Student Reading</b>	John 6:25–71	John 7:1–24	John 7:25–52	John 8:1–30	John 8:31–59
	<b>Case for Kids</b>			"Case for a Creator for Kids" chap. 2		
	<b>Memorization</b>	Psalm 91:1–6. Read it ten more times <u>out loud</u> —two times every day. Any more insights into how the passage should be read and/or understood? Continue to note your insights.				
	<b>All Nations Shall Worship</b>	Track 11. Listen to this track the entire week.				
HISTORY & GEOGRAPHY	<b>Journey to the Eastern Hemisphere</b>	<b>Communism</b>	<b>Chinese Culture</b> through "Music"	"Fashion" through <b>China's Wildlife</b>	<b>The Economy of China</b>	
	<b>Eastern Hemisphere Notebook Pages</b>	Communism (p. 14)	Chinese Culture (p. 14)	China's Wildlife (p. 14)	China's Economy (p. 14)	Choose Your Own Adventure (pp. 15–16)
	<b>100 Gateway Cities</b>	"Lanzhou," p. 110 🌐 <i>Lanzhou</i>	"Beijing," p. 111 🌐 <i>Beijing</i>	"Hohhot," p. 112 🌐 <i>Hohhot</i>		
	<b>Current Events</b>					
READ-ALOUDS	<b>Where the Mountain Meets the Moon</b>	chaps. 35–37	chaps. 38–39	chaps. 40–42	chaps. 43–45	chaps. 46–48
	<b>All the Small Poems</b>	"aquarium"	"pig"		"jewels"	
READERS	<b>Mission to Cathay</b>	chap. 8	chap. 9	chap. 10	chap. 11	chap. 12 🌐 📖
<b>Additional Subjects:</b>						

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### Bible Reading

**Parents:** There's a lot happening this week in John including the feeding of the five thousand, Jesus walking on water, and an interesting encounter beginning in John 8:12. Jesus makes some astonishing claims that are not missed by his critics. He says he is "the light of the world." The discussion

becomes heated and in verse 48 the critics accuse Jesus of being "a Samaritan and demon-possessed" (it seems they have forgotten their manners!). Matters escalate when Jesus suggests he has seen Abraham (verses 55–56). His critics are doubtful, but Jesus replies in verse 58, "I tell you the truth ... before Abraham was born, I am!" His critics are less than impressed and in verse 59 they gather stones to stone

Jesus for his remark. Why would they do this? Because Jesus equated himself with the eternal God—something the Jews of the day considered blasphemous. We might miss this in the English translation, but in the Greek it's pretty clear. Jesus uses the same Greek words that are found in a Greek translation of the Old Testament known as the Septuagint. In Exodus 3:14, God says to Moses to tell people that "I am" has sent Moses, recalling the name of God. The phrase "I am" in the Greek is *ego eimi* and Jesus uses this exact phrasing in John 8:58. In other words, Jesus equated himself with God.

## Memorization (Bible)

Day  
**ALL**

Psalm 91:1–6

- <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!"
- <sup>3</sup> For it is He who delivers you from the snare of the  
trapper, And from the deadly pestilence.
- <sup>4</sup> He will cover you with His pinions,  
And under His wings you may seek refuge;  
His faithfulness is a shield and bulwark.
- <sup>5</sup> You will not be afraid of the terror by night,  
Or of the arrow that flies by day;
- <sup>6</sup> Of the pestilence that stalks in darkness,  
Or of the destruction that lays waste at noon.

## Eastern Hemisphere Notebook Pages

Day  
**11**

Communism (p. 14)

Possible answers:

1. *Public/communal ownership (no private ownership)*
2. *Government controlled industries*
3. *Claims financial security and equality for all*
4. *Belief that capitalism is unfair—workers not compensated fairly*
5. *Most people are poor, with a few government officials that are very wealthy*
6. *Single political party*

Day  
**12**

Chinese Culture (p. 14)

Possible answers: *pottery, sculpture, printing, calligraphy, architecture, etc.*

Day  
**13**

China's Wildlife (p. 14)

Possible answers: *pandas, gibbons, Siberian tigers, elephants, Bactrian camels, etc.*

Day  
**14**

China's Economy (p. 14)

Possible answers: *a large exporter of goods; has an aging population; people have a "below-average" home; has the world's largest labor force; media is controlled.*

Day  
**15**

Choose Your Adventure (pp. 15–16)

Help your children pick one of the projects to complete under "Choose Your Adventure" in the China Notebook Pages.

## 100 Gateway Cities

Day  
**11**

"Lanzhou" p. 110

### Introductory Comments

Kristie in British Columbia wrote:

*My daughter is finding this book pretty tedious. I am wondering if anyone has suggestions for using it? Or have others just shelved it?*

Judy in Texas had a different response:

*We used it as part of our family devotions. We read at dinner time about three times a week and discussed then prayed as a family. We each picked an item to pray about which we found interesting. We sometimes prayed around the table and other times one person led in prayer. It has been very meaningful!!! We don't use any one method for family devotions for very long so *100 Gateway Cities* is on the shelf just now. It will come out again later. Hope this helps.*

Kathy A wrote:

*We did [Eastern Hemisphere] last year and found this book difficult to use as well; I either skipped it or read it myself and summarized for the kids. We also signed up for a student publication from Voice of the Martyrs called *LINK* that covers many of the countries in the 10/40 window. You can contact Voice of the Martyrs at (918) 337-8015 or [thevoice@vom-usa.org](mailto:thevoice@vom-usa.org).*

*One note. When you sign up for *LINK* for students you also get a newsletter for parents called *The Voice of the Martyrs* which I found very challenging for my own understanding of the persecuted church. It is rather graphic, not in a sensational way, but I wouldn't want my kids to read most of it; that's why they have a publication for kids! Both publications are free.*

Finally, Sarita commented:

*We have to be aware that Satan really does not want us to pray, so I wonder if some of the struggles people have with this book is the fact that it has to do with true spiritual warfare! ■*

**Section Three**

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**Reading Assignments and Notes**

Read Alouds

**Note:** Not every poem will have questions—on those days just read and enjoy!

You are in for a treat with this book. Poet Valerie Worth focuses on one simple object in each of these, describing it creatively and brilliantly.

In order to make the reading more interactive, don't read the title. See if your students can guess what each poem is about. (The earlier poems usually state the object explicitly, which makes the guess very easy.)

You'll notice that Worth has chosen not to capitalize any of her titles. That's allowed in poetry, where rules are made to be broken. In other respects, she keeps to standard poetic punctuation: capitalizing the first word of each line, using proper punctuation within the poems.

Here's a slightly confusing thing. You know how sometimes you read a book, and the author is clearly not the same as the person telling the story? Like when Herman Melville begins *Moby Dick* with the words "Call me Ishmael." It's not because Herman Melville (the writer) wanted to change his name. He was telling the story of the great whale hunt through a fictional character.

In poetry, you have a similar situation. The poet or author is the writer. But you can't assume that the everything the poem says is about the writer. Robert Browning wrote, "That's my last duchess hanging on the wall," not because he was a duke who was looking for a spouse, but because he had a fantastic story to tell in his poem "My Last Duchess."

The speaker is not always the same as the author.

Day  
1

"porches"

**To Discuss After You Read**

Q: In poetry, a *stanza* is a visual grouping of lines. How many lines are in each stanza?

A: *two*

Two lines of poetry, set apart, is called a *couplet*.

Q: The speaker describes two different porches. How many couplets describe each porch?

A: *three*

Notice how the first couplet of each porch has an almost identical first line, and the last word of the second line rhymes: *still* and *spill*.

Q: What is the difference in feeling between the front and back porches?

A: *the front porch is very formal, and the back porch is more relaxed and friendly*

Day  
3

"cow"

**To Discuss After You Read**

This poem offers amazing repetitions of sound. Notice that a quarter of the words have the *k* sound (eight words out of 31): *cow, coming, across, like, like, peaks, like, rocks*. Then there's the *t* sound in another 20%: *toward, jut, stone, too, late, stops*.

All these harsh sounds combine to emphasize the creakiness, the angularity, of the cow.

(And, yes, that's intentional. Poets focus intently on the sounds of the words they use.)

Day  
4

"zinnias"

**To Discuss After You Read**

The description of the zinnias is spot on. (They are a fun flower to receive, because they do last so long after being cut!)

But what fascinates me about this poem is that the first stanza makes the zinnias sound almost harsh: "stout and stiff" sounds like a no-nonsense person, maybe a Victorian orphanage head. It's not an attractive paragraph.

In the second stanza, the zinnias are long-lasting, almost with a sense of fierce determination. And when the speaker says, "I know / Someone like zinnias," I don't think the speaker is offering a compliment. It would be like saying, "I someone who is really uptight and stuck in her ways, who always appears just so and has no idea how to relax."

But then the speaker suddenly changes to say, "I wish / I were like zinnias." And that is so surprising! I wonder which of the attributes—or all!—the speaker finds attractive.

Day  
6

"chairs"

**To Discuss After You Read**

The shape of this poem is almost a chair—can you see it? When that happens, it's called a "shape" or a "concrete" poem.

Day  
7

"sun"

**To Discuss After You Read**

Q: What is the contrast in this poem?

A: *the leaping fire sun that also somehow makes warm, attractive squares of sunshine in the house*

Notice how many *r* sounds show up in these three stanzas: *fire, near, warm, squares, floor, where, curl, purr*.

It's almost like the poem is purring!

Day  
9

"coins"

**To Discuss After You Read**

Before reading this poem, you might think that coins are cold and hard. But then here is the poem to change your perspective: they're pleasant, neat, smooth, a little heavy, with a feeling of worth.

- Q: Did you have some kind of response to these three couplets? Do you want to go pick up some coins, or count or stack some?

Day  
11

"aquarium"

**To Discuss After You Read**

This poem sets up a contrast between the quick goldfish and the slow, sticking snail.

- Q: Can you find the three exact rhymes in this poem? They don't just come at the end of the line, which makes it a bit tricky.  
A: *scales/snails, flick/stick, away/stay*

Sometimes words have a half-rhyme, though. This is when either the consonant sound or the vowel sound are the same. Look at this example of similar consonants: *goldfish/flash*. And this of similar vowels: *flick/slip/stick, green/weed, round/brown*.

Such a lot of similar sounds packed into a short poem! What a master of word use!

Day  
12

"pig"

**To Discuss After You Read**

The poem moves from straight description (big, gray-haired) to interpretation: the pig wants to be comfortable, and doesn't care how that comes to pass.

- Q: The speaker seems to find that an attractive quality. What do you think? Do you like laid-back people who seek their own comfort?

Day  
14

"jewels"

**To Discuss After You Read**

- Q: What is the primary contrast in this poem?  
A: *the beautiful descriptions of casks of jewels in story-books, versus the reality of a single gem on a finger*

Day  
16

"tractor"

**To Discuss After You Read**

A *simile* is a comparison that uses either the word like or the word as. "She was as cute as a button." Or "He eyed the newcomers like a wary rooster, ready to protect his flock."

- Q: What is the simile in this poem?  
A: *the tractor is "Like a heavy / Brown / Grasshopper"*

Day  
17

"grass"

**To Discuss After You Read**

- Q: If a lawn is "Clipped, empty / Quiet," how does that compare with a field of grass?  
A: *the fields are long enough to tangle with leaves, filled with seeds, whistle and slides, and hide "Whole rustling schools / Of mice." You get the sense that the field is vibrant, interesting, and unexpected*  
Q: Between the two, the lawn and the field, do you think the speaker has a preference? Do you share that preference?  
A: *she certainly seems to prefer the field. Personally, though I can recognize the beauty of a field, if I have to walk around outside, I definitely prefer the cut grass*

Day  
19

"dog"

**To Discuss After You Read**

What I love about this poem is how carefully observed every moment is. You can picture the dog lying down, snapping at a fly, sighing, and sleeping.

- Q: How would the poem change if it ended "sleeps / All afternoon / In his sleek skin" instead of "loose skin"? Why do you think the author chose the word "loose"?  
A: *loose is a relaxed word, while sleek is more energetic. Loose makes you think he's older, or maybe a hound dog, a comfortable dog*

Day  
21

"raw carrots"

**To Discuss After You Read**

- Q: The first stanza describes how a person might experience a raw carrot. I don't know that I would say that carrots taste "Like some crisp metal." What do you think?  
Q: How does the poem shift in the second and third stanzas?  
A: *it describes how a horse eats a carrot. And there was no way to predict in advance that this was the direction the poem would take!*  
Q: The last stanza shifts again. Do you think the speaker is correct?  
A: *I'm not sure why the poet would assume that horses taste the same way that people do. But it is interesting to think about!*

Day  
22

"marbles"

**To Discuss After You Read**

Look how the sounds shift through the poem: *from h heavy, handful, held, weighed, hard, to g glossy, glassy, to c cold, clicking, to b back, bag.*

Then at the end, when the poet really wants to emphasize the words, she stops that repetition: "Treasure: round jewels, / Slithering gold."

Such an amazing description of marbles!

Day  
24

"clock"

**To Discuss After You Read**

Look at the poem: two words per line, almost like a tick-tock. (You can read it in a tick-tock way.) But then the end: "Poor / Clock." One word per line and then the end—the poem echoes the stopped clock! (So clever!)

Day  
26

"duck"

**To Discuss After You Read**

Q: What is the simile in the first two lines?

A: *like a toy*

Q: A *metaphor* is a comparison that doesn't use the words *like* or *as*. "The world's your oyster" or "You're a peach" are two examples. The rest of the poem uses several metaphors. See if you can spot at least one.

A: *rubber-skinned feet. Wooden / Yellow-painted beak. Glass water-drops. Flat china back*

Day  
27

"daisies"

**To Discuss After You Read**

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

A: *they've made it a celebration!*

When a poem continues from one line to the next, without a comma or obvious break at the end of the line, this is known as *enjambment* (en JAM ment). Obviously, most of these poems use lots of enjambment, because sometimes the whole poem (like in this case) will be a single sentence.

But notice the difference in feel between the line that ends *celebrations*— and the lines that end *petal-* and *white-*. The line with an em-dash is not enjambed. The two lines that end with a hyphen are enjambed.

Q: It's an unexpected choice. Why would the author choose to leave *petal-* and *white-* open like that?

A: *maybe to show a sense of hurrying along, of being pulled to see the next flower, and the next? But then, why not also enjamb "golden-eyed"? It's a bit of a mystery!*

Day  
28

"pie"

**To Discuss After You Read**

Q: This poem is enough to make me start drooling! What are some specific words in this poem that the author chose that make you think positively of pie?

A: *a round velvet mat, fitted gently, piled, covered, soft, dough-blanket, trimmed and tucked in tight, all so neat, so thick and filled and fat, happily*

Day  
29

"frog"

**To Discuss After You Read**

Q: You know how a stone thrown in a lake makes concentric circles? Worth does that with her word choices in this poem! The same word pops up in one stanza, then again, later—like a wave! See how many repeating words you can find!

A: *spotted/spots, stone/stone/stone, green/green/green, water/water, mossy/moss, gold/gold, circled/circles/circles, bright/bright, rings/rings. (And notice how these words keep popping up again—usually not right next to one another! So cool!)*

Day  
31

"pebbles"

**To Discuss After You Read**

This poem is about pebbles. You don't have enough space to collect all the pebbles in the world, so you need to be selective. And there's one pebble hiding, "meant for you / If you can find it."

Q: But that promise seems a little grandiose, a little over the top, doesn't it? There's a pebble out there that you need to locate?

It makes me wonder if the pebble is a symbol. In poetry, a *symbol* is something that stands for something else. A rose might stand for love. White stands for purity. Purple stands for royalty.

Q: In this case, the pebble might stand for a friend or a spouse. It might stand for a vocation or calling. Which of all the people, which of all the opportunities, will you take?

(But the thing about symbols is: they are open to interpretation! Maybe this poem is just about pebbles!)

Day  
32

"hollyhocks"

**To Discuss After You Read**

Q: Does the isolated hollyhock *really* build beside it the old woman's home?

A: *no, of course not. It's just in imagination. But because the house is tied so closely for the speaker with the flower, seeing the flower makes the speaker think of the home*

Day  
34

"cat"

**To Discuss After You Read**

Q: Can you find the simile in this poem?

A: *as warm as summer*

Q: In the poem "dog" on p. 21, we read of a different animal going to sleep. How do these two poems compare?

A: *the dog goes to sleep casually, floppily, outdoors in the summer. The cat prepares for sleep carefully, indoors in the winter*



Day  
1

Chapters 1–2

We open this year with a fairy tale that won the Newbery Medal. It is beautifully crafted and a pleasure to read. Please recognize that as a fairy tale, magical things occur. Compare it to fairy tales that occur in stories from your homeland. As you read this together with your children, highlight differences in family life that you notice.

**To Discuss After You Read**

- Q: The stories Minli’s father told kept Minli from dullness. Why did the stories keep Minli vibrant? [chap. 1]  
 A: *stories can take us outside our lives, can broaden our horizons, give us hope and pleasure*
- Q: Do you agree with Ma when she says, “Our house is bare and our rice hardly fills our bowls, but we have plenty of stories. What poor fortune we have!” [chap. 1]  
 A: *no, while the family owns a small house and sufficient food, we do not become happier with our possessions. A loving father and a cheerful daughter can more than compensate for fewer belongings*
- Q: Why does Minli buy the goldfish? [chap. 2]  
 A: *to bring fortune to her family, plus the goldfish acts so unexpectedly and this brought her pleasure, and she liked the looks of the fish; it is her money to spend as she wants*

Day  
2

Chapters 3–6

**To Discuss After You Read**

- Q: Why is Ma so unhappy? [chap. 3]  
 A: *she has no hope, no dreams, only hard work, and she wallows in her discontent*
- Q: What good came of Minli’s kindness to her father? [chap. 4]  
 A: *she didn’t want her weary father to give up his rice to her fish so she released it in the river*
- Q: Why does Minli feel uneasy about leaving home? [chap. 5]  
 A: *while she is not disobedient, she knows that her parents will worry*
- Q: What would you bring on a trip that differs from what Minli carried? [chap. 5]
- Q: What does Minli create with her bowl? [chap. 6]  
 A: *a compass*

Day  
3

Chapters 7–11

**Cultural Literacy**

**Lychee nuts:** lychee is a tropical fruit native to southern China. Lychee nuts is a name that usually refers to dried lychee fruits but is not really a nut. [chap. 10]

**To Discuss After You Read**

- Q: In Ma’s sorrow, she says hurtful words to Ba. She claims that it is his fault that Minli left. Does Ma speak the truth? How does Ba respond? [chap. 7]  
 A: *no, Minli left to stop Ma’s sighs; kindly*
- Q: What descriptive words would you use to describe Minli? [chap. 8]  
 A: *curious, compassionate, kind, hard-working, aware of the people around her*
- Q: Ba says that it is impossible to change their future with stories but not ridiculous. What does he mean? [chap. 9]  
 A: *while stories cannot change the family’s fortune, they can change hearts and bring joy*
- Q: Why isn’t Minli frightened by the dragon? [chap. 10]  
 A: *he was tied up and crying; plus dragons bring good fortune in Chinese folklore*
- Q: Why is the dragon unable to fly? [chap. 11]  
 A: *the painter made him unable to fly to humble the magistrate who bought the picture he came from*

Day  
4

Chapters 12–13

**To Discuss After You Read**

- Q: What advice does the goldfish man give Ma and Ba? [chap. 12]  
 A: *go home and trust Minli to come home to you; if the Book of Fortune can be changed, nothing is impossible*
- Q: Do the monkeys own the peach trees? [chap. 13]  
 A: *no, the trees grew from a fallen peach pit; the monkeys are merely greedy*

Day  
5

## Chapters 14–16

**To Discuss After You Read**

- Q: How does Minli get past the monkeys? [chap. 14]  
 A: *she uses their greedy nature to catch them in a fishnet; if the monkeys would drop the rice they would be free but since they are unwilling, they are captives*
- Q: Why do Ma and Ba decide to wait at home for Minli? [chap. 15]  
 A: *they were not meant to find Minli, the secret word or the paper of happiness*
- Q: Do you think Minli's fish was Aunt Jin? Why or why not? [chap. 16]  
 A: *probably, since she had searched all the rivers, and it seems that she searched for the Dragon's Gate*

Day  
6

## Chapters 17–18

**To Discuss After You Read**

- Q: Based on Minli's experience in the city, do you think the king is the guardian Minli seeks? [chap. 17]  
 A: *while he might be since his symbol is a golden dragon and dragons run throughout the story; he might not be since he is so unapproachable*
- Q: Why does the author not give a name to the buffalo boy? He would have had one since his parents died four years earlier. [chap. 18]  
 A: *maybe to demonstrate how poor he is, or to add mystery to him?*

Day  
7

## Chapters 19–22

**To Discuss After You Read**

- Q: Why is the boy unconcerned with who his friend really is? [chap. 19]  
 A: *he is just glad to have a friend*
- Q: How does Ma begin to change in this chapter? [chap. 20]  
 A: *she helps her husband carry the goldfish, she isn't so sharp with her words and she feeds the goldfish some of her precious rice*
- Q: Why does Minli share her last coin with the beggar and what is the result? [chap. 21]  
 A: *he reminds her of Ba, and she discovers that he is the king in disguise*
- Q: Describe the King. [chap. 22]  
 A: *decisive, punishes mean-spirited people, interested in the world around him, a keen judge of character, ...*

Day  
8

## Chapters 23–24

**To Discuss After You Read**

- Q: Why does the King wrestle with giving Minli the borrowed line? [chap. 23]  
 A: *the precious paper came from the Book of Fortune, and had been in his family for generations; it provided guidance in times of need; he decides to give it away as his family acquired it improperly*
- Q: How does the dragon acquire the borrowed line Minli needs? [chap. 24]  
 A: *from the guardians of the city who received it from the Man in the Moon*

Day  
9

## Chapters 25–30

**To Discuss After You Read**

- Q: What words do you think have been on the paper of happiness? [chap. 25]  
 Q: How did the King provide for Minli? [chap. 26]  
 A: *he provided her with provisions, a bed, and breakfast*
- Q: Is Minli's journey easy? [chap. 27]  
 A: *no, she has to unravel clues and travel through cold, desolate and dangerous territory*
- Q: Who do Ma and Ba pray to? [chap. 28]  
 A: *the moon!*
- Q: What was the tiger? [chap. 29]  
 A: *evil—it was larger than a real tiger, and different color and his claws contained poison*
- Q: Who was the green tiger? [chap. 30]  
 A: *a powerful spirit of an angry magistrate*

Day  
10

## Chapters 31–34

**To Discuss After You Read**

- Q: How do the twins destroy the green tiger? [chap. 31]  
 A: *they pretend the tiger's son took the boy. This enraged the tiger, who in revenge jumped into a well to fight his enemy*
- Q: What did the children use as a weapon against the tiger? [chap. 32]  
 A: *they encouraged his great anger toward his son*
- Q: How is the dragon saved? [chap. 33]  
 A: *the children's grandfather uses a tonic that counters the poison on his wound*
- Q: Where did the only plants that grew in the land come from? [chap. 34]  
 A: *during moonlit nights seeds fell from the sky and grew into unique trees*

Day  
11

## Chapters 35–37

**To Discuss After You Read**

- Q: What results from the storm? [chap. 35]  
 A: *while no house in the village was destroyed or people injured, the fish of Ba stops talking*
- Q: How did the magistrate become the green tiger? [chap. 36]  
 A: *he had filled his spirit with so much rage that when his body left, his spirit could not rest and turned into the tiger*
- Q: Why was it ineffective to fight the tiger with anger?  
 A: *it added to his power*
- Q: How did the villagers make Minli's new coat so quickly? [chap. 37]  
 A: *they formed it of patches cut from their own coats*

Day  
12

## Chapters 38–39

**To Discuss After You Read**

- Q: How was the family that was known for happiness saved from the evil magistrate? [chap. 38]  
 A: *rather than attempting to flee, they spent their last day together celebrating; the Man in the Moon moved them out of danger*
- Q: How does Minli use the red string of destiny and the page from the *Book of Fortune* to reach the Man in the Moon? [chap. 39]  
 A: *she creates a kite to reach him*

Day  
13

## Chapters 40–42

**To Discuss After You Read**

- Q: How did the story of “The Dragon’s Pearl” impact Ma? [chap. 40]  
 A: *she felt less desirous of the wealth of others when she realized that the dragon gave up his work to create the moon*
- Q: What does Minli promise the dragon? [chap. 41]  
 A: *that she will ask his question of why he can’t fly*
- Q: Where do the moon seeds in the Village of Happiness come from? [chap. 42]  
 A: *the tree chopped by the discontented man*

Day  
14

## Chapters 43–45

**To Discuss After You Read**

- Q: What one word causes the village to be happy? [chap. 43]  
 A: *thankfulness*
- Q: When Ma tells the story of herself, does she see accurately why Minli left? [chap. 44]  
 A: *while she recognizes that Minli left due to her unhappiness, she thinks Minli also left due to her own discontent—that was not true*
- Q: Why does Minli not need to ask the Man in the Moon her question? [chap. 45]  
 A: *she recognized that she doesn’t need to change her fortune*

Day  
15

## Chapters 46–48

**To Discuss After You Read**

- Q: Why did the dragon stop at Fruitless Mountain? [chap. 46]  
 A: *he thought he had come home*
- Q: What good fortune comes to the family on Minli’s return? [chap. 47]  
 A: *the family is reunited, the stone from the dragon is a precious dragon pearl, and the barren mountain sprouted life*
- Q: Where did the orange dragon come from? [chap. 48]  
 A: *the goldfish Minli released must have found the Dragon’s Gate, gone through and been transformed* ■

**Section Three**

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# **Reading Assignments and Notes**

Readers

Day  
1

pp. 11–38

**Setting**

Lao Shan, China

**Overview**

Although his family and members of his village are all fishermen, Li Lun hates the sea. Angry, his father sends him to the top of the mountain to grow seven grains of rice. He cannot return home until he grows seven times that number. By himself for four months, Li Lun conquers the mountain, his fears, the gulls and rats, mildew and hunger, the rain and the drought, and returns to his village with ninety-nine grains. The Keeper of the Temple realizes that Li Lun is not a coward but brave, and that to grow a grain of rice is as great a work as the creation of a mountain, and Li Lun goes to the Temple to grow rice and teach others to do the same.

**To Discuss After You Read**

Q: At what age do boys in Li Lun’s village go on their first fishing voyage?

A: 10

Q: What does Li Lun fear about the sea?

A: *that evil spirits would pull him under the water*

Q: How do the villagers get salt?

A: *the children carry sea water to holes in the mountain’s rocks; the water evaporates and leaves the salt*

Q: What is the purpose of the painted eye on the side of the sampan?

A: *to show the fishing boat the way to travel in deep waters*

Q: How did Li Lun show respect to Sun Ling?

A: *he bowed to him, waited for him to speak, spoke respectfully to him*

The hour of short shadows would be noon.

Q: Why does Li Lun prefer the land over the sea?

A: *the rocks are at peace with each other and the waves are not*

Q: Retell the story of Lao Shan.

A: *the mountain was once Mei Shan [Beautiful Mountain], but grew proud of its beauty and height; the wind and the sea decided to put the proud mountain under the sea where all vain things belong, so they lashed the mountain and destroyed everything on it; the mountain remained, renamed as Lao Shan [Sorrow Mountain]*

**Timeline and Map Points**

📍 Lao Shan (Laoshan Mountain), China (C8) (map 4)

Day  
2

pp. 39–66

**To Discuss After You Read**

Q: How does Li Lun plant the rice grains?

A: *he finds sticks and reeds for the bottom of the rock hole he chooses, which must not be too shallow or too exposed and must have sunshine; then he mixes the soil with bird droppings and puts this over the reeds; he puts each grain in the ground and marks the spot with a gull feather, covers the soil with his jacket to ward off gulls, and waters the rice with his gourd*

Q: What does Li Lun make during the rain?

A: *he builds a rock bench, then makes a girl-who-sweeps-clear-the-weather doll*

Day  
3

pp. 67–end

**To Discuss After You Read**

Q: Why are the rats brave enough to come into the open to gnaw the stems?

A: *Li Lun covered the stalks with a mat and so the sun doesn’t frighten the rodents away*

Q: What does Li Lun do for the final stalk?

A: *he watches it all day and checks on it by night; when harvest comes, he takes the whole stalk*

Q: What does Li Lun say to the boys that tease him as a coward?

A: *I am not a coward. I have done what I was sent to do*

Q: How many grains of rice did Li Lun collect?

A: 99

Q: The Good One tells Li Lun “the production of a grain of rice is as great a work as the creation of a mountain.” Do you agree with this proverb?

Q: What happens to each of the seven grains with which Li Lun began?

A: *two are killed by gulls; three [probably four] are gnawed by rats; the remaining one produces ninety-nine grains of rice*

Q: How does the story end for Li Lun?

A: *he will grow rice on the temple grounds and teach others to do the same; his mother is very proud of him, and his father is still angry and distant, but is proud, too, a bit*

Q: Read Matthew 13:1–9 How is Li Lun’s story like this parable? How does it differ? ■

Day  
4

Chapter 1

**Setting**

China; 1583

**Overview**

In 1583, Jesuit Father Matteo Ricci arrived in mainland China. He wisely piqued the Chinese interest with his mathematical ability and the clocks and other mechanical gadgets he brought from Europe. He dressed as a Chinese, and learned to speak both Cantonese, the language of the coolies, and Mandarin, the language of the ruling class. Initially he dealt with many hardships, such as poverty, antagonistic neighbors, angry townsfolk, and loneliness, but God cared for Ricci and he eventually began to make converts.

**Cultural Literacy**

**turgid:** swollen; puffy.

**carrack:** a ship developed in the 15th century.

**soutane:** also known as a cassock, it is an elongated robe worn by clergymen.

**Jesuits:** members of a religious order that follow the teachings of the Roman Catholic Church.

**To Discuss After You Read**

Q: Why is Father Ricci a wise choice to enter China?

A: *he has both mechanical devices to appeal and the necessary good manners*

Q: Are the Jesuits wealthy?

A: *no—they live in poverty*

**Timeline and Map Points**

† **Jesuit Father Matteo Ricci (1552–1610) arrives in mainland China (1583)**

🌐 *Macao (Macau) (F8) (map 4)*

Day  
5

Chapter 2

**To Discuss After You Read**

Q: Why is Father Ricci angry with Philip?

A: *he taught Cantonese, not Mandarin, and did not tell the Father there were two languages*

Q: Why is it important to speak Mandarin?

A: *it is the language of the people in power*

Q: Why does Father Ricci get to go to the mainland?

A: *he has clocks!*

Day  
6

Chapter 3

**To Discuss After You Read**

Q: What gift does Father Ricci choose to bring to Wang P'an, and why?

A: *a prism because it is both beautiful and unlike anything in China, which has no glass*

Q: How do the Jesuits dress? Why?

A: *as Buddhist priests; to help the Chinese see them as holy men with something to share*

Day  
7

Chapter 4

**To Discuss After You Read**

Q: What sign does Wang P'an give that he approves of the missionaries?

A: *he offers them tea instead of kicking them out*

Day  
8

Chapter 5

**Cultural Literacy**

**truculently:** in an aggressive manner.

**To Discuss After You Read**

Q: Why is Jade considered ugly?

A: *her unbound feet are too large*

Q: What does Father Ricci ask for?

A: *more land—enough for both his house and for a church*

Q: What do the Chinese think of the Virgin Mary painting?

A: *a real Mary is inside the painting because it looks so realistic*

Day  
9

Chapter 6

**To Discuss After You Read**

Q: Why do the Chinese laugh at the Jesuit's building?

A: *they dig a foundation first—how silly to build a house by going down first!*

Q: What scares Boy?

A: *the trip into Wang P'an's house*

Q: How do the Bachelors stop work on the Jesuit's house?

A: *they say stop since work started on a bad day*

Day  
10

Chapter 7

**To Discuss After You Read**

Q: How are the Jesuits able to find help for building their house?

A: *give the land back to the Bachelors and build elsewhere*

Q: What do they do to get money?

A: *they pawn the prism*

**To Discuss After You Read**

- Q: Why is Father Ricci left alone?  
 A: *his helper returns to Macao for money*
- Q: What mistaken ideas does Wang P'an have about Father Ricci's beliefs?  
 A: *they are just Buddhists and they worship a woman*

**To Discuss After You Read**

- Q: Why does snow fall inside the church?  
 A: *a rock-thrower damages the tile roof*
- Q: Why do the Chinese have the large Festival of Ming Ching?  
 A: *to worship their ancestors, show their respect and "mourn"*

**To Discuss After You Read**

- Q: What does Father Ricci do to the vandal when Boy catches him?  
 A: *locks him up for several hours*
- Q: Why is Jade sad?  
 A: *she is forced to marry a horrible man*

**To Discuss After You Read**

- Q: Why is Father Ricci in trouble?  
 A: *the vandal lies and all his friends lie also*
- Q: Who saves Father Ricci?  
 A: *the three mandarins*
- Q: What punishment befalls the vandal?  
 A: *he is beaten to death on the spot*
- Q: What helps Boy understand the gospel in a way words never have?  
 A: *the Jesuits' care for the dying man*

**To Discuss After You Read**

- Q: Is Wang P'an a good ruler or not?  
 A: *yes, he judges fairly, guards his reputation [as when he gives back gifts and refuses to give money to the Jesuits so no one would think they bought him], speaks kindly at times; he just cannot overturn the centuries of Chinese tradition*
- Q: What is Ricci's plan to convert those around him?  
 A: *love them as best he can, befriend anyone, no matter how poor, put his beliefs into writing, since written words mean more—translate first the catechism, then the New Testament, try not to offend*
- Q: What two disagreements did the Church have with Father Ricci's teaching?  
 A: *he used 'Lord of Heaven' instead of 'God,' which sounds like a magical spirit, and after conversion he allowed ancestor worship and Confucius veneration, with which he saw nothing wrong*

**Note to Mom or Dad:** Concerning the last question (above), Joyce in Ft. Worth noted an article about Matteo Ricci from the *Catholic Encyclopedia*. The following notes come from that article:

The author's note leaves the impression that Father Ricci saw nothing wrong with ancestor worship among his new Chinese converts to Christianity, but the Church disagreed. That's not quite accurate. The conflict really came down to an issue of confusing worship and veneration. The Church viewed the new converts' "traditional prostrations and sacrifices" as worship, but Father Ricci, who knew these people well, understood them as veneration.<sup>1</sup>

Interesting: This is a common problem down through the centuries between missionaries on the field and their supporters/superiors "back home." —We bump into these things a lot in our study of Kingdom History (Church History by another name).

**Timeline and Map Points**

- 🌐 Siuching (Zhaoqing), China (E8) (map 4) ■

1. Brucker, Joseph. "Matteo Ricci." *The Catholic Encyclopedia*. Vol. 13. New York: Robert Appleton Company, 1912, retrieved Sep. 27, 2018 from <http://www.newadvent.org/cathen/13034a.htm>.

**Section Four**

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# **Instructor's Guide Resources**



## "Eastern Hemisphere"—Scope and Sequence: Schedule for Topics and Skills

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
1	Psalm 91: 1–2	Psalm 1–6; Word became flesh; Calling the Disciples; Wedding at Cana; Cleansing the Temple; Born again	10/40 Window; China; Song Dynasty; Mongol Dynasty; China Civil War	<i>China; Lao Shan; Macau</i>	Matteo Ricci
2	Psalm 91:1–4	Psalm 7–11; Samaritan woman; Official's son is healed; Healing at the pool on Sabbath; Feeding the 5000	10/40 Window; China; Confucius	<i>China; Manchuria; Tibet; Gobi Desert; Yangtze River</i>	Matteo Ricci
3	Psalm 91:1–6	Psalm 12–17; Bread of life; Eternal life; Living water; Light of the world	10/40 Window; China; Communism	<i>China; Siuching</i>	Matteo Ricci
4	Psalm 91:1–8	Psalm 18–22; Blind man healed; Good shepherd; Lazarus; Resurrection and the life	10/40 Window; China	<i>China; Shanghai; Japan; Hengyang</i>	J. Hudson Taylor
5	Psalm 91:1–10	Psalm 23–27; Lazarus raised; Jesus anointed; Triumphal entry; Jesus washes disciples' feet; Love one another	10/40 Window	<i>Ningbo; Nan-king; Peking</i>	J. Hudson Taylor; Sun-Yat-Sen; Chiang Kai-Shek
6	Psalm 91:1–12	Psalm 28–32; Jesus the way, truth, and life; Holy Spirit promised; True vine; Overcome the world; Jesus arrested	10/40 Window; North Korea; South Korea; Korean War	<i>Pyongyang; Seoul; Han River; Naktong River; Yellow Sea; Sea of Japan; Korean Strait; Inchon; Taegu; Pusan</i>	
7	Psalm 91:1–14	Psalm 33–37; Jesus on trial; Crucifixion; Resurrection; Jesus appears to disciples	10/40 Window; North Korea; South Korea;	<i>Japan; California</i>	Nakahama Manjiro; Commodore Matthew Perry
8	Psalm 91: 1–14	Psalm 38–42; Thanksgiving; Living for Christ; Humility; Righteousness through faith in Christ; Reconciliation	10/40 Window; Japan; Shintoism	<i>Hawaii; South China Sea; Japan; Hiroshima; Nagasaki; Osaka; Kobe; Yokohama; Nagoya</i>	Nakahama Manjiro; Commodore Matthew Perry
9	1 John 1:9; Proverbs 31:30	Psalm 43–48; Christ above all; Alive in Christ; False teachers; New self; Contend for the faith	10/40 Window; Japan; Imperialism	<i>Hiroshima; Guam; Manila; Japan</i>	Nakahama Manjiro; Commodore Matthew Perry

*(Continued on the following page)*

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
10	Philippians 2:5–6	Psalm 49–53; Life without God is meaningless; There is a time for everything; Evil under the sun	10/40 Window; Russia; Communism	<i>Black Sea, Caspian Sea; Lake Baikal, Moscow, Ural Mountains; Lena River; Volgal River; Arkhangelsk; Kalingrad; Murmansk; St. Petersburg; Vladivostok; Mongolia; Neva River; Leningrad</i>	Genghis Khan
11	Philippians 2:5–8	Psalm 54–58; Wisdom and folly; Fearing God; Remember God and keep his commandments	10/40 Window; Russia	<i>Russia; Mon-golia;</i>	
12	Philippians 2:5–10	Psalm 59–63; Job's sufferings	Russia	<i>Lake Baikal; Austria; Tibet; Soviet Union; Leningrad; Paris; Seine River; Estonia; Latvia; Lithuania</i>	Kublai Khan
13	Philippians 2:5–11	Psalm 64–68; Job's sufferings	Russia	<i>Moscow; Finland; Siberia; Black Sea</i>	Joseph Stalin
14	Galatians 5:22–23	Psalm 69–73; Job's sufferings	10/40 Window; Southeast Asia; Buddhism	<i>Vietnam; Indonesia; Thailand; Malaysia; Cambodia; Laos; Myanmar; Brunei; Philippines</i>	
15	Ephesians 6:13–17	Psalm 74–78; Job's sufferings	10/40 Window; Southeast Asia; Vietnam; Vietnam War	<i>Vietnam</i>	
16	Ephesians 6:13–17	Psalm 79–83; Job's sufferings	10/40 Window; India; Hinduism; Jainism	<i>India; Bangladesh; Kolkata; Delhi; Varanasi; New Delhi</i>	Phileas Fogg
17	Ephesians 6:13–17	Psalm 84–88; Job's sufferings	10/40 Window; India; Zoroastrianism; Sikhism; Islam; Christianity	<i>Ireland; Macedonia; India; Albania; Yugoslavia</i>	Mother Teresa
18	1 Corinthians 6:19–20	Psalm 89–93; Job's sufferings	10/40 Window; India; Indian Independence; India-Pakistan Partition	<i>India</i>	Gandhi; Mother Teresa

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(Continued on the following page)

<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
19	Poem or John 10:7–8	Psalm 94–98; Job's sufferings	India	<i>Tibet; Bhutan; Himalayan Mountains; India</i>	William Carey
20	Poem or John 10:7–10	Psalm 99–103; False teachers; Christ saves; Pray for all; Godliness; Instructions for the church	India	<i>Indonesia; Brazil; Bay of Bengal; Calcutta; Cape Town; India; Pakistan</i>	William Carey
21	Poem or John 10:7–12	Psalm 104–108; False teachers; Fight the good fight; A good soldier of Christ; Scripture is God-breathed; Preach the word	India	<i>Delhi; Calcutta; Indus River; Bengal; Ganges River; Channai</i>	William Carey
22	Poem or John 10:7–14	Psalm 109–113; Supremacy of Christ; Salvation; Jesus the Great High Priest	10/40 Window; Middle East; Israel; Mohammed; Islam	<i>Samarkand; Middle East; Saudi Arabia</i>	Mohammed
23	Poem or John 10:7–16	Psalm 114–118; God's Promise is certain; Melchizedek; Jesus our high priest; Redemption; Christ's sacrifice	10/40 Window; Middle East; Israel; Saudi Arabia; Israel's Independence; Judaism	<i>Middle East; Mali; New York City; Ethiopia; Jerusalem; Zambia; Timbuktu</i>	
24	Poem or John 10:7–18	Psalm 119–120; Faith; Heroes of faith; Being pleasing to God	10/40 Window; Middle East; Saudi Arabia; Islam	<i>Nazareth; Russia; Jordan; Dead Sea; Gaza; Petra; Hebron; Sea of Galilee; Baghdad</i>	
25	Proverbs 6:6–11	Psalm 121–125; Prophecy against Edom; God is sovereign over nations; Prophecy against Nineveh; Babylon to punish Assyria and Judah	Middle East	<i>Persia; Urima; Senneh; India; Egypt; Europe; Middle East; Palestine; Morocco; France</i>	Mary Bird; Henry Martyn
26	Proverbs 6:6–11	Psalm 126–130; Righteous live by faith; Coming judgment on Judah; Day of the Lord; Judgment on Judah's enemies; Nations and Jerusalem judged	Middle East	<i>Spain; Iraq; Holland;</i>	

(Continued on the following page)

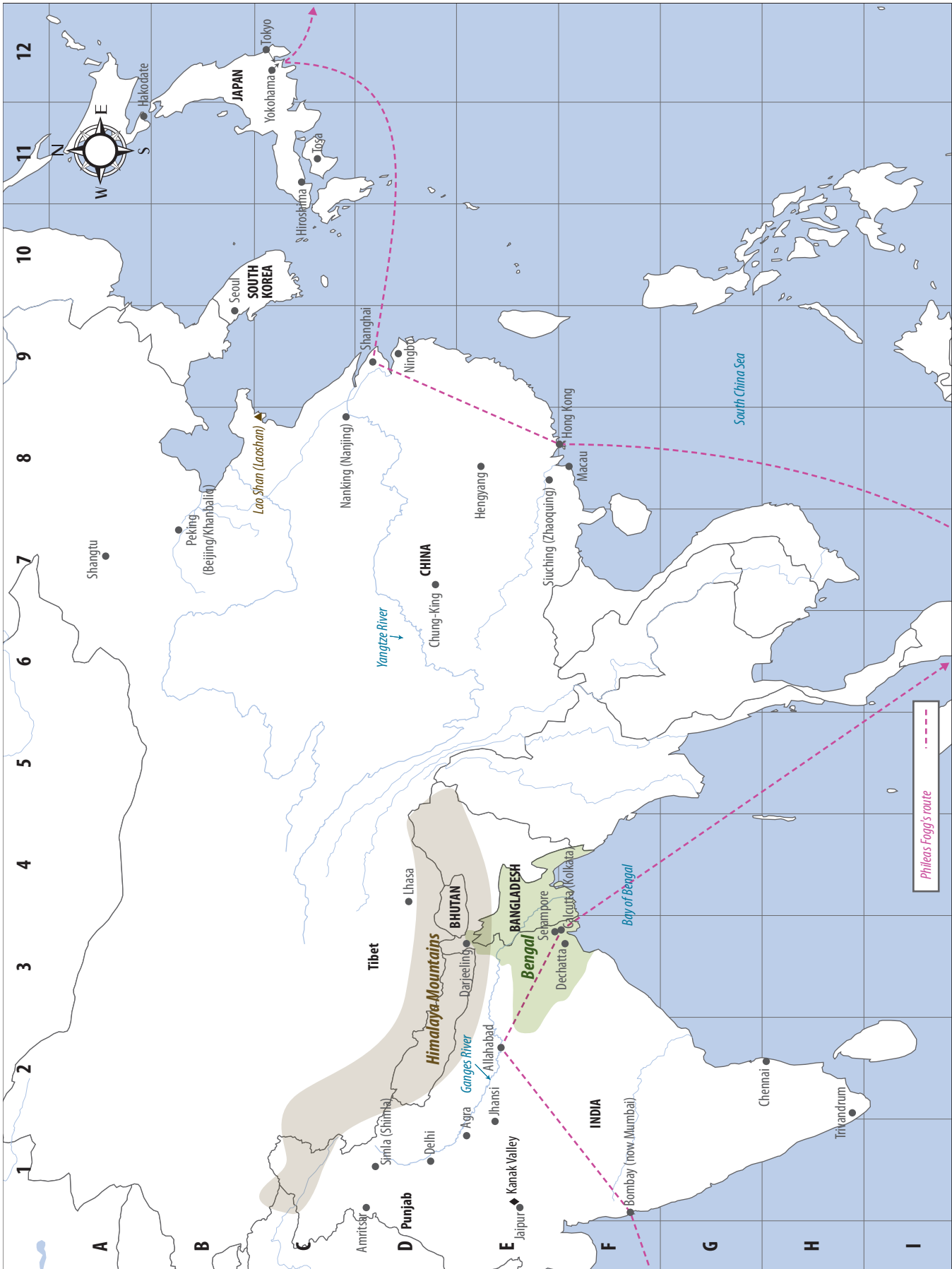
<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
27	Proverbs 6:6–11	Psalm 131–135; Rebuild the temple; Glory of the temple; Return to God; Visions of Zechariah	10/40 Window; Africa	<i>Eastern Africa; Middle Africa; Northern Africa; Southern Africa; Western Africa; New York City; Morocco; Portugal; England</i>	
28	Psalm 86:9–10	Psalm 136–140; Visions of Zechariah; Coming peace of Zion	10/40 Window; Africa	<i>Paris; England; English Channel; Africa</i>	
29	Matthew 5:1–2	Psalm 141–145; Judgment on Israel's enemies; God will save and restore Judah and Israel; God will give salvation; Idolatry cut off	10/40 Window; Africa	<i>Cornwall; Bombay</i>	
30	Matthew 5:1–4	Psalm 146–150; The Day of the Lord; God's love for Israel; Priests rebuked; Messenger of the Lord; Great Day of the Lord	Africa	<i>Scotland; England; Sudan; Nile River; Kenya; Ethiopia</i>	Mary Slessor; David Livingstone
31	Matthew 5:1–6	Genealogy of Christ; Birth of Christ; Wise men; Herod; John the Baptist; Christ's temptation; The reality of Christ; Love; Children of God; Test the spirits; Overcoming the world	Africa	<i>New York; Germany; Nairobi; Zimbabwe; Holland; Uganda; South Sudan; Kenya</i>	Mary Slessor
32	Matthew 5:1–8	Lord's Prayer; Treasures in heaven; Don't be anxious; Judging; Golden rule; Build on the rock; Jesus and the storm; Jesus heals; against false teaching; hospitality; Revelation	Africa	<i>Johannesburg</i>	Mary Slessor
33	Matthew 5:1–10	Christ gives rest; Lord of the Sabbath; Tree is known by its fruit; Parables; Feeding 5000; Walking on water; Revelation	10/40 Window; Pacific Islands	<i>Polynesian Islands; Tahiti; Australia; Alice Springs; Pacific Islands</i>	Magellan
34	Matthew 5:1–12	Jewish leaders want signs; Peter's confession; Take up your cross; Transfiguration; Parables; Rich young man; Laborers in the vineyard; Revelation	10/40 Window; New Zealand	<i>New Zealand;</i>	James Cook
35	Matthew 5:1–14	Triumphal entry; Parables; Great Commandment; Seven woes; Signs of the end of the age; Revelation	10/40 Window; Australia	<i>Australia; Alaska; Bering Sea</i>	

(Continued on the following page)

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<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
36	Matthew 5:1–16	Plot to kill Jesus; Lord's Supper; Gethsemane; Jesus arrested, crucified, and resurrected; Revelation	10/40 Window; Australia; Antarctica	<i>Australia;</i> <i>Antarctica;</i> <i>Alaska</i>	

# Eastern Hemisphere (5-Day)—Map 4



--- Phileas Fogg's route



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