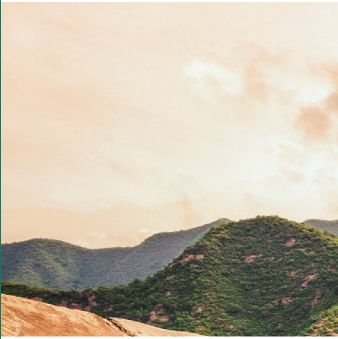


# F

# 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 (4-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” (4-Day) Instructor’s Guide and Notes, Fourth Edition 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” (4-Day) 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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- A Weekly SCHEDULE for History, Bible, and Read-Alouds
- NOTES for History and Bible

### 3 Reading Assignments & Notes

- NOTES for Read-Alouds and Readers

### 4 Instructor’s Guide Resources

- “Eastern Hemisphere”—Scope and Sequence: Schedule for Topics and Skills
- Maps—Answer Keys

# 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 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.

1

Level A: History/Bible/Literature						
Days 26–30: 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 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
	Memorization	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	Developmental Activity	Act out a play on politeness.				
	Field Trip/Practical Life Skills					
Additional Subjects:						

2

3

4

## 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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[sonlight.com/samples](http://sonlight.com/samples)

# Level F: History/Bible/Literature

Days 1–4: 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
BIBLE	<b>Student Reading</b>	Psalm 1	Psalm 2	Psalm 3, 4	Psalm 5
	<b>Parent and Student Reading</b>	John 1:1–28	John 1:29–51	John 2	John 3:1–21
	<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>Sing the Word: 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" pp. 2–4	<b>Confucianism</b> through "Tang Dynasty" pp. 6–9	"Song Dynasty" through "Boxer Rebellion" pp. 10–mid 14	"Dynasties End" through "The Cultural Revolution"
	<b>Eastern Hemisphere Notebook Pages<sup>2</sup></b>	The Big Picture & China Timeline #1–2 (pp. 5–6) 	China Timeline #3–6 (pp. 6–7) 	China Timeline #7–13 (pp. 7–8) 	China Timeline #14–18 (pp. 8–9) 
	<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>Young Fu of the Upper Yangtze<sup>3</sup></b>	Introduction & chap. 1 	chap. 2 pp. 16–26 (through last para)	chap. 2 pp. 26–38	chap. 3
	<b>All the Small Poems<sup>3</sup></b>	"porches"		"cow"	"zinnias"
READERS	<b>Li Lun, Lad of Courage<sup>3</sup></b>	pp. 11–33	pp. 34–53 	pp. 54–77	pp. 78–96
<b>Additional Subjects:</b>					

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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.

Both 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, 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 that you will read later this year: 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*.

Day  
1

## John 1:1–28

**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  
1

### 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 assemble and complete a number of pages into a keep-sake binder. This is intended as a fun project, so encourage them to enjoy the process.

Keep in mind, too, that extra Eastern Hemisphere Notebook Pages are available for purchase from Sonlight (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 point of interest. Find answer keys for the maps at the end of these notes.









### Timeline

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

### Choose Your Adventure

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

**China “The Big Picture”**

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; as the longest recorded history; a land of contrasts; started as a united nation in 221 BC; is currently communist-controlled*

**China “Timeline”**

*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)**

*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. Grand Canal
6. Printing, poetry, literature, arts, Golden Age, Buddhism

**Timeline and Map Points**

- † **The Great Wall of China built (221+ BC)**

*Possible answers:*

7. Paper currency, astronomical clock, improved rice production, moveable type, porcelain painting
8. Foreign rule, Marco Polo and Kublai Khan
9. European influence, Forbidden City, sailed junks with rudders
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

**Timeline and Map Points**

- † **Marco Polo (1254–1324) travels to China**
- † **Sino-Japanese War (1894–1895)**
- † **Boxer Rebellion (1900)**

*Possible answers:*

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
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

**Timeline and Map Points**

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

**100 Gateway Cities****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.

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

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 to 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 5–8: 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 5	Day 6	Day 7	Day 8
BIBLE	<b>Student Reading</b>	Psalm 6	Psalm 7	Psalm 8	Psalm 9
	<b>Parent and Student Reading</b>	John 3:22–36	John 4:1–26	John 4:27–54	John 5:1–30
	<b>Case for Kids</b>			“Case for a Creator for Kids” chap. 1	
	<b>Memorization</b>	Psalm 91:1–4. Read eight more times this week <u>out loud</u> —twice each day.			
	<b>Sing the Word: All Nations Shall Worship</b>	Track 11. Listen to this track the entire week.			
HISTORY & GEOGRAPHY	<b>Journey to the Eastern Hemisphere</b>	“Tiananmen Square Massacre” through “China Today”	<b>Meet the People of China</b>	<b>Land, Water, and Climate in China</b>	
	<b>Eastern Hemisphere Notebook Pages</b>	China Timeline #19–20 (p. 9)	Map It & Meet the People of China (pp. 10, 12)	Land, Water, and Climate (p. 12)	Confucian Writings (p. 13)
	<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>Young Fu of the Upper Yangtze</b>	chap. 4	chap. 5	chap. 6	chap. 7
	<b>All the Small Poems</b>	“chairs”	“sun”		“coins”
READERS	<b>Sweet and Sour: Tales From China</b>	pp. 63–65; pp. 14–17; pp. 39–41; pp. 80–85; pp. 89–91; pp. 21–22 	pp. 33–38; pp. 66–72; pp. 86–88 	pp. 49–59; pp. 60–62; pp. 106–107; pp. 98–99; p. 13; pp. 42–44 	pp. 45–48; pp. 78–79; pp. 18–20; pp. 23–29; pp. 30–32 
<b>Additional Subjects:</b>					

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## Parent and Bible Reading

Day  
5

John 4:1–26

**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  
5

Psalms 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.

## Eastern Hemisphere Notebook Pages

Day  
5

China Timeline #19–20 (p. 9)

Possible answers:

19. *The communist government cracked down on students who sought more democracy and freedom of speech*
20. *Built 3 Gorges Dam; hosted Olympic Games*

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:

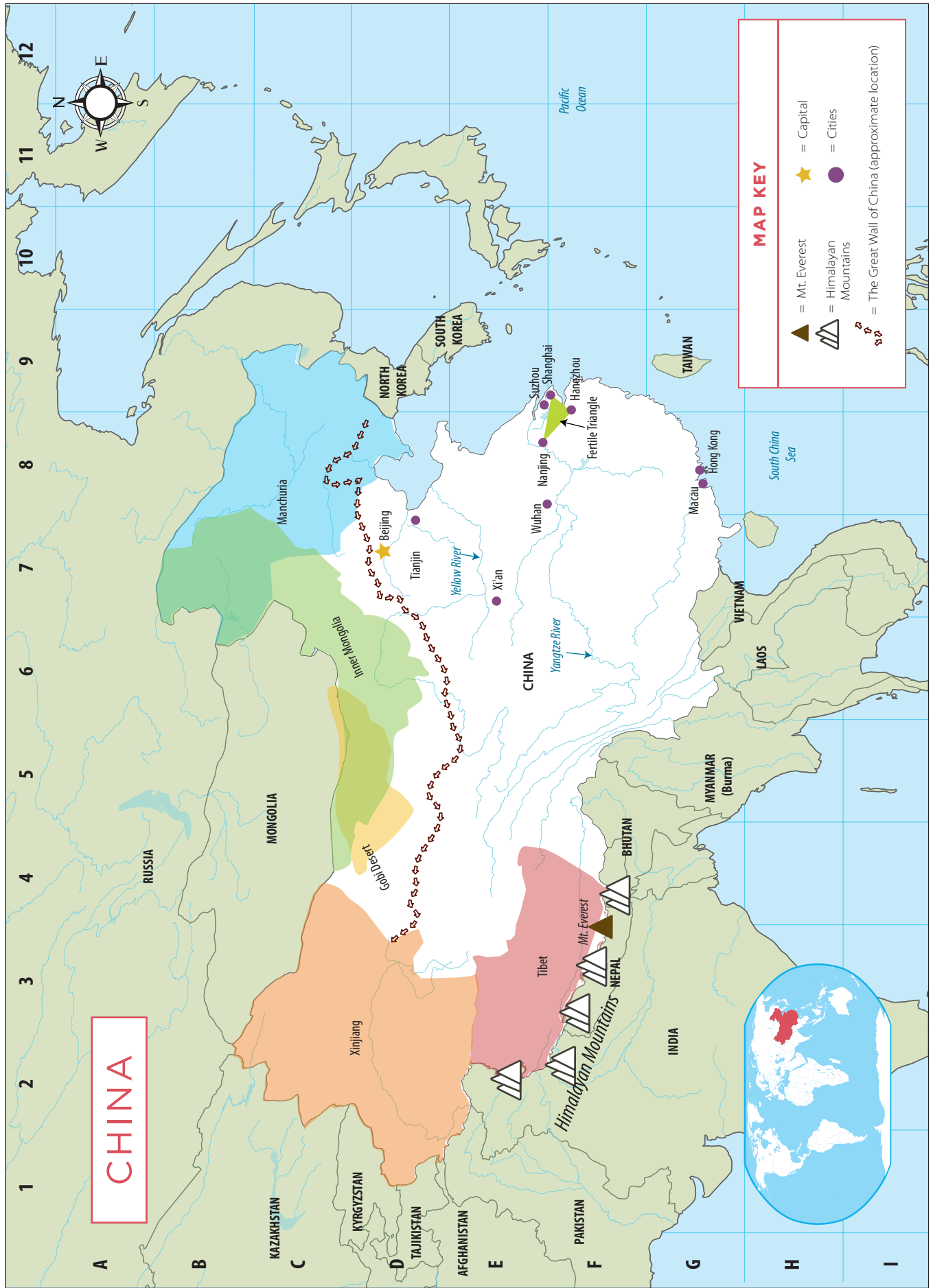
1. *Fourth largest country*
2. *Due to its size, it has a wide variety of climate zones*
3. *Contains mountains, deserts, plateaus, and plains*
4. *Has the third largest river in the world (the Yangtze)*
5. *Has a widely varied climate*
6. *Part of the Ring of Fire*

Day  
8

Confucian Writings (p. 13)

Follow the directions on the Notebook page. ■





# Level F: History/Bible/Literature

Days 9–12: 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 9	Day 10	Day 11	Day 12
BIBLE	<b>Student Reading</b>	Psalm 10	Psalm 11	Psalm 12, 13	Psalm 14
	<b>Parent and Student Reading</b>	John 5:31–47	John 6:1–24	John 6:25–71	John 7:1–24
	<b>Case for Kids</b>			“Case for a Creator for Kids” chap. 2	
	<b>Memorization</b>	Psalm 91:1–6. Read it eight 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>Sing the Word: All Nations Shall Worship</b>	Track 11. Listen to this track the entire week.			
HISTORY & GEOGRAPHY	<b>Journey to the Eastern Hemisphere</b>	<b>Everyday Life in China</b> through “Recreation”	“Education” through <b>China’s Government</b>	<b>Communism</b>	
	<b>Eastern Hemisphere Notebook Pages</b>	Everyday Life in China (p. 12)	Government (p. 14)	Communism (p. 14)	
	<b>China Kit</b>				China Kit: Calligraphy
	<b>100 Gateway Cities</b>	“Lanzhou,” p. 110 🌐 Lanzhou	“Beijing,” p. 111 🌐 Beijing	“Hohhot,” p. 112 🌐 Hohhot	
	<b>Current Events</b>				
READ-ALOUDS	<b>Young Fu of the Upper Yangtze</b>	chap. 8 🕒🌐	chap. 9	chap. 10	chap. 11
	<b>All the Small Poems</b>	“aquarium”	“pig”		“jewels”
READERS	<b>Sweet and Sour: Tales From China</b>	pp. 73–77; pp. 92–97; pp. 100–105; pp. 108–112			
	<b>The Year of the Dog</b>		chaps. 1–6 🌐	chaps. 7–12	chaps. 13–18
<b>Additional Subjects:</b>					

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## 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.

## Journey to the Eastern Hemisphere

Day  
**10**

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 (2016), 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  
**9**

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 names 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

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.

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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 10** Government (p. 14)

Answer: Communist

**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

## China Kit

**Day 12** 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 9**

"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! ■

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

## Weeks 1–4: Young Fu of the Upper Yangtze

Day  
1

### Introduction and Chapter 1

#### Setting

China, as the Empress died (1909)

#### Vocabulary

Find the Chinese words in the glossary at back of the book.

**How to Teach Vocabulary:** Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

Besides the **meager** furnishings of the farmhouse, she possessed *only a few dollars and her wedding ornaments, silver hairpins and bracelets—a **feeble** barrier between themselves and hunger. (**meager**: deficient in quantity or poor in quality; **feeble**: inadequate)*

The **disgruntled** coolies moved on down the street, and Young Fu turned with a sigh from the excitement of the curb. (*in bad humor*)

But Young Fu, working from his sixth year beside his father in the fields, had watched him change from a young good-humored man who was never too tired to laugh at the **antics** of his small assistant, to a bent, aging stranger with an unsmiling expression and lips that opened to scold or cough. (*instances of grotesquely ludicrous or other unusual or unpredictable behavior*)

It flickered **grotesque** shadows over the cracked walls, cast a glow on the brass hot-water kettle which was Fu Be Be's special pride, and reddened the highly colored **countenance** of the **genial** kitchen god whose portrait had been placed in a choice location on the chimney. (**grotesque**: distortion or exaggeration of the natural or the expected to the point of comic absurdity, ridiculous ugliness, or ludicrous caricature; **countenance**: calm expression; **genial**: marked by or diffusing good cheer, warmth, sympathy, or friendliness)

He was smiling **whimsically** as he repeated, "Truly, thou dost think thy fortune great because thou hast come to live in this place?" (*characterized by an eccentric idea or impulsiveness*)

Young Fu, lost in interest, agreed **soberly**, then becoming aware of the old gentleman's amusement, his usual **impudence** rose above all other emotions. (**soberly**: seriously or thoughtfully; **impudence**: contemptuous or cocky boldness or disregard of others)

#### Cultural Literacy

**Yangtze River:** Yangtze River (pronounced yahng dzuh) also called Yangtze Kiang, is the world's third longest river. Only the Nile and Amazon rivers are longer. It is China's longest and most important river.<sup>1</sup>

**tenement:** apartment building.

**chagrin:** vexation, disquietude, or distress of mind brought on by humiliation, hurt pride, disappointment, or consciousness of failure or error.

**pigskin trunk:** a chest covered with leather made from the skin of a swine.

**queue:** a tail-like braid of natural or artificial hair usually worn hanging at the back of the head.

**sedan-chair:** a portable chair or covered vehicle for carrying a single person usually borne on poles by two men.

**liveried:** wearing a servant's uniform.

**Note:** The cultural practice of bound feet was outlawed by the new Chinese republic in 1911.<sup>2</sup> To research this topic further, we recommend using your favorite search engine to look for the phrase, "Bound feet."

#### To Discuss After You Read

Q: In Chinese families, who was responsible for widows?

A: *the husband's family*

Q: How many inches long is your foot? Compare that to Fu Be's four inch foot.

Q: Why did most city folk purchase hot water for tea?

A: *it was cheaper than heating your own hot water for then one had to buy both the water and the coal to heat it*

Q: What distinguished a scholar from others?

A: *a serene expression and three inch long nails*

Q: Why did Young Fu move to the city?

A: *his father had died and he had an apprenticeship*

Chung-King contained a hundred times ten thousand people—write that number out in numeral form.

#### Timeline and Map Points

Chung-King is described as a port city West and North of the Himalayas and Tibet with Indo-China Burma and India to the South, and to the East the Yangtze would travel 1500 miles to Shanghai and the Pacific (this city is now called Chongqing, located at 28 latitude, 107 longitude). What body of water makes Chung King a port city?

📍 Chung-King (D7); Yangtze River (D6) (map 4)

1. 2003 *World Book Encyclopedia* (World Book, Inc.: Chicago, 2002).

2. "Chinese Foot Binding - Lotus Shoes." R.M.S. Titanic San Francisco Survivors Describe Awful Scene 1912, retrieved Sep. 26, 2018, from <http://www.sfmuseum.org/chin/foot.html>.

**Vocabulary**

As he did so, he eyed the two callers with a glance of **derision**. (*the use of ridicule, mockery, or scorn to belittle or to show contempt*)

In this city living costs were **exorbitant**. (*grossly exceeding normal, customary, fair, and just limits*)

But there was no underestimating the importance of this pair; that Tang counted on them was very evident, and the whole shop **deferred** to them in most matters. (*referred or submitted for determination or decision*)

Old Tsu's **quips**, though few in number, were more to the point than the rest, and Den, **aping** his elders, wagged his tongue **incessantly**. (**quips**: *clever usually taunting remarks*; **aping**: *following as a pattern or example*; **incessantly**: *in an unceasing manner or course*)

**Cultural Literacy**

**Hour of the Tiger:** 3:01 a.m. to 5:00 a.m. In Chinese astrology, there are twelve hours in a day, each hour corresponding to 120 minutes. Each of the twelve hours is placed under the sign of a symbolic animal of the Chinese zodiac.

**abacus:** can be used to add, subtract, multiply, and divide, and to calculate square roots and cube roots. The abacus consists of a frame containing columns of beads. The beads, which represent numbers, are strung on wires or narrow wooden rods attached to the frame. A typical Chinese abacus has columns of beads separated by a crossbar. Each column has two beads above the crossbar and five below it. Each upper bead represents five units, and each lower bead equals one unit. The first column on the right is the ones column. The second column is the tens column. The third column is the hundreds, and so on. The ones column represents numbers from one to nine. Each bead below the crossbar has a value of one, and each bead above the crossbar has a value of 5 ones. The tens column represents numbers from 10 to 90. Each lower bead in the tens column represents 1 ten, and each upper bead represents 5 tens. A number is represented on the abacus by moving the appropriate beads to the crossbar.

**guild:** an association of men belonging to the same class, engaged in kindred pursuits, or having common interests or aims.

**mire:** heavy often deep mud, slush, or dirt.

**promontory:** a high point of land or rock projecting into a body of water beyond the line of coast.

**epithet:** a disparaging or abusive word or phrase.

**Tuchun:** a Chinese provincial military governor.

**To Discuss After You Read**

- Q: Fu's mother would buy clothes on Thief Street for the stolen goods were more affordable. What does this say about Chinese society at this time?
- A: *stolen goods were an acceptable form of life—everyone did it—it was to be expected*

**Vocabulary**

Under his **suave** influence, customers whom the clerk was unable to interest would invariably buy. (*smoothly affable and polite though often without deep interest or sincerity*)

**Cultural Literacy**

**brass worker's apprenticeship:** lasted 5 years normally and 3 years during times of war.

**apparition:** someone or something unusual or unexpected that appears.

**To Discuss After You Read**

- Q: Why could Tang allow Fu to sleep at home when the guild normally didn't allow that?
- A: *Tang paid so much to the Guild that he could arrange things his own way*
- Q: Describe a foreigner as seen through Chinese eyes.

**Vocabulary**

And then one morning there was a **rift** of blue in the sodden sky, and beyond the Yangtze the hills stood out in unexpected beauty of detail. (*an open space, a clear interval*)

Everyone knows that devils are stupid and that simple **expedients** like these often save a whole family from disaster. (*means devised or used in an exigency*)

**Cultural Literacy**

**gnarled:** warped or twisted.

**vied:** strove for superiority.

**venerable:** worthy of honor and respect usually by reason of prolonged testing.

**To Discuss After You Read**

- Q: Why was it important in the culture to have bound feet?
- A: *a woman couldn't get a good husband if she had large feet—small feet were a sign of beauty, and proved that a woman could afford to be lazy—it was low class to have big feet*
- Q: A coolie was described as "an eating bitterness man." What did that mean?
- A: *he nourished himself by thinking bad thoughts; angry, bitter*

Q: Why did no one control the military?  
A: *it would give one person too much power*

Day  
5

## Chapter 4

### Vocabulary

Small Li, on one of their ceaseless errands, noticed his friend's **aversion** to a gray uniform, and questioned him. (*a feeling of revulsion and repugnance towards something usually coupled with an intense desire to avoid or turn from it*)

He hugged the object to him, and, waiting for an **auspicious** moment when heavy traffic was bound for Chungking, he slipped again into the city. (*affording a favorable sign*)

Toward the coppersmith's shop Young Fu pursued a **circuitous** path, delaying as long as possible the inevitable confession. (*being a circular or winding course*)

### Cultural Literacy

**sages:** mature or venerable men rich in experience and sound in judgment.

**inexplicable:** incapable of being explained, interpreted, or accounted for.

**supercilious:** expressive of contempt.

**gauntlet:** a cross fire of any kind.

**imprecations:** curses.

**thwarted:** successfully opposed.

**antipathy:** settled aversion or dislike.

### To Discuss After You Read

Q: Why did many beg for a living?  
A: *they could earn more than a coolie*

Q: Why was the military so corrupt?  
A: *it drew the dregs of society*

Q: Why did Fu want to learn to read and write?  
A: *to gain fortune, to not be cheated, and for the knowledge alone*

Q: What does the phrase mean: "If a man's affairs are to prosper, it is simply a matter of purpose."

Day  
6

## Chapter 5

### Vocabulary

"I ask only one small favor: that you sign this bit of paper which my neighbor, Liu, will witness, and sometime when fortune is yours, send me the **paltry** sum of five dollars, as an acknowledgement of the gift." (*something useless or worthless*)

He went forth each morning to be **accosted** by Hsui or his clerk concerning the little matter of the five dollars and the "bit of paper." (*approached and spoke to*)

Flown was his sense of wisdom and self-importance; he knew now that never in the history of the house of Fu had there been such a **dolt** as himself. (*a heavy stupid fellow*)

### Cultural Literacy

**acumen:** keenness of perception, discernment, or discrimination.

**oblation:** a religious or ritualistic offering usually of something without life in contrast to a sacrifice of living things.

**augured:** gave promise of, foretold.

### To Discuss After You Read

Q: Describe how Fu bought the watch.

Q: Why does Fu leave town?  
A: *to escape his creditors, to meet his cousins, and to take a holiday*

Q: Why would touching the breath of a Dragon be a good omen?

A: *it would shelter one from harm*

Day  
7

## Chapter 6

### Vocabulary

For a minute he **dallied** with the fear of the Fire Demon. (*lingered*)

There he found no sign of fire—only a thin veil of smoke which distributed itself **impartially** about the city. (*without bias or special favor*)

**Bedlam** still reigned inside the gate. (*a place or scene of wild mad uproar*)

### Cultural Literacy

**cauldron:** a large kettle or boiler.

### To Discuss After You Read

Q: Why did soldiers seize young boys?  
A: *for military service or to be used as trackers to pull boats over the water in gorges*

Q: What did the foreign compound contain?  
A: *a hospital, a place for refugees, a school, and a house*

Q: Why does Fu buy the foreign woman a brass pot?  
A: *to bring good fortune to his boss*

Day  
8

## Chapter 7

### Cultural Literacy

**smallpox:** a deadly disease characterized by pustules, sloughing, and scar formation.

**succulent:** full of juice.

**quandary:** a state of perplexity or doubt.

**To Discuss After You Read**

- Q: Does Small Li have symptoms of the plague?  
Q: Why does Fu think it is odd that people would die from the food and from the water?  
A: *both are necessary for life*

Day  
**9**

**Chapter 8**

**Cultural Literacy**

**conjecture:** inference from defective or presumptive evidence.

**rife:** commonly reported.

**verdure:** the greenness and freshness of growing vegetation.

**To Discuss After You Read**

- Q: What were the carriages that could carry twenty men which were pulled by neither donkeys or men?  
A: *a bus*  
Q: Why did Tang take Young Fu with him on his delivery down river?  
A: *Fu had no fear of devils*  
Q: How do Young Fu and Tang fool the bandits?  
A: *Fu hides with the silver and Tang hands them a worthless check*

**Timeline and Map Points**

- 🕒 **Sun Yat-Sen—President of the Republic of China (1911–1925)**
- 🕒 **Chiang Kai-Shek—Leader of the Nationalist Party (1925–1949)**
- 📍 **Nanking (Nanjing) (C8); Peking (Beijing/Khanbaliq) (B7) (map 4)**

Day  
**10**

**Chapter 9**

**Vocabulary**

Now that the Dragon's anger had been appeased it would, for today, assume its most **beguiling** mood and coax these helpless little men creatures to play with it again. (*provoking pleased interest and diverting from concern or vexation*)

**Cultural Literacy**

**surfeit:** an overabundant supply, yield, or amount of something.

**surname:** the name borne in common by members of a family as distinguished from an individualizing forename.

**gaminish:** having the characteristics of a roguish impudent boy.

**To Discuss After You Read**

- Q: Why does Fu feel badly at being locked out of the city?  
A: *his mother will worry*

- Q: Who lives outside the walls?  
A: *the poor and diseased and people seeking food—for food fell into the Yangtze*  
Q: How often did the river flood?  
A: *annually*  
Q: What does it mean to have “dirty fingers”?  
A: *to be a thief*

Day  
**11**

**Chapter 10**

**Vocabulary**

**Rakishly,** an onlooker nudged him. (*in a manner negligent of convention or strict formality*)

Small Li was all **commiseration.** (*the feeling or showing of sorrow or the expression of condolence for the wants and distresses of another*)

His lips twisted in a **malignant** smile. (*having or showing or indicative of intense often vicious ill will*)

**Cultural Literacy**

**“Workers of the World Unite”:** slogan used by the Communist political party.

**To Discuss After You Read**

- Q: Was Tang a rich man?

Day  
**12**

**Chapter 11**

**Vocabulary**

“No, I suppose not,” came the **doleful** answer. (*attended with or indicating grief or a morose or despairing attitude*)

He was aware of all **drudgery.** (*dull, fatiguing, and unrelied work or expenditure of effort*)

He had been waiting for this question and had prepared himself to remark **glibly** that the money had been left for safekeeping at Tang's. (*easily, smoothly, readily*)

**Cultural Literacy**

**denunciation:** the act of protesting vigorously against something or someone as evil.

**deign:** to condescend to give or offer.

**To Discuss After You Read**

- Q: Why was gambling exciting to Fu?  
A: *it was unusual, he figured he was smart enough to work it out, and he got to be with men who seemed to honor him*



Day  
13

## Chapter 12 pp. 219–232 (finish paragraph)

**To Discuss After You Read**

Q: Why does Young Fu decide to work in the shop?  
What is the result?

A: *to better arrange the goods; he is considered a thief*

Day  
14

## Chapter 12 pp. 232–242

**Cultural Literacy**

**desultory:** lacking consistency; disconnected.

**insinuations:** an indirect suggestion or hint usually made from a derogatory nature.

**galvanized:** startled into sudden activity.

**To Discuss After You Read**

Q: How is the thief discovered?

A: *Young Fu recognizes a vase at a fellow brass maker's shop and discovers that Den and the accountant have been stealing*

Day  
15

## Chapter 13

**Vocabulary**

For days her son's round, pleasant face wore a **disconsolate** expression, but later he decided to accept his fate calmly. (*deeply dejected and dispirited*)

A shrug of the shoulders and the *t'sai-feng* **capitulated**. (*assented to terms arranged or proposed*)

He would not soon forget that voice. It was **raucous** as a magpie's. (*disagreeably harsh or strident*)

**Cultural Literacy**

**coping:** the highest or covering course of a wall often of tile and usually with a sloping top to carry off water and commonly cut with a drip.

**spendthrift:** given to or marked by improvident expenditure or use.

**sagacity:** quickness or acuteness of sense perceptions.

**cloying:** having an excess of a quality [as sweetness or sentimentality] to the point of arousing distaste or disgust.

**callow:** marked by lack of adult sophistication, experience, perception, or judgment.

**To Discuss After You Read**

Q: Why did Small Li's mother arrange his marriage?

A: *she wanted a daughter-in-law to help with the work*

Day  
16

## Chapter 14

**Vocabulary**

Pulling at his water pipe, Tang grew **reminiscent**. (*given to or indulging in thinking or telling about past experiences*)

"The superior man finds pleasure in doing what is **uncongenial**—a lesson you had to learn." (*not agreeable, not pleasant*)

**To Discuss After You Read**

Q: What did Young Fu learn when he worked on the anvil?

A: *no task that a man puts his heart to is bad* ■

**Section Three**

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# **Reading Assignments and Notes**

Readers

## Weeks 1–36: All the Small Poems

**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  
5

"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  
6

"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  
8

"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  
9

"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  
10

"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  
12

"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  
13

"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  
14

"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  
16

"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  
17

"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  
18

"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  
20

"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!)

**Section Three**

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# **Reading Assignments and Notes**

Readers

## Week 1: Li Lun, Lad of Courage

Day  
1

pp. 11–33

### Setting

Lao Shan, China

### Overview

Although his family and 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*

Day  
2

pp. 34–53

### To Discuss After You Read

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]*

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*

### Timeline and Map Points

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

Day  
3

pp. 54–77

### 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*

Day  
4

pp. 78–96

### To Discuss After You Read

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? ■

## Weeks 2–3: Sweet and Sour: Tales From China

**Note:** Please take note that there are multiple reading assignments for this title everyday, and that they aren't sequential. We have outlined all of the notes for each story below.

Day  
5

"The Unanswerable," pp. 63-65

### Cultural Literacy

**Armorer:** a maker of weapons or armor.

**Latest castings:** to make using liquid metal poured into a mold to harden.

**Ferrule:** a metal band used to strengthen a seam or joint.

### To Discuss After You Read

Q: What does the title mean?

A: *when the armorer claimed that two different weapons could not be overcome, then he is lying, as one weapon must ultimately be stronger than the other*

### Timeline and Map Points

🕒 **Warring States period 480 BC-222 BC**

Day  
5

"The Clever Wife," pp. 14-17

### Cultural Literacy

**Acumen:** able to make quick decisions with good judgment.

**Magistrate:** one who administers the law in a court.

**Prodigious talents:** remarkable, great, enormous, massive.

### To Discuss After You Read

Q: How did the "matchless wife" solve the sticky problem?

A: *she asked for precise measurement to fulfill the impossible tasks*

### Timeline and Map Points

Day  
5

"From Bad to Good to Bad to Good," pp. 39-41

### Cultural Literacy

**Northern steppes:** a large area of flat unforested grassland in southeastern Europe or Siberia.

**To the land of the barbarians:** the Mongols of Mongolia.

**...he was inconsolable.:** could not be comforted.

**Mongolian stallion:** a smaller sized horse, but strong.

**Gloomy foreboding:** fearful apprehension.

**Belying the grief:** to disprove, discredit, negate.

### To Discuss After You Read

Q: Can you think of a situation that goes from bad to good or vice versa?

A: *sample: a job that one loses only to gain a much better one; to lose a friend only to gain a better one; a good story that ends with nothing new to read*

### Timeline and Map Points

🕒 **Han Dynasty 202 BC-AD 220**

Day  
5

"The Betrothal," pp. 80-85

### Cultural Literacy

**...scud of dust:** dust blown in a straight line by the wind.

### To Discuss After You Read

Q: what was the result of the maiden's foolish promise?

A: *her father killed and skinned his beloved horse, and his daughter turned into a silkworm*

Q: What could be the moral of this story?

A: *don't let loneliness cause you to behave foolishly; don't let pride (in the case of the father) rob you of your family; don't look to princes to save you*

### Timeline and Map Points

🕒 **Han Dynasty 202 BC-AD 220**

Day  
5

"Golden Life," pp. 89-91

### Cultural Literacy

**Water clock:** the oldest time measuring system.

**Astrolabe:** an ancient astronomical computer (a dial with an outer ring) used to solve problems relating to time and the position of the Sun and stars in the sky.

**Taoist:** one who follows the Tao or a code of behavior that trusts in the yin and yang (or balance of opposites) and tries to live in harmony with the natural order.

**Alchemy:** forerunner of chemistry where people attempted to change metals: mostly base metals into gold.

### To Discuss After You Read

Q: Is the Taoist's story suspicious?

A: *yes, since so many people want immortality, why only make one pill?*

Q: Is immortality to be desired?

A: *no, the Emperor (with everything) got bored while waiting for someone to bring him the pill*

### Timeline and Map Points

🕒 **Han Dynasty 202 BC-AD 220**

**Cultural Literacy**

**Ch'ang An:** then the capital for more than ten dynasties; nowadays called Xian; the Terra-cotta warriors were discovered there. The modern capital of China is Beijing.

**To Discuss After You Read**

Q: What do you think of the boy's logic?

A: *he is clever, reasonable, and makes judgments without maps (he lacks both maps of the sky and earth); if we didn't have such information, we wouldn't be able to tell distances either*

**Timeline and Map Points**

🕒 **Six Dynasties 265-581**

**Cultural Literacy**

**...these depredations...:** to attack or plunder.

**...to the bereft family to allay their grief:** to deprive or rob of a non-material asset (like a person); allay: to reduce, ease, soften: to reluctantly accept without protest.

**...there emanated a stench so foul...:** exude, emit, radiate.

**...when a lengthy sough of breathing...:** a moaning, whistling, or rushing sound as made by the wind in the trees or the sea.

**So ambrosial a scent...:** delicious, fragrant, worthy of the gods.

**...the worm's insatiable appetite...:** impossible to satisfy.

**Chi pretended to acquiesce...:** to reluctantly accept without protest.

**To Discuss After You Read**

Q: The sorceress asks, "Such a wise and clever magistrate can see at once that one maiden is a small price to pay to spare an entire district of people." Is the loss of only one person such a small price to pay? Is one small maiden's life of small value?

A: *sample: people often justify murder by comparing a cost of the few to the benefit of the many; this goes against Christ's teachings that each person is made in the image of God; this also demonstrates the idea in Chinese culture that girls are of less value than boys: girls require an outlay of cash in the form of a dowry, whereas boys supposedly will care for parents in the culture; only in Christianity are women counted as valuable as men*

Q: How did Li Chi conquer the serpent?

A: *she used a distraction, coupled with pain and blindness, aided with sharp sword; she came with a plan*

Q: What does Chi mean when she says, "...who had allowed themselves to be sacrificed because they knew nothing of rebellion against injustice..." Do you agree with her thinking?

A: *the girls before her had not fought against the injustice of their murder but had allowed themselves to be killed; I believe the girls were unjustly killed, but maybe they were not as clever to come up with a plan (and they had no one to stand up for them)*

**Timeline and Map Points**

🕒 **Chin Dynasty 265-420**

**Cultural Literacy**

**...grew morose:** gloomy, sullen, unhappy, glum.

**To Discuss After You Read**

Q: Why did the farmer decide that he was dealing with a fairy creature?

A: *his helper came into his home through locked doors, and when he saw a young woman, she vanished without a shadow*

Q: Why was it hard for the farmer to keep his promise?

A: *too much alcohol loosened his tongue*

**Timeline and Map Points**

🕒 **Six Dynasties 265-581**

**To Discuss After You Read**

Q: Do you think Clod's wife gave him a good description of a comb?

**Timeline and Map Points**

🕒 **Tang Dynasty 618-906**

**Cultural Literacy**

**O my Venerable Sir...:** to be granted honor and respect due to age, wisdom or character.

**To Discuss After You Read**

Q: "He belonged to a brotherhood that believed peace and happiness would come to the world if everyone would practice self-denial for the good of his fellow man." Do you think it is possible to mandate self-denial for all people? Do you think peace and happiness would follow? Why or why not?

A: *while self denial might produce a lower desire for things, due to our sinful nature, when we are denied something, we end up wanting it more; only the Christian worldview fits with the reality we find in the world*



Q: How did the wise man convince Tung Kuo to go against his beliefs to kill the wolf?

A: *"You would remove one humane soul from the world and leave in its place a devil-hearted fiend that preys on humanity." Tung Kuo's worldview that encouraged self-denial did not fit the reality he needed to stay alive.*

#### Timeline and Map Points

#### 🕒 Ming Dynasty 1368-1644

Day  
7

"The Pointing Finger," pp. 60-62

#### Cultural Literacy

**Eight Immortals:** mythological characters; part of the Tao religion, well-known characters in Chinese culture; used to symbolize happiness; they represent all kinds of people: old, young, male, female, civil, military, rich poor, afflicted, cultured, noble.

**P'eng-Lai Mountain:** a mountain on one of the five islands the immortals live on in the Bohai Sea.

**His test for avarice was simple.:** extreme greed for material wealth.

**...whose cupidity did not outweigh his gratitude.:** greed for money or possessions.

**...his head canted to one side.:** to tilt, to lean, to slant.

#### To Discuss After You Read

Q: Why did none of the people pass the Immortal's test?

A: *they all wanted more than what was offered and were not happy with the gift given*

#### Timeline and Map Points

#### 🕒 Ming Dynasty 1368-1644

Day  
7

"The Monk and the Drunk," pp. 106-107

The shaved head shows that the main character is a Buddhist monk.

#### To Discuss After You Read

Q: One Buddhist belief is that desire and attachment are causes of unhappiness and sufferings. Is a monk "whose indication, when he came up against the law, was to break it," a good representative of his faith?

#### Timeline and Map Points

#### 🕒 Ming Dynasty 1368-1644

Day  
7

"Stewed, Roasted, or Live?" pp. 98-99

#### To Discuss After You Read

Q: Would it have mattered how each man cooked his dinner? Can we get irritated about unimportant things?

#### Timeline and Map Points

#### 🕒 Ming Dynasty 1368-1644

Day  
7

"A Rare Bargain," p. 13

#### Cultural Literacy

**Catty:** a small storage container.

To call vinegar sweet, new wine is false advertising. There are traces of alcohol in vinegar but in a very small amount. Wine vinegars such as red, white, or balsamic vinegar do start with a diluted wine which is then fermented.

#### To Discuss After You Read

Q: Who is the "stupid one?"

A: *the one who willingly drinks vinegar rather than asking for the less expensive wine.*

Notice that the prices were written on scrolls rather than paper or a blackboard.

#### Timeline and Map Points

#### 🕒 Ching Dynasty 1644-1911

Day  
7

"The Wine Bibber," pp. 42-44

#### Cultural Literacy

**Connoisseur:** an expert judge in matters of taste.

**Best vintages:** high quality wine.

**...to find an ignoramus:** an ignorant person.

**...attacking a succulent tree:** tender, juicy, tasty.

#### To Discuss After You Read

Q: Do you think the owner believed the servant's story?

A: *possibly; the servant had seemed to believe the owner's story about poison, and it wasn't an unreasonable story*

#### Timeline and Map Points

#### 🕒 Ching Dynasty 1644-1911

**Cultural Literacy**

**Into a cangue:** a device used for public humiliation and corporal punishment in China; a large, flat spare fastened around the neck to frame the face and prevent freedom of movement.

**...to pay indemnity:** money paid in compensation, a form of insurance or protection against loss.

**Fear of spavins:** a disorder of the horse's hock.

**Horse's hocks:** the joint in the hind leg of a horse above the fetlock joint; it is similar to the ankle in people.

**To Discuss After You Read**

Q: Can you come up with a similar insult to the villagers' "Useless as a black leather lamp"?

A: *answers will vary*

Q: Did the magistrate recognize that he was the problem the people were complaining about?

A: *no, he assumed the people wanted their confused neighbors locked away*

**Timeline and Map Points**

 **Ching Dynasty 1644-1911**

**Cultural Literacy**

**String of cash:** Chinese coins are round with a square hole cut in the middle; to carry them, Chinese tie them onto a string.

**To Discuss After You Read**

Q: Can you think of a situation like this where the wrongdoer can complain?

A: *if during an armed robbery, a thief himself is injured; if a student cheats on a test and the stolen answers were wrong, etc.*

**Timeline and Map Points**

 **Ching Dynasty 1644-1911**

**Cultural Literacy**

**New Year:** the most important Chinese holiday; a time to honor the gods, and spend time with family.

**Detriment:** to be harmed or damaged.

**To Discuss After You Read**

Q: Why did each graybeard bring a jug of water to the gathering? What does it show about their character?

A: *each thought the other would bring wine and they wanted to save money; they were greedy*

**Cultural Literacy**

**Chekiang Province:** an eastern province.

**Inadvertently, during the exchange of stories...:** accidentally, without intent

**...Po-wan examined the quandary in which he found himself.:** a difficult situation, a practical dilemma

**Chin Po-wan:** the story opens with the statement that the family name Chin means gold; in Chinese communication, the last name is written first (which is just the opposite of the West).

**To Discuss After You Read**

Q: Was Po-wan wise? Should he have given away all his wealth?

A: *no; he could have set up businesses to continue to help the poor; to always subtract cash with no input leads to no cash (as we see in the story)*

Q: Why is this story part of China's oral tradition?

A: *to encourage people to be charitable; the story shows that if you give away all your money, you will get it all back*

Q: Why is the story called the Living Kuan-yin?

A: *she is considered the all-merciful goddess; Po-wan was a picture of her*

Po-wan thinks, "Furthermore, assisting others must certainly be counted as a good deed, and the more good deeds abroad in the land, the better for everyone, including me." His thoughts come from his Buddhist mindset of karma; ultimately he doesn't do good deeds because they are right, but because it buys him favor in his future.

**Timeline and Map Points**

 **South China Sea (G9) (map 4)**

**Cultural Literacy**

**The giant bell came from the Temple of the Great Buddha:** "In Buddhism bells have many important meanings. They are often used as a call to prayer as they can be heard even at great distances. The ring of the bell can represent the heavenly enlightened voice of the Buddha teaching the dharma and can also be used as a call for protection and as a way to ward off evil spirits." (Wikipedia).

**Fire pots:** used to heat home: think how clean the air would be inside the home where one is used.

**Divination:** to seek knowledge or foretell the future through supernatural means.

**To Discuss After You Read**

Q: Why is the title of the story ironic?

A: *we often consider a thief as someone with “dirty hands;” crime produces unclean or unjust behavior; here the thief was the only one with clean hands*

Day  
9

“One Hairball,” pp. 73-77

**Cultural Literacy**

**Tibet:** was conquered by the communist army of China in 1950. The People’s Republic of China claims that Tibet is an integral part of China. The Tibetan government-in-exile maintains that Tibet is an independent state under unlawful occupation.

**Grandiloquently:** pompous, flowery, pretentious.

**...didn’t deign to look around:** to do something below one’s dignity.

**Groats:** hulled kernels of oats, buckwheat, or barley.

**...at it disparagingly:** to belittle.

**To Discuss After You Read**

Q: How did the frog overcome the tiger?

A: *he claimed to be royal, and that he had great strength, had eaten another tiger, and that he was in cahoots with the fox; he used mind games*

Day  
9

“The Piebald Calf,” pp. 92-97

**Cultural Literacy**

**Szechuan Province:** southwestern Chinese province; it holds a portion of the Yangtze River.

**...in lugubrious lines:** smooth and slippery.

**...the lotus pond:** a type of water lily.

**Millet stalks:** a grain used to make flour.

**To Discuss After You Read**

Q: After reading this story, can you imagine why God would recommend only one wife for one husband?

A: *yes; the jealousy of the two wives lead to intense brokenness in the family*

Day  
9

“The Noodle,” pp. 100-105

**Cultural Literacy**

**...the blind mendicant:** a beggar.

**...with alacrity:** cheerful readiness.

**To Discuss After You Read**

Q: While Noodle only wanted to learn “wisdom and not bargains,” re-look at the additional proverbs various people tried to teach him. Restate the premise of all of them in your own words.

A: *a fool and his money are soon parted.*

Q: Why do the Chinese tell this story?

A: *to encourage themselves that even foolish children may turn out well; to show how a few good proverbs can have great effect; a proud father can gain a foolish son-in-law; to not take themselves too seriously*

Day  
9

“Coffin Cash,” pp. 108-112

**Cultural Literacy**

**Open air coffins:** a burial box that is sealed but not buried.

**To Discuss After You Read**

Q: How did the family celebrate the only holiday they could afford: New Year?

A: *they all gathered and ate together*

Q: What did the celebration of New Year require of all Chinese?

A: *to pay off their debts: to not enter the new Year with debt as that was “asking for more misfortune”*

Q: How does Ah-Kou justify taking the dead man’s cash?

A: *the man had promised Ah-Kou a “fine large sum: and Ah-Kou thought all the cash the dead man carried equaled a large sum; plus, when Ah-Kou chooses to bury the head man, Ah-Kou believes himself rewarded for doing good deeds by taking the gold, silver and jewels from the casket; ultimately, he is glad to take the money from the robbers who would have kept the money from their dead friend* ■

## Weeks 3–4: The Year of the Dog

Day  
10

### Chapters 1–6

#### Cultural Literacy

**Lychee:** a sweet fruit. [chap. 2]

#### To Discuss After You Read

If you are interested, check the web to find the Chinese zodiac animals for your family members. [chap. 1]

- Q: Why was the Year of the Dog significant in Chinese culture? [chap. 1]  
A: *it was a year to find best friends coupled with good family ties, and a good year to find yourself: "your values and what you want to do."*
- Q: Why did the family set out a tray of candy on New Year's Day? [chap. 1]  
A: *"If it is full of sweet things, it means your year will be full of sweet things."*
- Q: What did all the food served on Chinese New Year symbolize? [chap. 2]  
A: *wealth; to encourage riches to come to the family*
- Q: How did Grandpa become a successful doctor? [chap. 2]  
A: *"Like the smell of roast pork, the news of Grandpa's good work spread around the village."*
- Q: How does Lissy recommend Pacy choose a career? What do you think of her advice? [chap. 3]  
A: *she should find something that could make her rich and that she has a talent in*
- Q: How did the training in Pacy's mother's school in Taiwan differ from training in the United States? [chap. 4]  
A: *she had to learn to be a good citizen: to "follow all the rules and work hard," to not question authority, and to always do what she was told.*
- Q: Why was Pacy's heritage confusing? [chap. 5]  
A: *while she considered herself an American, she had Taiwanese roots which are closely linked to Chinese roots*

"Taiwan is an island which has for all practical purposes been independent since 1950, but which China regards as a rebel region that must be reunited with the mainland - by force if necessary.

China has claimed sovereignty over Taiwan since the end of the Chinese civil war in 1949, when the defeated Nationalist government fled to the island as the Communists, under Mao Zedong, swept to power.

China insists that nations cannot have official relations with both China and Taiwan, with the result that Taiwan has formal diplomatic ties with only a few countries. The US is Taiwan's most important friend and protector.

Despite its diplomatic isolation, Taiwan has become one of Asia's big traders. It is considered to have achieved an economic miracle, becoming one of the world's top producers of computer technology."<sup>1</sup> [chap. 5]

- Q: Do you think the lady who served lunch to the students was confused by every new blond-haired child? Why was she confused after serving two Chinese-heritage children? [chap. 5]  
A: *she was unable to see the children as unique*
- Q: What occurs that shows Grace that Melody is going to be a good friend? [chap. 6]  
A: *Melody backed up Grace's story about the day of the unicorn; she could see that Pacy was embarrassed and didn't want Pacy to feel worse*

#### Timeline and Map Points

Taiwan (see map below)



Day  
11

### Chapters 7-12

#### To Discuss After You Read

- Q: Why does Grace have two names? [chap. 7]  
A: *she has a Chinese and an American name; a nod to both cultures*
- Q: How did Grace deal with the food she didn't enjoy? [chap. 8]  
A: *she didn't eat it, she worried that she was too full of nutrients, and decided she wouldn't eat at her friend's house again*
- Q: What did a Red Egg party celebrate? [chap. 9]  
A: *a new birth: designed to bring good luck*
- Q: Why did Grace's relatives ask her if she had eaten yet? [chap. 10]  
A: *to be polite, as a form of greeting, out of concern: since food is big part of the culture, and it meant "How are you doing?"*
- Q: Why do you think Grandma's cure worked? [chap. 11]  
A: *mom predicted the stiffness would go away as Pacy woke up; maybe the painting on her neck distracted her?*

<sup>1</sup> "Taiwan Country Profile." BBC News. <http://www.bbc.com/news/world-asia-16164639>. Accessed March 12, 2018.

Q: Why was it a good thing that Teddy did not become Pacy's boyfriend? [chap. 12]

A: *she's too young for a boyfriend, and a boyfriend would have disturbed her friendship with Melody*

Day  
12

## Chapters 13-18

### Cultural Literacy

**NASA:** the National Aeronautics and Space Administration: America's space agency, pioneering space exploration, scientific discovery and aeronautics research. [chap. 15]

**Bound feet:** to wrap the feet tightly in an excruciating way, the toes would be broken to tuck under the feet to keep the feet small; it changed the shape of the feet and made it hard to walk or work. [chap. 18]

### To Discuss After You Read

Q: How did Grace's mother learn to play the piano? Do you think it was easy? [chap. 13]

A: *she practiced on her piano teacher's piano, and on a paper piano while her mother sang each note*

Q: Describe Pacy and Melody's experiment. [chap. 14]

A: *they gave four pea plants four different fluids: milk, orange juice, ginger ale, and water; the one with soda grew the best*

Pacy thinks, "I could be like Albert Einstein, but I would comb my hair." Einstein is well-known for his wild, bushy hair. [chap. 14]

Q: Why didn't Pacy win the contest? [chap. 15]

A: *her experiment was flawed: she didn't give the plants equal amounts of liquid nor sunshine, and she should have used more plants in her test*

Q: Why does Pacy think Chinese people aren't important? What do you think of her reasoning? [chap. 16]

A: *she doesn't see Chinese role models in movies, books or plays; she has a point: it is good to be aware of other cultures*

Q: Why did Grace have a tough time coming up with a story? [chap. 17]

A: *she thought she had a boring life, and she had writer's block*

Q: Why did all the grandmothers stay at school all day? [chap. 18]

A: *because it hurt to walk, they chose to only take the single trip, plus they got to stay together and talk*

Day  
13

## Chapters 19-23

### To Discuss After You Read

Q: Why did Grace worry about her part in the play? [chap. 19]

A: *she worried that the audience would be offended by a Chinese munchkin*

Q: How does Grace come up with an idea for her story? [chap. 20]

A: *as she helps her mother in the garden, she decides to write about the ugly vegetables her mother grows*

Q: Did Grace think her final project was worth the effort? [chap. 21]

A: *yes, she both got a good grade, and the satisfaction of a job well-done*

Q: Why did Melody's aunt serve food to empty chairs? What do you think of this idea? [chap. 22]

A: *she sought to honor her dead parents by giving their ghosts food first; I don't believe in ghosts, and think it is wiser to honor our parents while we are alive*

Q: What good advice does Mother give when the girls at camp call Grace a "Twinkie?" [chap. 23]

A: *"You don't have to be more one than the other, you're Chinese-American; embrace both your wonderful heritages"*

Day  
14

## Chapters 24-29

### To Discuss After You Read

Q: How would you punish Uncle Shin for being so greedy? [chap. 24]

A: *maybe keep him from any treats for a year*

Q: Why do you think Pacy didn't win the Halloween contest? [chap. 25]

A: *it wasn't because her legs were blue, but her costume wasn't as original as Melody's*

Q: What did Pacy decide near the end of the Year of the Dog? [chap. 26]

A: *that she would become a writer/illustrator*

Q: Why did Pacy's mom have a hard time celebrating Thanksgiving and Christmas? [chap. 27]

A: *she mixed the boring turkey with delicious Chinese food, and she would rather give money in a red envelope than buy a gift (much more practical!)*

Q: How did the family celebrate Chinese New Year? [chap. 28]

A: *they would clean the house, hang Chinese decorations, buy new clothes, and get their hair cut*

Q: What did Pacy think about the Year of the Dog? [chap. 29]

A: *she liked it: she met her new best friend, won a prize, discovered her talent, and got rich*

### Timeline and Map Points

 New York City (E6); New York (E6) (map 2) ■

**Section Four**

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# **Instructor's Guide Resources**

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

Week	Memory Work	Bible Reading	History	Geography	Biography
1	Psalm 91: 1–2	Psalm 1–4; Word became flesh; Calling the Disciples; Wedding at Cana; Cleansing the Temple; Born again	China; Dynasties (1766-1911); China Civil War; Boxer Rebellion; Mao Zedong; Cultural Revolution	<i>China; Lao Shan; Yangtze River; Japan; Hengyang</i>	
2	Psalm 91:1–4	Psalm 6–9; Samaritan woman; Official’s son is healed; Healing at the pool on Sabbath; Feeding the 5000	China; Confucius; Tiananman Square Massacre; Hong Kong returned to China (1997)	<i>China; Manchuria; Tibet; Gobi Desert; Mt. Everest; the Himalayas</i>	
3	Psalm 91:1–6	Psalm 10–14; Bread of life; Eternal life; Living water; Light of the world	China; Communism; Karl Marx; Mao’s Cultural Revolution	<i>China; Nan-king; Peking</i>	
4	Psalm 91:1–8	Psalm 15–18; Blind man healed; Good shepherd; Lazarus; Resurrection and the life	China; Isolation from the Western world for hundreds of years; Porcelain invented in 100s AD; 1st to invent paper	<i>China; Shanghai</i>	J. Hudson Taylor
5	Psalm 91:1–10	Psalm 19–22; Lazarus raised; Jesus anointed; Triumphal entry; Jesus washes disciples’ feet; Love one another	North Korea; Choson Dynasty; 35 years of Japanese control; 1948 division of North and South Korea	<i>North Korea; Pyongyang; Seoul; Incheon; Taegu; Pusan; Ningbo</i>	J. Hudson Taylor
6	Psalm 91:1–12	Psalm 23–26; Jesus the way, truth, and life; Holy Spirit promised; True vine; Overcome the world; Jesus arrested	North Korea; Korean War; 2-mile DMZ; South Korea	<i>North Korea; South Korea</i>	J. Hudson Taylor
7	Psalm 91:1–14	Psalm 27–30; Jesus on trial; Crucifixion; Resurrection; Jesus appears to disciples	North & South Korea; Separate seats in UN; Japan	<i>South Korea; Japan; Hiroshima; Nagasaki; Osaka; Hawaii; California</i>	Nakahama Manjiro; Commodore Matthew Perry
8	Psalm 91	Psalm 31–34; Thanksgiving; Living for Christ; Humility; Righteousness through faith in Christ; Reconciliation	Japan; Shintoism; Emperor/shogun/daimyo Seclusion edicts; International trade	<i>Japan; Guam; Manila; South China Sea</i>	Nakahama Manjiro; Commodore Matthew Perry
9	1 John 1:9; Proverbs 31:30	Psalm 35–38; Christ above all; Alive in Christ; False teachers; New self; Contend for the faith	Japan; Meiji Era; Imperialism; World Wars; Hiroshima & Nagasaki; 1946 Constitution	<i>Japan; Hiroshima</i>	
10	Philippians 2:5–6	Psalm 39–42; Colossians 2-4, Ecclesiastes 1; Life without God is meaningless; There is a time for everything; Evil under the sun	Russia, former USSR	<i>Russia; Mongolia; Neva River; Leningrad; Yetaterinburg; Ural Mountains</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>
11	Philippians 2:5–8	Psalm 43–47; Ecclesiastes 2-6; Vanity; Time for Everything; Evil under the Sun; Fear God	Russia; Communism; Vladimir Lenin; Country name has changed a number of times; Cimmerians; Czars; Co-czars; Empress; Crimean War	<i>Russia; Mongolia</i>	Genghis Khan
12	Philippians 2:5–10	Psalm 48–51; Ecclesiastes 7–11; Wisdom and folly; Fear God; Death Comes to All	Russia; Revolution; Rasputin; Nicholas; Bolsheviks; World Wars; Lenin; Civil War; Great Purge; Cold War; Dissolution of USSR; Gorbachev; Conflict and sanctions; Economics; Capitalism	<i>Russia; Austria; Soviet Union; Leningrad; Estonia; Latvia; Lithuania</i>	
13	Philippians 2:5–11	Psalm 52–56; Ecclesiastes 12; Job 1–3; Remember God and keep his commandments; Job's sufferings	Economics	<i>Tibet; Moscow; Finland</i>	
14	Galatians 5:22–23	Psalm 57–60; Job 5,7,38, 39; Job's sufferings	Economics; Socialism	<i>Siberia; Black Sea; Moscow</i>	Joseph Stalin
15	Ephesians 6:13–17	Psalm 61-64; Job 40-42, 1 Timothy 1; Job's sufferings; False teachers	SE Asia; Buddhism; ASEAN (1967); Vietnam; Suez Canal opens (1869)	<i>Vietnam; Indonesia; Thailand; Malaysia; Cambodia; Laos; Myanmar; Brunei; Philippines</i>	
16	Ephesians 6:13–17	Psalm 65–68; I Timothy 2-5; Pray for all; Godliness; Instructions for the church	Vietnam; Ho Chi Minh; Vietnam War; Khmer Rouge; member of ASEAN	<i>Vietnam</i>	
17	Ephesians 6:13–17	Psalm 69-72; I Timothy 6- 2 Timothy 3; False Teachers; Fight the Good Fight; Soldier of Christ; Worker of God; All Scripture Comes From God	Vietnam War; Kent State protests with deaths & injuries; India	<i>Vietnam; India; Bangladesh; Kolkata; Delhi</i>	
18	1 Corinthians 6:19–20	Psalm 73-76; 2 Timothy 4, Hebrews 1-3; Preach the Word; Supremacy of Christ; Salvation; Jesus is greater than Moses	India; Hinduism; Jainism; Zoroastrianism; Parsis; Islam; Bangladesh	<i>India; Bangladesh</i>	
19	Poem or John 10:7–8	Psalm 77-80; Hebrews 4-7; Jesus is greater than Moses; Jesus is High Priest; Foundation of Faith; God's Promise; Jesus is greater than Melchizedek	India; Sikhism; Christianity; Taj Mahal	<i>Ireland; Macedonia; India; Albania; Yugoslavia</i>	Mother Teresa; William Carey
20	Poem or John 10:7–10	Psalm 81-84; Hebrews 8-10: 3; Jesus, High Priest; Redemption through Christ's Blood; Christ's Sacrifice; Assurance of Faith	India; Indus Valley Civilization; Invasions; Dynasties & Empires; E. India Company; Indian Independence; India-Pakistan Partition	<i>India; Indonesia; Brazil; Bay of Bengal; Calcutta; Cape Town; Delhi (Mumbai)</i>	Mother Teresa; William Carey; Gandhi

(Continued on the following page)



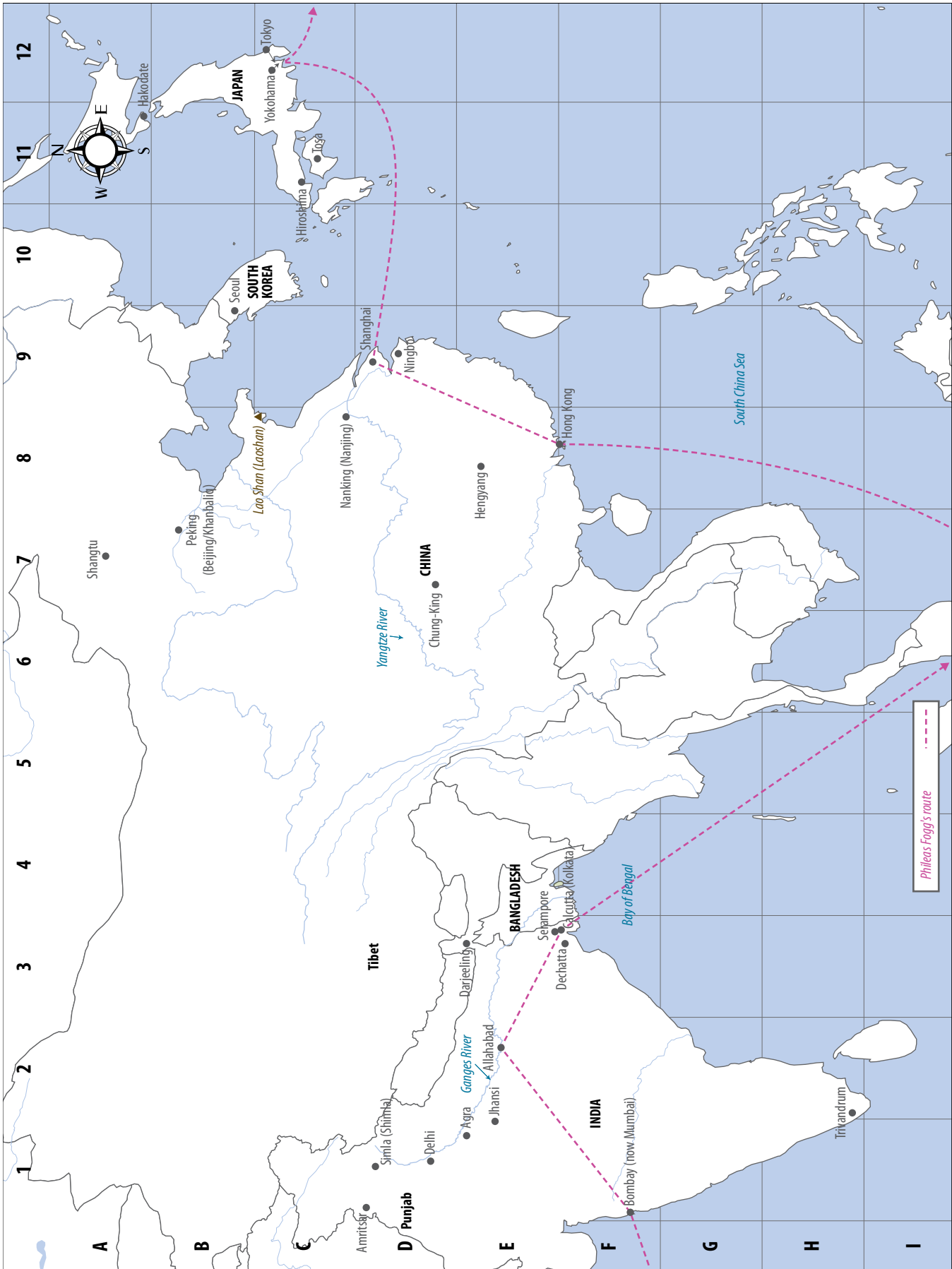
<b>Week</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History</b>	<b>Geography</b>	<b>Biography</b>
21	Poem or John 10:7–12	Psalm 85-88; Hebrews 11-13; Living by Faith; Sacrifices pleasing to God	India; Middle East; Islamic Empire; Ottoman Empire; Palestinian Conflict	<i>India; Middle East; Saudi Arabia; Egypt; Turkey; Iraq; Qatar; Iran; Samarkand</i>	Mother Teresa; William Carey
22	Poem or John 10:7–14	Psalm 89-92; Obadiah, Nahum 1-3; God's wrath	Middle East; Israel; Judaism; Wars following Cold War	<i>Middle East; Israel</i>	Mohammed
23	Poem or John 10:7-16	Psalm 93-96; Habakkuk 1-3; Zephaniah 1; Live by Faith; Habakkuk's Prayer; Day of the Lord is coming	Middle East; Israel; Saudi Arabia	<i>Middle East; Israel; Saudi Arabia; Mali; New York City; Ethiopia; Jerusalem; Zambia; Timbuktu; United Arab Emirates</i>	
24	Poem or John 10:7–18	Psalm 97-100; Zephaniah 2-3; Haggai 1-2; Prediction of Judgement; Command to Rebuild the Temple	Middle East; Saudi Arabia; Islam	<i>Middle East; Saudi Arabia; Nazareth</i>	
25	Proverbs 6:6–11	Psalm 101-104; Zechariah 1-4; Call to Return Lord; Zechariah's Visions from God	Middle East; Kurds; Baha'i faith	<i>Persia; Urmia; Senneh; Russia; Jordan; Dead Sea; Gaza; Petra; Hebron; Sea of Galilee; Baghdad; India; Egypt; Europe; Middle East; Palestine</i>	Mary Bird; Henry Martyn
26	Proverbs 6:6–11	Psalm 105-108; Zechariah 5-8; Zechariah's Visions from God; Coming of Peace and Prosperity of Zion	Middle East; Iran-Iraq War (1980-88)	<i>Middle East; Spain; Iraq; Holland; Morocco; France</i>	
27	Proverbs 6:6–11	Psalm 109-112; Zechariah 9-12; Judgement on Israel's Enemies; The Coming of Zion; Restoration for Judah and Israel; God will give Salvation	Africa; introduction	<i>Africa; Morocco; Congo; Sahara; Namibia; Sudan; Tanzania</i>	
28	Psalm 86:9–10	Psalm 113-116; Zechariah 13-14; Malachi 1-2; God Cuts Off Idolatry; The Coming Day of the Lord; God's Love for Israel; God Rebukes the Priests;	Africa; Animism; Northern & Southern Africa	<i>Africa; Sudan; Nile River; Scotland</i>	Mary Slessor

(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>
29	Matthew 5:1–2	Psalm 117-119:49-88; Malachi 3-4; 1 John 1-2 ; The Great Day of the Lord; Walk in the Light; Christ our advocate; Do Not Love the World;	Africa; Ancient Egypt; Kush; Greek & Roman Rule; Aksum; Rise of Christianity; Islamic Empire	<i>Africa; Kenya; New York; Germany; Nairobi; Zimbabwe; Holland; Uganda; South Sudan</i>	Mary Slessor; David Livingstone
30	Matthew 5:1–4	Psalm 119:89-121; 1 John 3-5; 2 John; Love One Another; God is Love; Testimony Concerning the Son of God; Walk in Truth and Love;	Africa; Empires; Kingdoms; Atlantic Slave Trade; Dutch East India Company; Suez Canal; Colonialism; Independence	<i>Africa; Johannesburg</i>	Mary Slessor
31	Matthew 5:1–6	Psalm 122-128; 3 John–Revelation 2:29; Support and Opposition of the Church; Judgement and False Teachers; Letters to the Early Churches	Christianity Africa; Pacific Islands	<i>Pacific Islands; Melanesia; Micronesia; Polynesia</i>	Mary Slessor
32	Matthew 5:1–8	Psalm 129-134; Revelation 3-6; Letters to the Early Churches; Throne in Heaven; Scroll and the Lamb; Seven Seals	Pacific Islands; Nuclear testing; New Zealand	<i>Pacific Islands; New Zealand; Polynesian Islands; Tahiti; Australia; Alice Springs</i>	Magellan
33	Matthew 5:1–10	Psalm 135-138; Revelation 7-10; Great Multitude Stands Before God; Seven Trumpets; The Angel and the Little Scroll	New Zealand; Maori; Treaty of Waitangi	<i>New Zealand</i>	James Cook
34	Matthew 5:1–12	Psalm 139-142; Revelation 11-14; Two Witnesses; Seventh Trumpet; The Beasts; The Harvest of the Earth	Australia; overview	<i>Australia; Alaska; Bering Sea</i>	
35	Matthew 5:1–14	Psalm 143-146; Revelation 15-18; Seven Angels and Seven Plagues; The Fall of Babylon	Australia; Discovery of gold; Depression; Independence	<i>Australia</i>	
36	Matthew 5:1–16	Psalm 147-150; Rev 19-22; Praise to God; The White Rider; 1000 Year Reign; Defet of Satan; Final Judgment; Jesus is Coming	Antarctica; overview	<i>Antarctica</i>	

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# Eastern Hemisphere (4-Day)—Map 4





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HISTORY / BIBLE / LITERATURE: Elementary

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