

# *From Adam to Us*

## Lesson Assignment Checklist

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### Assignments for Lesson 1

- ❑ **Our Creative World** — Read “Of the Father’s Love Begotten” on pages 1-2.
- ❑ **Timeline Book** — In the box for Lesson 1 on page 1, write “God creates the heavens and the earth.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 1.
- ❑ **Thinking Biblically** — Draw a picture of something God created on each of the six days of creation.
- ❑ **Vocabulary** — In your notebook, write the following vocabulary words and the letter of the definition below that goes with each word: formless (page 3), void (page 3), firmament (page 4), teem (page 7), sanctified (page 10)
  - a. having no form, shapeless
  - b. made holy
  - c. to abound, overflow with
  - d. containing nothing
  - e. sky

### Assignments for Lesson 2

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 2.

- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each. Check in a dictionary if you need help with their definitions: biography (page 11), blameless (page 11), remotest (page 12), characteristics (page 12), foundation (page 15)
- ❑ **Creative Writing** — Write a paragraph of at least five sentences describing in your own words who God is.

### Assignments for Lesson 3

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 3.
- ❑ **Thinking Biblically** — Make a list of the key events in this lesson in the order they happened. Begin with the creation of the first man. Your list should have at least seven key events.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook. cultivate (page 18), suitable (page 23), ashamed (page 24), crafty (page 24), cursed (page 25)

### Assignments for Lesson 4

- ❑ **Timeline Book** — In the box for Lesson 4 on page 1, write “People invent musical instruments.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 4.
- ❑ **Thinking Biblically** — Make a chart of the generations from Adam to Noah and the number of years each one lived. (See Genesis 5 and 9:29 for details.)
- ❑ **Vocabulary** — In your notebook, write which of the following words belongs in each sentence: fruitful (page 27), subdue (page 27), offspring (page 27), acknowledge (page 28), creative (page 29)
  1. Granny and Grandpa have a lot of \_\_\_\_\_, so they often have a house full of visitors.
  2. I am writing to \_\_\_\_\_ the receipt of your returned items.
  3. People use their \_\_\_\_\_ ability to compose music.
  4. Mr. Peters tried to \_\_\_\_\_ the rebellious students with a cold glare.
  5. We had a \_\_\_\_\_ meeting to discuss ideas for next year’s production.
- ❑ **Creative Writing** — Make a list of 15 different ways that people are creative.

### Assignments for Lesson 5

- ❑ **Our Creative World** — Read the Ancient Hawaiian Poetry on page 3.
- ❑ **Map Book** — Complete the assignments for Lesson 5 on Map 1.

- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 5 and take the test for Unit 1. (Tests are located at the back of the *Student Workbook* and *Lesson Review*.)
- ❑ **Creative Writing** — Write 2 or 3 paragraphs describing some of the wonders that God made you would most like to see if you were taking a trip around the world.
- ❑ **Family Activity** — Have a Worldwide Dinner. Find the instructions on page FA-1 at the back of Part 1.

### Assignments for Lesson 6

- ❑ **Timeline Book** — In the box for Lesson 6 on page 1, write “Noah builds an ark to save his family.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 6.
- ❑ **Thinking Biblically** — Draw a picture or write a paragraph about a scene inside the ark.
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: violence (page 43), dimensions (page 44), floodgates (page 45), occupants (page 45), confusion (page 49). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Family Activity** — Complete the activity “A Really Big Boat.” See page FA-3 for instructions.

### Assignments for Lesson 7

- ❑ **Map Book** — Complete the assignments for Lesson 7 on Map 2.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 7.
- ❑ **Creative Writing** — Write a paragraph describing one of the photographs in this lesson. Your paragraph should be at least six sentences.

### Assignments for Lesson 8

- ❑ **Our Creative World** — Read “An Account of Egypt” on page 4.
- ❑ **Timeline Book** — In the box for Lesson 8 on page 2, write “Pyramids are built in Egypt.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 8.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: civilization (page 56), lifestyle (page 56), preserve (page 57), afterlife (page 57), circa (page 60). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Creative Writing** — Imagine that you are one of the people working on the Pyramids of Giza. Write a journal entry of at least three paragraphs describing a day on the job: either an average day or a remarkable day.

### Assignments for Lesson 9

- ❑ **Our Creative World** — Read the “Chronicle of the Reign of Sargon” on page 5.
- ❑ **Map Book** — Complete the assignments for Lesson 9 on Map 3 - Ancient Civilizations in Egypt and Mesopotamia.
- ❑ **Timeline Book** — In the box for Lesson 9 on page 1, write “Sumerians regain control from the Akkadians.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 9.
- ❑ **Vocabulary** — Copy these words into your notebook, each on a separate line: city-state (page 63), humble (page 63), adviser (page 63), irrigate (page 64), stable (page 64). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.

### Assignments for Lesson 10

- ❑ **Our Creative World** — Learn about and examine the ancient board games described on page 6.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 10 and take the test for Unit 2.
- ❑ **Thinking Biblically** — Write the words of Proverbs 3:3 on a piece of paper and decorate around the words.
- ❑ **Creative Writing** — Write two or three paragraphs about how God has used written communication to help people know and obey him from Biblical times to today.

### Assignments for Lesson 11

- ❑ **Our Creative World** — Read “Babylonian Herding Contract” on page 7.
- ❑ **Timeline Book** — In the box for Lesson 11 on page 2, write “God calls Abram to move to Canaan.”
- ❑ **Map Book** — Complete the assignments for Lesson 11 on Map 4 - Journeys of Abraham, Isaac, and Jacob.
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 11.
- ❑ **Thinking Biblically** — Write a one-sentence description of each of these people: Abraham, Sarah, Ishmael, Isaac, Rebekah, Jacob, Esau, Leah, Rachel, and Joseph.
- ❑ **Literature** — Read Chapter I in *The Golden Goblet*.

### Assignments for Lesson 12

- ❑ **Our Creative World** — Look at the Hittite Seal of Tarkummuwa on page 8.
- ❑ **Timeline Book** — In the box for Lesson 12 on page 2, write “Labarnas II establishes his capital at Hattusha.”
- ❑ **Thinking Biblically** — Read Genesis 23, concerning Abraham’s purchase of the cave at Machpelah from Ephron the Hittite.
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 12.
- ❑ **Vocabulary** — In your notebook, write the vocabulary words and the letter of the definition that goes with each word:

crossroads (page 83), pagan (page 84), successor (page 85), virtue (page 86), moderation (page 86)

- a. avoiding extremes of behavior
- b. where two or more roads cross; often used metaphorically to mean a place where many people come into contact with one another
- c. worship of gods other than the true God
- d. good moral character
- e. one who follows another in a position of leadership

- ❑ **Literature** — Read Chapter II in *The Golden Goblet*.

### Assignments for Lesson 13

- ❑ **Timeline Book** — In the box for Lesson 13 on page 2, write “The Indus Valley civilization flourishes.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 13.
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: glacier (page 88), monsoon (page 88), silt (page 89), grid (page 90), granary (page 91). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Imagine that you lived in a small village in the Indus Valley during this time period and you are visiting Mohenjo-daro for the first time. Write a letter to your family describing what you see and do there. Use information from the lesson and your own imagination.
- ❑ **Literature** — Read Chapter III in *The Golden Goblet*.

### Assignments for Lesson 14

- ❑ **Timeline Book** — In the box for Lesson 14 on page 2, write “Civilization develops in Caral.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 14.
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: excavate (page 94), anthropologist (page 94), monumental (page 94), debris (page 94), rubble (page 94). Consult a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Imagine that you are a member of the Peruvian army helping with the excavation at Caral. Write an e-mail of at least two paragraphs to your family telling about what you’re doing.
- ❑ **Literature** — Read Chapter IV in *The Golden Goblet*.
- ❑ **Family Activity** — Create a Family Artifacts Album. See the instructions on page FA-4.

### Assignments for Lesson 15

- ❑ **Our Creative World** — Look at the example of Minoan art on page 9.
- ❑ **Map Book** — Complete the assignments for Lesson 15 on Map 5 - Crete and The Eastern Mediterranean.
- ❑ **Timeline Book** — In the box for Lesson 15 on page 3, write “Minoan civilization declines on Crete.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 15 and take the test for Unit 3.

- ❑ **Creative Writing** — Answer this question: How can a group of people turn a disaster into a positive thing for their civilization? Your answer should be at least three sentences long.
- ❑ **Literature** — Read Chapter V in *The Golden Goblet*.

### Assignments for Lesson 16

- ❑ **Our Creative World** — Read “Four Remarkable Things in England” on page 10.
- ❑ **Timeline Book** — In the box for Lesson 16 on page 2, write “Stonehenge.” In the box for Lesson 16 on page 24, write “John Aubrey explores Stonehenge,”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 16.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions into your notebook. boulder (page 106), hammerstone (page 107), lintel (page 107), astronomical (page 109), speculation (page 109)
- ❑ **Creative Writing** — Write one or two paragraphs about your own ideas of reasons that Stonehenge might have been erected.
- ❑ **Literature** — Read chapter VI in *The Golden Goblet*.

### Assignments for Lesson 17

- ❑ **Our Creative World** — Read “Hymn to the King Wu Ting” on page 11.

- ❑ **Map Book** — Complete the assignments for Lesson 17 on Map 6 - Shang Dynasty.
- ❑ **Timeline Book** — In the box for Lesson 17 on page 2, write “Shang civilization develops in China.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 17.
- ❑ **Thinking Biblically** — Make a small poster featuring the words of Proverbs 11:17. Decorate the poster in the style of the artistic objects you saw in this lesson.
- ❑ **Literature** — Read chapter VII in *The Golden Goblet*.

### Assignments for Lesson 18

- ❑ **Timeline Book** — In the box for Lesson 18 on page 3, write “God leads the Israelites out of Egypt.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 18.
- ❑ **Thinking Biblically** — Make a list of the main events in this lesson. Your list should have at least ten events.
- ❑ **Creative Writing** — Write a poem or song of at least twelve lines about the Exodus.
- ❑ **Literature** — Read chapter VIII in *The Golden Goblet*.

### Assignments for Lesson 19

- ❑ **Our Creative World** — Read “Lucky and Unlucky Days” on page 12.
- ❑ **Map Book** — Complete the assignments for Lesson 19 on Map 7 - Egypt, Libya, and the Hittite Kingdom.

- ❑ **Timeline Book** — In the box for Lesson 19 on page 3, write “Battle between Egyptians and Hittites”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 19.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each. Check in a dictionary if you need help with their definitions: decline (page 125), campaign (page 125), inscription (page 125), victor (page 126), ally (page 126)
- ❑ **Literature** — Read chapter IX in *The Golden Goblet*.
- ❑ **Family Activity** — Create a Sticky Bricks Structure. See instructions on page FA-6.

### Assignments for Lesson 20

- ❑ **Our Creative World** — Read the excerpt from *The Iliad* on page 13.
- ❑ **Timeline Book** — In the box for Lesson 20 on page 3, write “Possible date of Trojan War”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 20 and take the test for Unit 4.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: epic (page 132), citadel (page 132), siege (page 133), comrade (page 133), invader (page 134).
- ❑ **Creative Writing** — Write one or two paragraphs about the different reasons nations go to war with each other.

- ❑ **Literature** — Read chapter X in *The Golden Goblet*.

### Assignments for Lesson 21

- ❑ **Timeline Book** — In the box for Lesson 21 on page 3, write “God gives the Israelites judges.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 21.
- ❑ **Thinking Biblically** — Write a one-sentence description of each of these people: Moses, Joshua, Othniel, Deborah, Ruth, Samuel, and Saul.
- ❑ **Vocabulary** — Write each of the following sentences in your notebook. Fill in each blank with one of these words: defer (page 137), seize (page 137), idolatry (page 140), appoint (page 141), grieved (page 141)
  1. Mr. Field chose to \_\_\_\_ Kendra the chairman of the committee.
  2. Amanda was \_\_\_\_ to see her brother’s friends making fun of him.
  3. Mom said she would \_\_\_\_ to Dad’s decision on where we would go for dinner.
  4. Do people today still practice \_\_\_\_?
  5. Mr. Dave said he would \_\_\_\_ my tablet if he saw me playing with it again during Sunday School.
- ❑ **Literature** — Read chapter XI in *The Golden Goblet*.

### Assignments for Lesson 22

- ❑ **Our Creative World** — Read “Gold Mining” on page 14.

- ❑ **Map Book** — Complete the assignments for Lesson 22 on Map 8 - Divided Kingdom.
- ❑ **Timeline Book** — In the box for Lesson 22 on page 4, write “Solomon begins building the temple in Jerusalem.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 22.
- ❑ **Thinking Biblically** — Write a paragraph answering this question: What were some of the results of the Israelite kings turning away from the Lord?
- ❑ **Literature** — Read chapter XII in *The Golden Goblet*.

### Assignments for Lesson 23

- ❑ **Map Book** — Complete the assignments for Lesson 23 on Map 9 - The Mediterranean Sea.
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 23.
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means: jut (page 150), strait (page 151), cork (page 152), imported (page 156), endurance (page 158). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Write an essay of at least two paragraphs about the advantages of having a written language.
- ❑ **Literature** — Read chapter XIII in *The Golden Goblet*.

### Assignments for Lesson 24

- ❑ **Our Creative World** — Read “Phoenician Trade” on page 15.
- ❑ **Timeline Book** — In the box for Lesson 24 on page 4, write “Traditional date for the founding of Carthage.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 24.
- ❑ **Vocabulary** — Copy these words into your notebook, each on a separate line: vessel (page 159), entourage (page 160), dominate (page 161), tendency (page 161), spoil (page 161). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — Imagine that you own a large ship. Write a newspaper advertisement of at least one-half page directed at traders based in Carthage. Explain why they should choose your ship to transport their goods to other places.
- ❑ **Family Activity** — Make and play “Carthaginian Traders.” See the instructions on page FA-7.
- ❑ **Literature** — Read chapter XIV in *The Golden Goblet*.

### Assignments for Lesson 25

- ❑ **Our Creative World** — Read “Milo of Croton” on page 16.
- ❑ **Timeline Book** — In the box for Lesson 25 on page 4, write “The first Olympic Games are held in Greece.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional

books, complete the assignment for Lesson 25 and take the test for Unit 5.

- ❑ **Thinking Biblically** — Read 1 Corinthians 9:23-27. Copy verses 9:24-25.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: converge (page 163), shrine (page 163), literally (page 163), truce (page 165), imagery (page 166)
- ❑ **Creative Writing** — Imagine that you are a trainer for an ancient Greek athlete training for the pentathlon. Write out a list of instructions for his daily training routine and his diet and sleep schedule.
- ❑ **Literature** — Read chapters XV and XVI in *The Golden Goblet*. If you are using the Student Workbook or the Lesson Review, answer the literature review questions for *The Golden Goblet*.

### Assignments for Lesson 26

- ❑ **Our Creative World** — Read “A Man’s Praise of His Poor Wife” on page 17. This Chinese poem was written around the same time as the events described in this lesson.
- ❑ **Timeline Book** — In the first box for Lesson 26 on page 5 (721 BC), write “The Assyrians defeat the Northern Kingdom of Israel.” In the second box for Lesson 26 on the same page (605 BC), write “The Babylonians win the Battle of Carchemish.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 26.



- ❑ **Thinking Biblically** — Read 2 Kings 19:8-20 and 19:32-37 concerning God’s judgment on the king of Assyria.
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: subjugate (169), brutality (171), warlike (171), captivity (171), harshness (172). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read fables 1-8 (pages 2-21) in *The Fables of Aesop*. (These page numbers refer to the edition edited by Joseph Jacobs published by Dover Publications.)
- ❑ **Family Activity** — Make “An Album of Prophets.” See page FA-10 for instructions.

### Assignments for Lesson 27

- ❑ **Timeline Book** — In the first box for Lesson 27 on page 5 (622 BC), write “Josiah restores the temple and recommits to the law.” In the second box for Lesson 26 on the same page (586 BC), write “Jewish captives are taken to Babylon.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 27.
- ❑ **Thinking Biblically** — Read 2 Kings 22:3-13 concerning the repair of the temple and the discovery of the book of the Law during Josiah’s reign.
- ❑ **Creative Writing** — Imagine that you are the father or mother of a family of Judah at the time of Josiah. Write a one-page description of your family’s first celebration of the Passover after Josiah commanded that it be celebrated again.
- ❑ **Literature** — Read fables 9-16 (pages 22-41) in *The Fables of Aesop*.

### Assignments for Lesson 28

- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 28.
- ❑ **Thinking Biblically** — Read Daniel 1:1-7 concerning how Daniel, Hananiah, Mishael, and Azariah came to serve Nebuchadnezzar.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: prominence (183), splendor (183), embankment (184), ziggurat (184), endowed (188). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read fables 17-24 (pages 42-63) in *The Fables of Aesop*.

### Assignments for Lesson 29

- ❑ **Our Creative World** — Read “Customs of the Persians” on pages 18-19.
- ❑ **Map Book** — Complete the assignments for Lesson 29 on Map 10, “The Persian Empire.”
- ❑ **Timeline Book** — In the box for Lesson 29 on page 5, write “Cyrus II conquers the Babylonian Empire.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 29.
- ❑ **Vocabulary** — In your notebook, write your own definition for each of these words: tribute (191), efficiency (191), landmass (191), courier (192), reverse (192). Look in the lesson for clues for the meaning of the words. When you are

finished writing your definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read fables 25-32 (pages 64-79) in *The Fables of Aesop*.

### Assignments for Lesson 30

- ❑ **Map Book** — Complete the assignments for Lesson 30 on Map 11, “The Persian Gulf Region.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 30 and take the test for Unit 6.
- ❑ **Vocabulary** — Write the vocabulary words and the letter of the definition that goes with each word: gulf (198), synonym (199), haze (200), squall (200), amass (201)
  - a. a sudden violent storm
  - b. a condition in the atmosphere (caused by smoke, dust, or moisture) that prevents seeing clearly
  - c. an extension of an ocean that penetrates into land
  - d. to gather something, especially for your own benefit
  - e. a word that has the same meaning as another word
- ❑ **Creative Writing** — Write a detailed description of one or two paragraphs of one of the photos in this lesson.
- ❑ **Literature** — Read fables 33-40 (pages 80-97) in *The Fables of Aesop*.

### Assignments for Lesson 31

- ❑ **Our Creative World** — Read the excerpts from *The Analects* on page 20.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional

books, complete the assignment for Lesson 31.

- ❑ **Vocabulary** — Copy these words into your notebook, each on a separate line: principle (205), morality (208), harmony (209), bribe (209), filial (209). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — Write down your personal philosophy about what you believe is true and the way you think people should live. Write at least 3 paragraphs.
- ❑ **Literature** — Read fables 41-48 (pages 98-115) in *The Fables of Aesop*.

### Assignments for Lesson 32

- ❑ **Map Book** — Complete the assignments for Lesson 32 on Map 12, “Greece”.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 32.
- ❑ **Creative Writing** — Write a poem of at least ten lines about one of the scenes shown in this lesson.
- ❑ **Literature** — Read fables 49-56 (pages 116-133) in *The Fables of Aesop*.

### Assignments for Lesson 33

- ❑ **Timeline Book** — In the box for Lesson 33 on page 6, write “Golden Age of Athens”.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 33.

- ❑ **Thinking Biblically** — Read about Paul’s teaching in Athens in Acts 17:16-34.
- ❑ **Vocabulary** — In your notebook, write a paragraph that uses all of these words: goddess (219), overseer (219), architectural (220), massive (220), convex (220). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read fables 57-65 (pages 134-155) in *The Fables of Aesop*.

### Assignments for Lesson 34

- ❑ **Our Creative World** — Read the excerpt from Plato’s “Laws” on page 21.
- ❑ **Timeline Book** — In the box for Lesson 34 on page 6, write “Plato establishes the Academy in Athens.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 34.
- ❑ **Thinking Biblically** — Make a small poster with the words of John 1:1. Illustrate or decorate the words as you wish.
- ❑ **Vocabulary** — Write five sentences in your notebook, using one of these words in each: philosopher (224), disciple (225), piety (225), modesty (226), reason (227). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read fables 66-74 (pages 156-177) in *The Fables of Aesop*.

### Assignments for Lesson 35

- ❑ **Our Creative World** — Read about the “Pillars of Ashoka” on page 22.

- ❑ **Map Book** — Complete the assignments for Lesson 35 on Map 13, “Conquest of Alexander the Great”.
- ❑ **Timeline Book** — In the box for Lesson 35 on page 5, write “Greeks and Persians fight at Marathon.” In the box for Lesson 35 on page 6, write “Alexander founds Alexandria in Egypt.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 35 and take the test for Unit 7.
- ❑ **Thinking Biblically** — Write one or two paragraphs answering the question, “What makes someone great in God’s eyes?” Use at least two Bible verses to support your answer.
- ❑ **Literature** — Read fables 75-82 (pages 178-196) in *The Fables of Aesop*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *The Fables of Aesop*.
- ❑ **Family Activity** — Perform “Aesop Has the Fox to Tea.” See page FA-12 for instructions.

### Assignments for Lesson 36

- ❑ **Timeline Book** — In the box for Lesson 36 on page 6, write “Pharos lighthouse is built near Alexandria.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 36.
- ❑ **Thinking Biblically** — Read Acts 18:24-28 about Apollos from Alexandria.
- ❑ **Vocabulary** — In your notebook, make a drawing for each of these words that illustrates what it means. Write the word

under the drawing. Check in a dictionary if you need help with their definitions: literary (237), vie (238), engineering (239), masonry (240), circumference (240)

- ❑ **Creative Writing** — Imagine that you are a sailor approaching Alexandria by ship and seeing the Lighthouse of Pharos for the first time. Write two or three paragraphs of your impressions.

### Assignments for Lesson 37

- ❑ **Timeline Book** — In the box for Lesson 37 on page 7, write “Founding of the Qin Dynasty in China”.
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 37.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions: canal (243), axle (243), imperial (244), fortress (245), terra-cotta (247).
- ❑ **Creative Writing** — Write the text for a book for young children about the Great Wall of China using the information found in this lesson. Include only basic information and simple facts. Divide the text into what would appear on each page, including at least 10 pages (one or two sentences per page is enough). If you wish, create the book with illustrations.

### Assignments for Lesson 38

- ❑ **Our Creative World** — Read the excerpt from the book of 1 Maccabees on pages 23-24.

- ❑ **Timeline Book** — In the box for Lesson 38 on page 7, write “Jews restore worship of God in the temple.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 38.
- ❑ **Thinking Biblically** — Read John 10:22-30 about Jesus’ conversation with the Pharisees when he was in Jerusalem during the Feast of Dedication.
- ❑ **Vocabulary** — Write your own definition for each of these words: strategic (249), aggressive (250), confront (250), heathen (250), zealous (251). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

### Assignments for Lesson 39

- ❑ **Our Creative World** — Read “Homeschooling in Ancient Rome” and the “Description of Julius Caesar” on pages 25-26.
- ❑ **Map Book** — Complete the assignments for Lesson 39 on Map 14, “The Roman Empire During the Days of Caesar Augustus”.
- ❑ **Timeline Book** — In the box for Lesson 39 on page 4, write “Traditional date for the founding of Rome.” In the box for Lesson 39 on page 7, write “Carthage is destroyed in the Third Punic War.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 39.
- ❑ **Creative Writing** — Write at least two paragraphs in response to: How can

ambition result in good things? How can ambition result in destruction?

### Assignments for Lesson 40

- ❑ **Timeline Book** — In the box for Lesson 40 on page 27, write “Johann Burckhardt rediscovers Petra.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 40 and take the test for Unit 8.
- ❑ **Thinking Biblically** — Write the words of Psalm 61:2-3 across the bottom of a piece of paper. Draw an appropriate illustration for the verse above it. You may wish to use one of the photographs from the city of Petra in the lesson as an example.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: anoint (262), incense (262), fanciful (263), rendition (263), chisel (264).
- ❑ **Family Activity** — Make a Spices of the World Map. See page FA-16 for instructions.

### Assignments for Lesson 41

- ❑ **Our Creative World** — Read “O Sing a Song of Bethlehem” on page 27.
- ❑ **Map Book** — Complete the assignments for Lesson 41 on Map 15, “The Promised Land”.
- ❑ **Timeline Book** — In the box for Lesson 41 on page 8, write “Magi visit Jesus in Bethlehem.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 41.

- ❑ **Thinking Biblically** — Make a list of the key events from before and during the life of Jesus as described in this lesson. List at least 10 events. If you know Scripture references for the events, include them in your list.
- ❑ **Literature** — Read Chapter 1 in *The Bronze Bow*.

### Assignments for Lesson 42

- ❑ **Our Creative World** — Read “There is a Sea” on page 28.
- ❑ **Map Book** — Complete the assignments for Lesson 42 on Map 15 “The Promised Land”.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 42.
- ❑ **Thinking Biblically** — Make a list of the key events during the life of Jesus as described in this lesson. List at least 5 events. If you know Scripture references for the events, include them in your list.
- ❑ **Literature** — Read Chapter 2 in *The Bronze Bow*.

### Assignments for Lesson 43

- ❑ **Our Creative World** — Read “The Roman Roads” on pages 29-30.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 43.
- ❑ **Vocabulary** — Write each of the following sentences in your notebook. Fill in each blank with one of these words: backbone

(287), rank (287), ambition (287), typical (288), vigilant (288).

1. My cousin was recently promoted to the \_\_\_\_\_ of captain in the army.
  2. Sara's \_\_\_\_\_ is to go to medical school and become a heart surgeon when she finishes college.
  3. Dad told me that small business is the \_\_\_\_\_ of the American economy.
  4. Mr. Forest advised us to be \_\_\_\_\_ keeping an eye on our belongings while we're in the airport.
  5. Ryan rudely shouted, "I guess you're not just a \_\_\_\_\_ girl!" when I hit a home run.
- Creative Writing** — Write a one-page letter as if you were a centurion during the time of Jesus writing home to his family. Your letter can be from any part of the Roman Empire.
  - Literature** — Read Chapter 3 in *The Bronze Bow*.

### Assignments for Lesson 44

- Timeline Book** — In the box for Lesson 44 on page 8, write "Herod begins remodeling the temple."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 44.
- Thinking Biblically** — Make a list of the key events during the life of Jesus as described in this lesson. List at least 5 events. If you know Scripture references for the events, include them in your list.
- Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is

used in this lesson: remnant (292), ascend (292), plunder (293), throng (295), treasury (298). Copy the words and definitions.

- Literature** — Read Chapters 4-5 in *The Bronze Bow*.

### Assignments for Lesson 45

- Timeline Book** — In the box for Lesson 45 on page 8, write "Jesus ascends to Heaven after His resurrection."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 45 and take the test for Unit 9.
- Thinking Biblically** — Make a list of the key events from the life of Jesus as described in this lesson. List at least 5 events. If you know Scripture references for the events, include them in your list.
- Creative Writing** — Write a hymn of praise of at least 16 lines (this can be four verses of four lines each). Include specific references to Jesus' death and resurrection.
- Literature** — Read Chapters 6-7 in *The Bronze Bow*.
- Family Activity** — Create a Life of Jesus Timeline. See page FA-18 for instructions.

### Assignments for Lesson 46

- Timeline Book** — In the box for Lesson 46 on page 8, write "The church begins in Jerusalem and quickly spreads."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 46.

- ❑ **Thinking Biblically** — Read Stephen’s sermon to the Jewish Council in Acts 7:1-53.
- ❑ **Creative Writing** — Write a short story of at least one page about a Christian family who leaves Jerusalem because of persecution and moves to another city and helps start a new church.
- ❑ **Literature** — Read Chapter 8 in *The Bronze Bow*.

### Assignments for Lesson 47

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 47.
- ❑ **Thinking Biblically** — Read from Peter’s letter to his fellow believers in 2 Peter 1:12-18.
- ❑ **Creative Writing** — Write a description of at least one-half page as if you were an eyewitness to one of the incidents in the life of Peter that is described in this lesson.
- ❑ **Literature** — Read Chapters 9-10 in *The Bronze Bow*.

### Assignments for Lesson 48

- ❑ **Our Creative World** — Read “The Eruption of Mount Vesuvius” on pages 31-32.
- ❑ **Timeline Book** — In the box for Lesson 48 on page 8, write “Pompeii is destroyed by the eruption of Vesuvius.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 48.

- ❑ **Thinking Biblically** — Read Acts 19:23-41 concerning the riot incited by the silversmiths against the Christians in Ephesus.
- ❑ **Vocabulary** — Write a paragraph that uses all of these words: guild (324), bureaucrat (324), mythological (324), vault (325), cult (325). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read Chapters 11-12 in *The Bronze Bow*.

### Assignments for Lesson 49

- ❑ **Our Creative World** — Read “Josephus and the Jews” on page 33.
- ❑ **Timeline Book** — In the box for Lesson 49 on page 8, write “The Romans conquer Jerusalem and destroy the temple.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 49.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: revolt (329), booty (330), aqueduct (331), wadi (331), cistern (331).
- ❑ **Literature** — Read Chapters 13-14 in *The Bronze Bow*.

### Assignments for Lesson 50

- ❑ **Our Creative World** — Read the “Letter to Calvisius” on page 34.
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 50 and take the test for Unit 10.
- ❑ **Vocabulary** — Copy these words, each on a separate line: encompass (334), mosaic

(334), trench (335), consistent (336), ailment (336). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.

- ❑ **Creative Writing** — Imagine that hot springs were discovered near where you live and that you are asked to write a proposal to turn the springs into a resort. Write out a plan of what would need to be built (including a facility for the waters, transportation, hotels, restaurants, etc.) and what staff would be needed to run the resort.
- ❑ **Literature** — Read Chapter 15 in *The Bronze Bow*.
- ❑ **Family Activity** — Make a Roman Mosaic. See page FA-19 for instructions

### Assignments for Lesson 51

- ❑ **Our Creative World** — Read about the Martyrdom of Perpetua on page 35.
- ❑ **Timeline Book** — In the box for Lesson 51 on page 8, write “Polycarp is put to death for his faith in Jesus.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 51.
- ❑ **Thinking Biblically** — Read John 1:1-18 which discusses Jesus as fully God and fully man.
- ❑ **Creative Writing** — Imagine that you witnessed Polycarp’s execution in the arena in Smyrna. Write a few paragraphs as if you were writing in a journal describing what you saw and your thoughts about it.
- ❑ **Literature** — Read Chapters 16-17 in *The Bronze Bow*.

### Assignments for Lesson 52

- ❑ **Timeline Book** — In the box for Lesson 52 on page 9, write “Christians in Hungary create tomb paintings.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 52.
- ❑ **Thinking Biblically** — Read 1 Peter 1:3-9 and write a paragraph about the hope Christians have after death.
- ❑ **Vocabulary** — Write these words along with the correct letter and definition. Choose from the definitions below: amphitheater (346), mausoleum (347), plaster (347), penetrate (347), cremation (348).
  - a. the burning of the body of a person who has died
  - b. a building with places for burying the dead
  - c. a wet substance that hardens as it dries, used to make walls and ceilings
  - d. a large venue with seats in curved rows around a central stage or open space
  - e. to go through something or to go into something
- ❑ **Literature** — Read Chapters 18-19 in *The Bronze Bow*.

### Assignments for Lesson 53

- ❑ **Timeline Book** — In the box for Lesson 53 on page 9, write “Diocletian completes his palace in Split.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 53.



- ❑ **Vocabulary** — Write five sentences, using one of these words in each: dense (352), hardy (353), abdicate (354), promenade (354), topography (355). Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Imagine that you are a resident of modern-day Split, Croatia, and that the city government has announced that it is considering replacing the aqueducts built in Roman times with a more efficient, modern system. Would you support or oppose this idea? Write a letter to the city government explaining your views.
- ❑ **Literature** — Read Chapters 20-21 in *The Bronze Bow*.

### Assignments for Lesson 54

- ❑ **Our Creative World** — Read the Nicene Creed on page 36
  - ❑ **Timeline Book** — In the box for Lesson 54 on page 9, write “Constantine ends Roman persecution of Christians.”
  - ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 54.
  - ❑ **Thinking Biblically** — Write at least one paragraph responding to this question: Has Jesus always existed, or did God create Him when he came to earth as a baby?
  - ❑ **Vocabulary** — Copy these sentences, using these vocabulary words to fill in the blanks: edict (359), genuine (359), orthodox (359), doctrine (359), creed (359).
1. In her missions report, my aunt told about her difficulty explaining Christian \_\_\_\_\_ to new believers.
  2. A church \_\_\_\_\_ is a statement of basic beliefs.
  3. Mom never said that you could issue an \_\_\_\_\_ that I have to obey!
  4. Uncle Bill said they had to leave their church because they were teaching things that were not \_\_\_\_\_.
  5. When Mrs. White gives a compliment she is always \_\_\_\_\_.
- ❑ **Literature** — Read Chapters 22-23 in *The Bronze Bow*.

### Assignments for Lesson 55

- ❑ **Map Book** — Complete the activities on Map 16 “The Kingdom of Aksum”.
- ❑ **Timeline Book** — In the box for Lesson 55 on page 9, write “Aksum is a major trading center in Africa.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 55 and take the test for Unit 11.
- ❑ **Creative Writing** — Write a story of at least one page about a trader who comes to Aksum.
- ❑ **Literature** — Read Chapter 24 in *The Bronze Bow*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *The Bronze Bow*.
- ❑ **Family Activity** — Create a Family Story Obelisk. See page FA-20 for instructions.

### Assignments for Lesson 56

- ❑ **Map Book** — Complete the activities for Lesson 56 on Map 17 “The Silk Road”.
- ❑ **Timeline Book** — In the box for Lesson 56 on page 10, write “The Silk Road connects the Middle East and China.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 56.
- ❑ **Creative Writing** — Write a story of at least one page about an inn on the Silk Road.
- ❑ **Family Activity** — Make Silk Road Trader’s Bread. See page FA-23 for instructions.

### Assignments for Lesson 57

- ❑ **Our Creative World** — Read the excerpt from the Letter to Laeta on page 37.
- ❑ **Timeline Book** — In the box for Lesson 57 on page 10, write “Augustine becomes a church leader in Africa.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 57.
- ❑ **Thinking Biblically** — Read Romans 13, which includes the passage that Augustine read at a turning point in his life.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: depict (380), rhetoric (381), interpretation (382), serenity (382), reality (383). Write the word under the drawing. Check in a dictionary if you need help with their definitions.

### Assignments for Lesson 58

- ❑ **Our Creative World** — Read “A Visit With Attila” on page 38.
- ❑ **Map Book** — Complete the activities for Lesson 58 on Map 18 “The World of the Huns”.
- ❑ **Timeline Book** — In the box for Lesson 58 on page 10, write “Attila becomes sole king of the Huns.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 58.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: ferocious (386), superior (386), steppe (386), scimitar (388), plait (389). Copy the words and definitions.

### Assignments for Lesson 59

- ❑ **Our Creative World** — Read “The Deer’s Cry” on pages 39-40.
- ❑ **Timeline Book** — In the box for Lesson 59 on page 10, write “Patrick brings the gospel to Ireland.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 59.
- ❑ **Thinking Biblically** — Copy Romans 8:35-37 in the center of a piece of paper. Around the verses, draw symbols and scenes from Ireland and the life of Patrick.
- ❑ **Creative Writing** — Write a poem of at least twelve lines about Ireland and/or the life of Patrick.

### Assignments for Lesson 60

- ❑ **Timeline Book** — In the box for Lesson 60 on page 10, write “Germanic leader Odoacer controls Rome.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 60 and take the test for Unit 12.
- ❑ **Thinking Biblically** — Make a list of at least ten things that people, now and in history, have put their trust in other than God.
- ❑ **Vocabulary** — Write your own definition for each of these words: estate (399), effective (399), vandalize (401), depose (401), sovereign (402). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

### Assignments for Lesson 61

- ❑ **Timeline Book** — The boxes for Lesson 61 are on page 10. In the box for 527 AD, write “Justinian becomes Byzantine Emperor.” In the box for 537 AD, write “The Hagia Sophia cathedral is completed.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 61.
- ❑ **Thinking Biblically** — Read Deuteronomy 16:18-20 to learn God’s perspective on justice.
- ❑ **Creative Writing** — If you were on Justinian’s commission to organize laws for the empire, what are some laws that you would think are most important? Write

down five laws and the consequences for breaking them.

- ❑ **Literature** — Read chapters 1-2 in *A Single Shard*.

### Assignments for Lesson 62

- ❑ **Our Creative World** — Read the Japanese poems on page 41.
- ❑ **Timeline Book** — In the box for Lesson 62 on page 11, write “Taishi Shotoku becomes crown prince of Japan.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 62.
- ❑ **Thinking Biblically** — Copy Psalm 33:8 onto a piece of paper. Draw a picture or collage of pictures to illustrate the verse.
- ❑ **Vocabulary** — Write these words along with the correct letter and definition. Choose from the definitions below: comprise (412), navigate (413), typhoon (414), flyway (414), clan (417).
  - a. to be made up of, to include
  - b. a large group of people who are related or distantly related
  - c. the route that migratory birds follow
  - d. to steer, drive, or move through water or a given area
  - e. a hurricane that occurs in the China Sea or Southeast Asia
- ❑ **Literature** — Read chapters 3-4 in *A Single Shard*.

### Assignments for Lesson 63

- ❑ **Our Creative World** — Read “Al Mansur, Builder of Baghdad, and the Poet” on page 42.

- ❑ **Map Book** — Complete the activities for Map 19 “Area Controlled by Muslims.”
- ❑ **Timeline Book** — In the box for Lesson 63 on page 11, write “Muhammad flees from Mecca to Medina.” In the box for Lesson 63 on page 12, write “A Muslim army is defeated at Tours, France.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 63.
- ❑ **Thinking Biblically** — Write down five questions that you have about Muhammad or Islam. Discuss these questions with a parent in light of Acts 4:11-12 quoted above.
- ❑ **Literature** — Read chapters 5-6 in *A Single Shard*.

### Assignments for Lesson 64

- ❑ **Our Creative World** — Read about the game Patolli on page 43.
- ❑ **Timeline Book** — In the box for Lesson 64 on page 9, write “The Maya civilization flourishes.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 64.
- ❑ **Vocabulary** — Copy these words, each on a separate line: terrace (425), quarry (425), relief (425), intricate (425), eclipse (425). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — Imagine that you could go back in time to see Palenque in its heyday. Write a paragraph about some

things you imagine that you might see happening there.

- ❑ **Literature** — Read chapter 7 in *A Single Shard*.
- ❑ **Family Activity** — Make Maya Relief Carvings. See page FA-27 for instructions.

### Assignments for Lesson 65

- ❑ **Timeline Book** — In the box for Lesson 65 on page 12, write “The Lindisfarne Gospels manuscript is completed.” In the box for Lesson 65 on page 13, write “Vikings attack the monastery at Lindisfarne.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 65 and take the test for Unit 13.
- ❑ **Thinking Biblically** — If you were going to copy only one book of the Bible, which would you choose? Write a paragraph explaining your answer.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: hierarchy (429), pope (429), catholic (429), monastery (430), convent (430).
- ❑ **Literature** — Read chapter 8 in *A Single Shard*.

### Assignments for Lesson 66

- ❑ **Timeline Book** — In the box for Lesson 66 on page 13, write “Charlemagne is crowned Holy Roman Emperor.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 66.

- ❑ **Thinking Biblically** — What do you think is the proper relationship between government and the church? Write at least two paragraphs explaining your answer.
- ❑ **Vocabulary** — Copy these sentences, using these vocabulary words to fill in the blanks: excommunicate (439), domain (440), noble (440), endorsement (440), imposing (441).
  1. Greyson is descended from a \_\_\_\_\_ who owned a huge estate with a castle.
  2. Mrs. Peters has the \_\_\_\_\_ of the former president as his top choice to take his place.
  3. In our house, the kitchen is my mom’s exclusive \_\_\_\_\_.
  4. In medieval times, it was devastating to anyone to have the church \_\_\_\_\_ him.
  5. The building where I had to take the test looked so \_\_\_\_\_ that I was scared to go in.
- ❑ **Literature** — Read chapter 9 in *A Single Shard*.

### Assignments for Lesson 67

- ❑ **Our Creative World** — Read the excerpt from the story of “The Tooth Thrall” on pages 44-45.
- ❑ **Timeline Book** — In the box for Lesson 67 on page 14, write “Norsemen establish the Althing in Iceland.” In the box for Lesson 67 on page 15, write “Vikings reach and explore North America.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 67.

- ❑ **Creative Writing** — Write a description of at least one paragraph describing one of the photographs in this lesson.
- ❑ **Literature** — Read chapter 10 in *A Single Shard*.
- ❑ **Family Activity** — Make “Northern Lights in Iceland” art. See instructions on page FA-29.

### Assignments for Lesson 68

- ❑ **Our Creative World** — Read the Ukrainian folk songs on page 46.
- ❑ **Timeline Book** — In the box for Lesson 68 on page 15, write “Vladimir I accepts Orthodox Christianity.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 68.
- ❑ **Thinking Biblically** — Discuss with your family the characteristics of Christianity, Judaism, and Islam.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: territory (453), hub (454), distinct (455), circumstance (455), cultural (456). Copy the words and definitions.
- ❑ **Literature** — Read chapter 11 in *A Single Shard*.

### Assignments for Lesson 69

- ❑ **Timeline Book** — In the box for Lesson 69 on page 13, write “Cyril and Methodius develop a Slavic alphabet.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 69.

- ❑ **Thinking Biblically** — Copy 2 Timothy 3:16-17. Make a list or draw pictures of all the different ways we have in our time of reading or hearing the Bible.
- ❑ **Creative Writing** — Think about all the steps necessary to have a Bible translated into a new language and distributed to the people who speak that language. Make a list of those steps.
- ❑ **Literature** — Read chapter 12 in *A Single Shard*.

### Assignments for Lesson 70

- ❑ **Our Creative World** — Read the excerpt from *The Life of King Alfred* on pages 47-48.
- ❑ **Timeline Book** — In the box for Lesson 70 on page 15, write “Normans conquer England.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 70 and take the test for Unit 15.
- ❑ **Vocabulary** — Write these words along with the correct letter and definition. Choose from the definitions below: force (463), unique (463), standoff (465), chronicle (465), internal (466).
  - a. a conflict or contest in which a winner has not been determined
  - b. on the inside
  - c. having distinctive characteristics
  - d. a description of events in the order that they happened
  - e. a body of troops assigned to a military purpose
- ❑ **Creative Writing** — Write a story of at least one page about two people of your age during this time period of English history, one a member of a conquering nation and

the other a member of a conquered nation. Feature in the story at least one thing that each learns from the other.

- ❑ **Literature** — Read chapter 13 and the “Author’s Note” in *A Single Shard*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *A Single Shard*.

### Assignments for Lesson 71

- ❑ **Our Creative World** — Read the introduction to *The Alexiad* on page 49.
- ❑ **Map Book** — Complete the activities for Lesson 71 on Map 20 “The Crusader States”.
- ❑ **Timeline Book** — In the box for Lesson 71 on page 16, write “Crusaders capture Jerusalem.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 71.
- ❑ **Thinking Biblically** — What do you think about Christians from Europe going on the Crusades? What do you think about their motives and the motives of their leaders? What do you think about their goals and their actions in the Middle East? Write at least one paragraph answering these questions.
- ❑ **Literature** — Read chapter 1 in *Otto of the Silver Hand*.

### Assignments for Lesson 72

- ❑ **Our Creative World** — Read the “Sermon to the Birds” on page 50.
- ❑ **Timeline Book** — In the box for Lesson 72 on page 17, write “Franciscan Order of Friars is founded.”

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 72.
- ❑ **Thinking Biblically** — Read Matthew 6:25-34 in which Jesus teaches using examples from Creation.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: artisan (480), feud (482), poverty (483), stern (484), sultan (485). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — What thing that you own would it be hardest for you to give up? Write at least one paragraph answering this question.
- ❑ **Literature** — Read chapters 2-3 in *Otto of the Silver Hand*.

### Assignments for Lesson 73

- ❑ **Timeline Book** — In the box for Lesson 73 on page 17, write “Chartres Cathedral is consecrated.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 73.
- ❑ **Thinking Biblically** — Design a stained glass window that depicts a scene from the Bible that would be appropriate for a cathedral. Color if you wish.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: fringe (487), orientation (489), symmetrical (490), mason (490), concentric (491). Check in a dictionary if you need help with their definitions.

- ❑ **Literature** — Read chapters 4-5 in *Otto of the Silver Hand*.

### Assignments for Lesson 74

- ❑ **Our Creative World** — Read the excerpt from the Sarashina Diary on pages 51-52.
- ❑ **Map Book** — Complete the activities for Lesson 74 on Map 21 “The Mongol Empire”.
- ❑ **Timeline Book** — In the box for Lesson 74 on page 17, write “Mongols conquer Kiev.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 74.
- ❑ **Creative Writing** — Imagine that you are in charge of recruiting men to work in a caravan. What are questions that you would ask prospective employees? Write at least seven questions.
- ❑ **Literature** — Read chapter 6 in *Otto of the Silver Hand*.

### Assignments for Lesson 75

- ❑ **Our Creative World** — Read “Mongol Customs of War” on pages 53-54.
- ❑ **Timeline Book** — In the box for Lesson 75 on page 17, write “Marco Polo arrives in China.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 75 and take the test for Unit 15.

- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: turmoil (502), qualified (502), ruthless (502), rudder (504), skirmish (507).
- ❑ **Creative Writing** — Write a description of at least one page of a place you have traveled or a trip you have taken. You can discuss people, scenery, animals, buildings, food, the way you traveled, etc.
- ❑ **Literature** — Read chapter 7 in *Otto of the Silver Hand*.
- ❑ **Family Activity** — Make “A Priceless Collection of Chinese Porcelain.” See page FA-31 for instructions.

### Assignments for Lesson 76

- ❑ **Our Creative World** — Read the excerpts from *The Rihla* on pages 55-57.
- ❑ **Map Book** — Complete the activities for Lesson 76 on Map 22 “Northern Africa, Arabia, and Anatolia.”
- ❑ **Timeline Book** — In the box for Lesson 76 on page 18, write “Mansa Musa makes a pilgrimage to Mecca.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 76.
- ❑ **Thinking Biblically** — Write the words of Matthew 6:19-21 in the center of a piece of paper. Around the verse, draw some earthly “treasures” that people have acquired both now and in history.
- ❑ **Literature** — Read chapters 8-9 in *Otto of the Silver Hand*.
- ❑ **Family Activity** — Make “Mansa Musa’s Caravan” See page FA-33 for instructions.

### Assignments for Lesson 77

- ❑ **Our Creative World** — Read the excerpt from “The Song of Joan of Arc” on page 58.
- ❑ **Timeline Book** — In the box for Lesson 77 on page 18, write “English and French fight at Crecy.” In the box for Lesson 77 on page 19, write “Joan of Arc leads the French at the Siege of Orleans.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 77.
- ❑ **Vocabulary** — Copy the following sentences, placing the correct vocabulary word in the blank. profound (516), romantic (518), practical (518), rivalry (521), suspicion (521)
  1. Alissa eyed her brother with \_\_\_\_\_ when she saw that someone had been using her tablet.
  2. I decided to spend some of my birthday money on \_\_\_\_\_ needs.
  3. Dr. Wilson’s lecture on the role of the church in the Middle Ages had many \_\_\_\_\_ points.
  4. Christy loves to write \_\_\_\_\_ poems about knights and fair ladies.
  5. Our coaches try to make sure that we keep the \_\_\_\_\_ friendly among the soccer teams.
- ❑ **Creative Writing** — Write a short story that takes place in a castle. Your story should be at least one page.
- ❑ **Literature** — Read chapters 10-11 in *Otto of the Silver Hand*.



### Assignments for Lesson 78

- ❑ **Timeline Book** — In the box for Lesson 78 on page 19, write “Salt mining operations resume in Salzburg.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 78.
- ❑ **Thinking Biblically** — Read Matthew 5:1-14 to see the context of Jesus telling His followers that they were the salt of the earth.
- ❑ **Vocabulary** — Write a paragraph that uses all of these words. Consult a dictionary if you need help with their definitions: element (525), antiseptic (525), whetstone (526), deposit (526), crevice (526).
- ❑ **Literature** — Read chapter 12 in *Otto of the Silver Hand*.

### Assignments for Lesson 79

- ❑ **Our Creative World** — Read the Letter to the Aldermen of Culm on pages 59-60.
- ❑ **Map Book** — Complete the activities for Lesson 79 on Map 23 “Selected Cities of Europe 1300-1400.”
- ❑ **Timeline Book** — In the box for Lesson 79 on page 18, write “Hanseatic League is established.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 79.
- ❑ **Creative Writing** — Make a list of ways that the Hanseatic League impacted trade and daily life in Europe. Your list should include at least seven items.

- ❑ **Literature** — Read chapter 13 in *Otto of the Silver Hand*.

### Assignments for Lesson 80

- ❑ **Our Creative World** — Read John 1:1-9 from the Wycliffe translation on page 61.
- ❑ **Timeline Book** — In the box for Lesson 80 on page 19, write “Wycliffe and followers translate the Bible into English.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 80 and take the test for Unit 16.
- ❑ **Thinking Biblically** — Write a paragraph about the advantages of people being able to read the Bible in their own language.
- ❑ **Vocabulary** — Copy these words, each on a separate line: reform (536), heretic (537), feudal (537), erroneous (539), simplicity (540). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read chapter 14 in *Otto of the Silver Hand*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *Otto of the Silver Hand*.

### Assignments for Lesson 81

- ❑ **Our Creative World** — Look at the photos of Architecture in the 1400s on page 62.
- ❑ **Map Book** — Complete the assignments for Lesson 81 on Map 24 “Voyages of Zheng He”.
- ❑ **Timeline Book** — In the box for Lesson 81 on page 19, write “Voyages of Zheng He”.

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 81.
- ❑ **Creative Writing** — Imagine that you are writing an application letter to Zheng He as he is recruiting for one of his voyages. Explain why you are interested in traveling with him and how you would be of benefit to the expedition. Make your letter approximately one page long.
- ❑ **Family Activity** — Make “Coral Reef Art.” See page FA-34 for instructions.

### Assignments for Lesson 82

- ❑ **Timeline Book** — In the box for Lesson 82 on page 19, write “Forbidden City opens as a Ming palace.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 82.
- ❑ **Thinking Biblically** — What happens when a person puts faith in an earthly ruler and an earthly palace? What happens when a person trusts in God and delights in His heaven? Answer these questions in one or two paragraphs.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: align (552), ornament (552), pave (552), fell (555), sledge (555). Write the word under the drawing. Check in a dictionary if you need help with their definitions.

### Assignments for Lesson 83

- ❑ **Our Creative World** — Read about Great Zimbabwe and look at the photos on page 63.
- ❑ **Map Book** — Complete the assignments for Lesson 83 on Map 25 “Portuguese Exploration”.
- ❑ **Timeline Book** — In the box for Lesson 83 on page 20, write “Portuguese reach the southern tip of Africa.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 83.
- ❑ **Vocabulary** — Write a paragraph that uses all of these words: middleman (556), myth (557), whirlpool (557), naval (557), technique (558). Consult a dictionary if you need help with their definitions.

### Assignments for Lesson 84

- ❑ **Our Creative World** — Read about the Fall of Constantinople on page 64.
- ❑ **Map Book** — Complete the assignments for Lesson 84 on Map 26 “Ottoman Empire 1453”.
- ❑ **Timeline Book** — In the box for Lesson 84 on page 20, write “Ottoman Turks capture Constantinople.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 84.
- ❑ **Creative Writing** — Write at least one paragraph describing the photograph of the Rumeli Hasari Fortress on page 566.

### Assignments for Lesson 85

- ❑ **Timeline Book** — In the box for Lesson 85 on page 20, write “Ghiberti completes the Gates of Paradise.”
  - ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 85 and take the test for Unit 17.
  - ❑ **Thinking Biblically** — Make a list of at least five ways that people in our world today practice humanism (the focus on man and what he does and has done).
  - ❑ **Vocabulary** — Write your own definition for each of these words: rebirth (568), eyewitness (570), lifelike (571), wage (572), dire (573). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- b. a long thin column (such as wood or steel) driven into the ground to bear a load vertically
  - c. the hard, black-toned wood from a tropical tree
  - d. a raised road that is laid across marshy ground or water
  - e. a body formed for the making of laws
- ❑ **Creative Writing** — How would life in Venice, a city so closely surrounded and impacted by water, be different from life where you live? Make a list of at least seven ways.
  - ❑ **Literature** — *The King’s Fifth* moves back and forth between journal entries (organized by date) and narrative (organized by chapter numbers). Your reading assignments will include these in the order they appear in the book. Read the September 23 journal entry and chapter 1.

### Assignments for Lesson 86

- ❑ **Our Creative World** — Look at the photos about International Trade and Coins on pages 65-66.
- ❑ **Timeline Book** — In the box for Lesson 86 on page 20, write “Venice takes control of the island of Cyprus.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 86.
- ❑ **Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: pile (577), parliament (578), mainland (578), ebony (579), causeway (580)
  - a. the central part of a body of land not including islands

### Assignments for Lesson 87

- ❑ **Timeline Book** — In the box for Lesson 87 on page 20, write “Ivan III frees Russia from Tatar control.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 87.
- ❑ **Thinking Biblically** — Read Proverbs 8 regarding wisdom.
- ❑ **Creative Writing** — Write one paragraph describing one of the photographs of the Grand Kremlin Palace on page 587.
- ❑ **Literature** — Read chapters 2-4 in *The King’s Fifth*.

### Assignments for Lesson 88

- ❑ **Timeline Book** — In the box for Lesson 88 on page 20, write “Gutenberg Bibles are printed.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 88.
- ❑ **Thinking Biblically** — Why do you think that Gutenberg chose the Bible as the first book to print? List at least five reasons.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: hemp (590), invalid (590), die (590), gelatin (590), illiterate (591).
- ❑ **Literature** — Read chapter 5 and the September 24 journal entry in *The King’s Fifth*.
- ❑ **Family Activity** — Complete the “Making Paper” activity. See page FA-36 for instructions.

### Assignments for Lesson 89

- ❑ **Our Creative World** — Read the excerpt from the *Royal Commentaries of the Inca* on pages 67-68.
- ❑ **Map Book** — Complete the assignments for Lesson 89 on Map 27 “Inca Empire”.
- ❑ **Timeline Book** — In the box for Lesson 89 on page 19, write “Inca begin building Machu Picchu.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 89.
- ❑ **Creative Writing** — Write a poem of at least eight lines about the Inca.

- ❑ **Literature** — Read chapters 6-7 in *The King’s Fifth*.

### Assignments for Lesson 90

- ❑ **Our Creative World** — Read the Chinese Poetry from the Ming Dynasty on page 69.
- ❑ **Timeline Book** — In the box for Lesson 90 on page 20, write “The Ming Dynasty rebuilds the Great Wall.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 90 and take the test for Unit 18.
- ❑ **Thinking Biblically** — What gifts and talents do you have that you can use for the glory of God? Make a list of at least five things.
- ❑ **Vocabulary** — Copy these words, each on a separate line: perforate (605), kiln (605), fuse (605), distort (607), pinnacle (608). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read chapters 8-9 in *The King’s Fifth*.

### Assignments for Lesson 91

- ❑ **Our Creative World** — Read the Letter from Michelangelo to His Father on page 70.
- ❑ **Timeline Book** — In the box for Lesson 91 on page 20, write “Lorenzo de Medici takes control in Florence.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 91.

- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: observant (612), scaffold (614), rival (615), herringbone (615), personification (616). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Do you think that religious art, such as paintings of Biblical scenes and sculptures of people from the Bible and Christian history are effective in encouraging people in their faith? Write one or two paragraphs explaining your answer.
- ❑ **Literature** — Read the September 27 journal entry and chapter 10 in *The King's Fifth*.

### Assignments for Lesson 92

- ❑ **Our Creative World** — Read the excerpt from *The Destruction of the Indies* on page 71.
- ❑ **Map Book** — Complete the assignments for Lesson 92 on Map 28 “Caribbean Sea”.
- ❑ **Timeline Book** — In the box for Lesson 92 on page 21, write “Columbus sails to the Caribbean.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 92.
- ❑ **Creative Writing** — What traits does an explorer need to have to be successful? Write a paragraph answering this question, including at least three traits.
- ❑ **Literature** — Read chapters 11-12 in *The King's Fifth*.

### Assignments for Lesson 93

- ❑ **Our Creative World** — Read the Letter to the King and Queen of Castille on page 72.
- ❑ **Map Book** — Complete the assignments for Lesson 93 on Map 29 “Water Route to the Far East”.
- ❑ **Timeline Book** — In the box for Lesson 93 on page 21, write “Da Gama brings Ming porcelain to Portugal.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 93.
- ❑ **Thinking Biblically** — Copy James 3:4-5 at the top of a piece of paper. Under the words, draw a picture of a ship. Use one of the ships shown in the drawings and photographs in this unit as a model.
- ❑ **Literature** — Read the October 6 journal entry and chapter 13 in *The King's Fifth*.

### Assignments for Lesson 94

- ❑ **Timeline Book** — In the box for Lesson 94 on page 22, write “Copernicus publishes his scientific theories.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 94.
- ❑ **Thinking Biblically** — Read Psalm 19:1-6.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: sphere (634), logical (635), axis (635), elliptical (636), stationary (636). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters 14-15 in *The King's Fifth*.
- ❑ **Family Activity** — Make a “Creation Collage.” See page FA-38 for instructions.

### Assignments for Lesson 95

- ❑ **Our Creative World** — Read the Letter to Katherine Luther on page 73.
- ❑ **Timeline Book** — In the box for Lesson 95 on page 21, write “Martin Luther posts his Ninety-Five Theses.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 95 and take the test for Unit 19.
- ❑ **Thinking Biblically** — Read Ephesians 2:1-10.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions: immoral (638), Communion (638), confession (638), intercede (640), identity (641).
- ❑ **Literature** — Read chapters 16-17 in *The King's Fifth*.

### Assignments for Lesson 96

- ❑ **Our Creative World** — Read the Advice to a Servant on page 74 and Queen Elizabeth's Speech to the Troops at Tilbury on page 75.
- ❑ **Timeline Book** — In the box for Lesson 96 on page 22, write “English navy defeats the Spanish Armada.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 96.
- ❑ **Vocabulary** — Copy the following sentences, placing the correct vocabulary word in the blank: heir (647), annul (647), abolish (647), reconcile (648), legitimate (649).

1. The nation's parliament held a special meeting to determine the \_\_\_\_\_ winner of the election.
  2. I heard that our neighbor Mr. Pello is \_\_\_\_\_ to a large fortune.
  3. We hope that the opposing parties will be able to \_\_\_\_\_ their differences.
  4. Some would question the church's right to \_\_\_\_\_ a marriage.
  5. Would it be better to \_\_\_\_\_ the monarchy in favor of democracy?
- ❑ **Creative Writing** — If you could meet one person mentioned in this lesson, who would it be? Write one paragraph explaining your answer.
  - ❑ **Literature** — Read chapter 18 and the October 7 journal entry in *The King's Fifth*.

### Assignments for Lesson 97

- ❑ **Our Creative World** — Read about the Jewish Synagogue and Cemetery on page 76.
- ❑ **Timeline Book** — In the box for Lesson 97 on page 21, write “Jewish yeshiva in Lublin, Poland, is founded.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 97.
- ❑ **Thinking Biblically** — What is the proper attitude for a Christian to have toward a person who practices the Jewish faith? Write one paragraph answering this question.
- ❑ **Vocabulary** — Write your own definition for each of these words: dynamic (652), prejudice (653), ghetto (653), tolerant (655), rabbi (656). Look in the lesson for clues for the meaning of the words. When

you are finished writing your definitions, look in a dictionary for comparison.

- ❑ **Literature** — Read chapters 19-20 and the October 8 journal entry in *The King's Fifth*.

### Assignments for Lesson 98

- ❑ **Our Creative World** — Read the excerpt from *The True History of the Conquest of New Spain* on pages 77-78.
- ❑ **Map Book** — Complete the assignments for Lesson 98 on Map 30 “Central and South America”.
- ❑ **Timeline Book** — In the box for Lesson 98 on page 22, write “Silver mint founded in Potosi (modern Bolivia).”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 98.
- ❑ **Thinking Biblically** — Copy Proverbs 16:16 in the center of a piece of paper. Around the words, draw objects made of silver.
- ❑ **Literature** — Read chapters 21-22 in *The King's Fifth*.
- ❑ **Family Activity** — Make “Silver Coins of Potosi.” Instructions begin on page FA-40.

### Assignments for Lesson 99

- ❑ **Our Creative World** — Read “A Visit to the Wife of Suleyman” on pages 79-80.
- ❑ **Timeline Book** — In the box for Lesson 99 on page 22, write “Istanbul has an extensive water supply system.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 99.

- ❑ **Thinking Biblically** — Read Psalm 33.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: contemporary (665), rightful (665), puppet (666), fleet (666), unravel (667). Copy the words and definitions.
- ❑ **Literature** — Read chapters 23-24 in *The King's Fifth*.

### Assignments for Lesson 100

- ❑ **Map Book** — Complete the assignments for Lesson 100 on Map 31 “Southeast Asia”.
- ❑ **Timeline Book** — In the box for Lesson 100 on page 22, write “Manila is capital of the Spanish East Indies.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 100 and take the test for Unit 20.
- ❑ **Creative Writing** — Reread the first two paragraphs on page 669. Write two or three paragraphs answering the questions, “What would you do? What would your parents do?”
- ❑ **Literature** — Read chapter 25 and the October 10 journal entry in *The King's Fifth*.

### Assignments for Lesson 101

- ❑ **Timeline Book** — In the box for Lesson 101 on page 23, write “English colonize the island of Barbados.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 101.

- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: vast (681), impassable (683), reputed (684), provision (688), conquest (689).
- ❑ **Creative Writing** — Imagine that you are a settler in a colony in North or South America. Write a letter of at least one page to a relative in your home country trying to persuade him or her to join the colony.
- ❑ **Literature** — Read chapters 26-27 in *The King's Fifth*.

### Assignments for Lesson 102

- ❑ **Our Creative World** — Read the speech by Polonius from *Hamlet* on page 81.
- ❑ **Timeline Book** — In the box for Lesson 102 on page 23, write "Shakespeare's company builds the Globe Theatre." In the box for Lesson 102 on page 31, write "A new Globe Theatre is built in London."
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 102.
- ❑ **Thinking Biblically** — Copy Proverbs 25:11 in the center of a piece of paper. Divide the rest of the page into four sections. In each section draw a small cartoon that illustrates the verse.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: fashionable (693), lackluster (693), softhearted (693), foregone (693), petty (693). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters 28-29 in *The King's Fifth*.

### Assignments for Lesson 103

- ❑ **Our Creative World** — Read the recipes from *A Daily Exercise for Ladies and Gentlewomen* on pages 82-83.
- ❑ **Timeline Book** — In the box for Lesson 103 on page 23, write "The British East India Company opens a post in Madras."
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 103.
- ❑ **Thinking Biblically** — Write a paragraph answering the question, "Why do you think God created people to need food?"
- ❑ **Creative Writing** — Make a list of at least 15 foods and drinks that you enjoy that include one or more of the following ingredients: rice, corn, wheat, sorghum, potatoes, cassava (tapioca), sweet potatoes, chocolate, coffee, sugar, and tea.
- ❑ **Literature** — Read the October 12 journal entry in *The King's Fifth*.
- ❑ **Family Activity** — Make an "Old World New World Cookbook." Instructions begin on page FA-43.

### Assignments for Lesson 104

- ❑ **Map Book** — Complete the assignments for Lesson 104 on Map 32 "Scandinavia."
- ❑ **Timeline Book** — In the box for Lesson 104 on page 23, write "Gustav II becomes king of Sweden."
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 104.



- ❑ **Vocabulary** — Copy these words, each on a separate line: ore (705), dominant (706), uneasy (706), spark (707), toll (709). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read chapters 30-31 in *The King's Fifth*.

### Assignments for Lesson 105

- ❑ **Our Creative World** — Read the excerpts from William Adams' letter on pages 84-85.
- ❑ **Timeline Book** — In the box for Lesson 105 on page 22, write "The first Catholic missionaries reach Japan."
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 105 and take the test for Unit 21.
- ❑ **Thinking Biblically** — Read Acts 4:1-22 concerning Peter and John's meeting with the Jewish leaders.
- ❑ **Creative Writing** — Write a short story of at least one page about the people in the painting of a samurai and his family on page 712. The story can be from the perspective of the samurai, his wife, daughter, or servant.
- ❑ **Literature** — Read the October 13 journal entry in *The King's Fifth*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *The King's Fifth*.

### Assignments for Lesson 106

- ❑ **Timeline Book** — In the box for Lesson 106 on page 24, write "Vietnamese and Cambodians resist the Dutch."
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 106.
- ❑ **Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: significant (717), dike (718), horticulturist (719), prolific (720), ceramic (721)
  - a. a scientist in the field of growing flowers, fruits, and vegetables
  - b. producing a large amount
  - c. a bank built to control water
  - d. a product made of clay that has been hardened by heating
  - e. important; noticeable
- ❑ **Creative Writing** — Write one paragraph describing one of the paintings in this lesson.
- ❑ **Literature** — Read the foreword and chapters I and II in *Madeleine Takes Command*.

### Assignments for Lesson 107

- ❑ **Our Creative World** — Read "The Tiger, the Brâhman, and the Jackal" on pages 86-87.
- ❑ **Map Book** — Complete the assignments for Lesson 107 on Map 33 "Mughal Empire."
- ❑ **Timeline Book** — In the box for Lesson 107 on page 24, write "The Taj Mahal is completed."

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 107.
- ❑ **Thinking Biblically** — Write one paragraph answering this question: What is the right attitude for a Christian to have toward people of other religions?
- ❑ **Literature** — Read chapters III and IV in *Madeleine Takes Command*.

### Assignments for Lesson 108

- ❑ **Our Creative World** — Read the excerpt from *The Voyage of François Leguat* on pages 88-89.
- ❑ **Timeline Book** — In the first box for Lesson 108 (1682) on page 24, write “La Salle claims the Louisiana Territory for France.” In the second box for Lesson 108 (1688), write “Huguenots seek freedom in South Africa.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 108.
- ❑ **Thinking Biblically** — Copy Proverbs 19:12 on a piece of paper and illustrate the verse. You may choose to illustrate the similes given in the verse, or to illustrate the verse another way.
- ❑ **Creative Writing** — If you were a monarch, what would you want your symbol to be (as Louis XIV’s symbol was the sun)? Design the symbol on a piece of paper and write a paragraph below the design about what the symbol means.
- ❑ **Literature** — Read chapters V and VI in *Madeleine Takes Command*.

### Assignments for Lesson 109

- ❑ **Our Creative World** — Read the excerpt from *With the Tibetans in Tent and Temple* on pages 90-92.
- ❑ **Timeline Book** — In the box for Lesson 109 on page 24, write “The Dalai Lama begins building the Potala Palace.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 109.
- ❑ **Vocabulary** — Write a paragraph that uses all of these words: grassland (738), barren (738), burden (738), staple (738), curd (739). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters VII and VIII in *Madeleine Takes Command*.

### Assignments for Lesson 110

- ❑ **Our Creative World** — Read the excerpt from *The Diary of Samuel Pepys* on pages 93-94.
- ❑ **Timeline Book** — In the box for Lesson 110 on page 24, write “A large fire consumes much of London.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 110 and take the test for Unit 22.
- ❑ **Thinking Biblically** — Sir Christopher Wren used his talents for the glory of God and to help others. Write one or two paragraphs about someone you know who uses his or her talents for the glory of God and to help others.
- ❑ **Vocabulary** — Copy the following sentences, placing the correct vocabulary

word in the blank: seat (744), span (744), metropolis (744), unsanitary (746), engulf (746)

1. Flood waters sometimes \_\_\_\_\_ the roads near the river.
  2. Sao Paulo is a sprawling \_\_\_\_\_ in Brazil.
  3. Cape Town is the \_\_\_\_\_ of South Africa's parliament.
  4. The time period covered in the museum's new exhibit will \_\_\_\_\_ native tribes to modern cities.
  5. The spread of disease can often be blamed on \_\_\_\_\_ practices or conditions.
- Literature** — Read chapters IX and X in *Madeleine Takes Command*.
  - Family Activity** — Make and play the "Let's Go To London Game." See page FA-45 for instructions.

### Assignments for Lesson 111

- Our Creative World** — Look at the illustrations of the dodo on pages 95-96.
- Timeline Book** — In the box for Lesson 111 on page 25, write "French settlers arrive in Mauritius."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 111.
- Thinking Biblically** — Read Psalm 103.
- Creative Writing** — Write a short story of at least one page that relates to slaves and the mountain of Le Morne.
- Literature** — Read chapters XI and XII in *Madeleine Takes Command*.

### Assignments for Lesson 112

- Our Creative World** — Read about Russian games on page 97.
- Map Book** — Complete the assignments for Lesson 112 on Map 34 "Russia of Peter the Great."
- Timeline Book** — In the box for Lesson 112 on page 25, write "St. Petersburg is founded in Russia."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 112.
- Thinking Biblically** — Copy 1 Peter 3:8-9.
- Vocabulary** — Look up each of these words in a dictionary and read their definitions: inquisitive (758), artillery (758), forge (758), civil (761), corruption (761).
- Literature** — Read chapters XIII and XIV in *Madeleine Takes Command*.

### Assignments for Lesson 113

- Our Creative World** — Read the Letter to Georg Erdmann by J.S. Bach on pages 98-99.
- Timeline Book** — In the box for Lesson 113 on page 25, write "Bach becomes a musical director in Leipzig."
- Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 113.
- Thinking Biblically** — How can music bring glory to God and refreshment to the soul? Write a paragraph answering this question.

- ❑ **Literature** — Read chapters XV and XVI in *Madeleine Takes Command*.
- ❑ **Family Activity** — Hold “A Musical Evening.” Instructions begin on page FA-46.

### Assignments for Lesson 114

- ❑ **Timeline Book** — In the box for Lesson 114 on page 25, write “Dutch sailors reach Easter Island.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 114.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: crater (769), mourn (770), compacted (770), cylindrical (771), striking (773). Copy the words and definitions.
- ❑ **Creative Writing** — Imagine that you are one of Jacob Roggeveen’s men. Write a journal entry of about one page about the day your party visited Easter Island.
- ❑ **Literature** — Read chapters XVII and XVIII in *Madeleine Takes Command*.

### Assignments for Lesson 115

- ❑ **Our Creative World** — Read about the Moravian missionaries on page 100.
- ❑ **Timeline Book** — In the box for Lesson 115 on page 25, write “Moravians go to the West Indies and Greenland.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 115 and take the test for Unit 23.

- ❑ **Vocabulary** — Write a paragraph that uses all of these words: sound (775), radical (774), refugee (777), expel (778), sect (778). Consult a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Write down the names of five people mentioned in this lesson. Next to each name, write an adjective that describes that person based on what you read about them in the lesson.
- ❑ **Literature** — Read chapters XIX and XX and the epilogue in *Madeleine Takes Command*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *Madeleine Takes Command*.

### Assignments for Lesson 116

- ❑ **Our Creative World** — Read Frederick’s Military Instructions to His Generals on pages 101-102.
- ❑ **Map Book** — Complete the assignments for Lesson 116 on Map 35 “Holy Roman Empire - German States.”
- ❑ **Timeline Book** — In the box for Lesson 116 on page 26, write “Frederick the Great of meets J.S. Bach.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 116.
- ❑ **Thinking Biblically** — Make a list of at least five attributes needed by a Christian leader of government.
- ❑ **Literature** — Read chapters 1-2 in *The Switherby Pilgrims*.

### Assignments for Lesson 117

- ❑ **Timeline Book** — In the box for Lesson 117 on page 26, write “James Watt’s steam engine goes into production.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 117.
- ❑ **Thinking Biblically** — Copy James 4:13-15.
- ❑ **Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: industry (790), craftsman (791), scorn (791), monotonous (792), sufficient (793).
  - a. derision, disrespect
  - b. adequate, meeting a given need
  - c. the making of products by machines in factories
  - d. tedious, without variety
  - e. a skilled worker in a handicraft or certain trade
- ❑ **Literature** — Read chapters 3-4 in *The Switherby Pilgrims*.
- ❑ **Family Activity** — Make “The Industrial Revolution: Before and After” Book. Instructions begin on page FA-48.

### Assignments for Lesson 118

- ❑ **Our Creative World** — Read the excerpt from *Memoirs of the Court of Marie Antoinette, Queen of France* on page 103.
- ❑ **Timeline Book** — In the box for Lesson 118 on page 26, write “Louis and Marie Antoinette marry at Versailles.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 118.

- ❑ **Vocabulary** — Copy these words, each on a separate line: evangelist (800), besiege (800), boulevard (803), rival (803) bastion (803). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — Look in the lesson for five adjectives and the nouns they modify. Copy them and next to them write a phrase that has the same or nearly the same meaning. A thesaurus might help you. Example: respected monarch = honored king.
- ❑ **Literature** — Read chapters 5-6 in *The Switherby Pilgrims*.

### Assignments for Lesson 119

- ❑ **Our Creative World** — Read the excerpt from *A Calm Address to Our American Colonies* by John Wesley on page 104.
- ❑ **Timeline Book** — In the first box for Lesson 119 on page 26 (1783), write “Treaty of Paris ends the American Revolution.” In the second box for Lesson 119 (1789), write “Attack on the Bastille prison in Paris.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 119.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: resent (807), abject (810), incarcerate (810), anarchy (811), repression (812). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapter 7 in *The Switherby Pilgrims*.

### Assignments for Lesson 120

- ❑ **Timeline Book** — In the box for Lesson 120 on page 27, write “British seize the Dutch Cape Colony in South Africa.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 120 and take the test for Unit 24.
- ❑ **Thinking Biblically** — Copy Psalm 148:7-10 in the center of a piece of paper. Around the words, illustrate the verse.
- ❑ **Creative Writing** — Choose five of the photos in this lesson. Under a brief description of the picture, write three adjectives that describe the photo. Example: Picture of Vasco de Gama cross on page 817/tall, erect, lonely
- ❑ **Literature** — Read chapter 8 in *The Switherby Pilgrims*.

### Assignments for Lesson 121

- ❑ **Our Creative World** — Look at the examples of French art on pages 105-107.
- ❑ **Map Book** — Complete the activities for Lesson 121 on Map 36 “Europe, 1810.”
- ❑ **Timeline Book** — In the box for Lesson 121 on page 27, write “Napoleon is exiled to Saint Helena.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 121.
- ❑ **Creative Writing** — Make a list of the key events in Napoleon’s rise to power and fall from power. List at least seven events.
- ❑ **Literature** — Read chapter 9 in *The Switherby Pilgrims*.

### Assignments for Lesson 122

- ❑ **Our Creative World** — Read the excerpt from *Trade and Travel in the Far East* on pages 108-109.
- ❑ **Timeline Book** — In the box for Lesson 122 on page 27, write “The British establish a port at Singapore.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 122.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: tropical (828), rainforest (828), clerk (830), dialect (831), penal (832). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — If you could be the founder of a city, where would it be? What would you name it? What major buildings would you build first? What industries would you encourage to come there? Write one or two paragraphs answering these questions and adding any other ideas you have.
- ❑ **Literature** — Read chapter 10 in *The Switherby Pilgrims*.

### Assignments for Lesson 123

- ❑ **Our Creative World** — Read the excerpt from the Constitution of Hayti on pages 110-111.
- ❑ **Map Book** — Complete the activities for Lesson 123 on Map 37 “Independence.”
- ❑ **Timeline Book** — In the box for Lesson 123 on page 27, write “Brazil declares independence from Portugal.”

**Student Workbook or Lesson Review**

If you are using one of these optional books, complete the assignment for Lesson 123.

**Thinking Biblically** — Write down the name of at least one person who is in authority over you in your local, state, and national governments and one thing that you could pray about for each person.

**Literature** — Read chapter 11 in *The Switherby Pilgrims*.

### Assignments for Lesson 124

**Our Creative World** — Read the lyrics of “Amazing Grace” on page 112.

**Timeline Book** — In the box for Lesson 124 on page 27, write “Slavery is abolished in the British Empire.”

**Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 124.

**Thinking Biblically** — Read Leviticus 25:44-55, a portion of the Law of Moses concerning the treatment of slaves.

**Vocabulary** — Write your own definition for each of these words: gang (843), condemn (844), inconsistent (844), abolition (845), inhuman (846). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.

**Literature** — Read chapters 12-13 in *The Switherby Pilgrims*.

### Assignments for Lesson 125

**Timeline Book** — In the box for Lesson 125 on page 27, write “Andersen publishes a collection of fairy tales.”

**Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 125 and take the test for Unit 25.

**Thinking Biblically** — Read Matthew 13:44-50 which includes three of the parables of Jesus.

**Vocabulary** — Copy the following sentences, placing the correct vocabulary word in the blank: apprentice (849), imaginary (850), booklet (851), account (851), edit (851).

1. The politician agreed to an interview with the promise that the network would not \_\_\_\_ any of her answers.
2. Sara brought home a \_\_\_\_ on endangered marine life from the environmental fair.
3. I am interested in being an \_\_\_\_ to a carpenter.
4. We never get bored when Mr. and Mrs. Thomas give us an \_\_\_\_ of their most recent trip.
5. Lily paints wonderful pictures of fairies, elves, and other \_\_\_\_ creatures.

**Creative Writing** — Write a fairy tale of at least one page.

**Literature** — Read chapter 14 in *The Switherby Pilgrims*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *The Switherby Pilgrims*.

**Family Activity** — Read stories by Hans Christian Andersen. See page FA-50 for instructions.

### Assignments for Lesson 126

- ❑ **Our Creative World** — Read the excerpts from the Journals of David Livingstone on pages 113-114.
- ❑ **Timeline Book** — In the box for Lesson 126 on page 28, write “London hosts the Great Exhibition.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 126.
- ❑ **Thinking Biblically** — Ask a parent to help you look up the words to one of the hymns mentioned on page 860. Read the words.
- ❑ **Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson: dignity (858), coronation (858), contract (859), hymnist (860), neglect (862). Copy the words and definitions.
- ❑ **Literature** — Read chapter 1 in *The Chestry Oak*.

### Assignments for Lesson 127

- ❑ **Our Creative World** — Read the letter from Florence Nightingale to W. J. P. Burton on page 115.
- ❑ **Map Book** — Complete the activities for Lesson 127 on Map 38 “The Crimean War”.
- ❑ **Timeline Book** — In the box for Lesson 127 on page 28, write “Florence Nightingale goes to the Crimea.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 127.

- ❑ **Creative Writing** — Imagine that you are a wounded soldier in a British hospital during the Crimean War. Write a letter to your family telling about the changes brought by Florence Nightingale to the hospital.
- ❑ **Literature** — Read chapter 2 in *The Chestry Oak*.

### Assignments for Lesson 128

- ❑ **Our Creative World** — Look at the examples of Japanese art on pages 116-118.
- ❑ **Timeline Book** — In the box for Lesson 128 on page 28, write “Emperor Meiji takes control in Japan.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 128.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: insult (872), barbarian (873), abuse (873), strategy (873), isolation (874). Write the word under the drawing. Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Make a list of at least ten questions that Japanese people who first saw Perry’s ships arrive might have asked each other.
- ❑ **Literature** — Read chapter 3 in *The Chestry Oak*.

### Assignments for Lesson 129

- ❑ **Timeline Book** — In the box for Lesson 129 on page 28, write “The Eiffel Tower is built in Paris.”



**Student Workbook or Lesson Review**

If you are using one of these optional books, complete the assignment for Lesson 129.

**Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: exposition (877), observation (877), lattice (878), draftsman (878), monstrous (878).

- a. the act of watching
- b. a public show with displays
- c. extraordinarily large, like a monster in appearance
- d. a wall or structure with crossed wood or metal strips
- e. one who draws plans or sketches for engineering projects

**Literature** — Read chapter 4 in *The Chestry Oak*.

**Family Activity** — Create an “Eiffel Tower Collage.” See page FA-51 for instructions.

### Assignments for Lesson 130

**Our Creative World** — Read about the Australian gold rush on page 119.

**Timeline Book** — In the box for Lesson 130 on page 29, write “The Klondike Gold Rush begins in Canada.”

**Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 130 and take the test for Unit 26.

**Thinking Biblically** — Read Job 28.

**Creative Writing** — Write a poem of at least twelve lines about gold.

**Literature** — Read chapter 5 in *The Chestry Oak*.

### Assignments for Lesson 131

**Our Creative World** — Read about Chinese games on pages 120-121.

**Timeline Book** — In the box for Lesson 131 on page 29, write “Sun Yat-sen helps found the Kuomintang.”

**Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 131.

**Thinking Biblically** — Copy Proverbs 25:4-5 along the bottom of a piece of paper. Above it, illustrate the verse.

**Creative Writing** — List these years in a single column on a piece of paper: 1644, 1839, 1842, 1900, 1905, 1912, 1925, 1937. Next to the year, write a sentence in your own words summarizing the event that happened in that year as discussed in the lesson. You can find these events as follows: 1644 - page 891; 1839 - page 892; 1842 - page 892; 1900 - page 893; 1905 - page 894; 1911 - page 894; 1925 - page 895; 1937 - page 897.

**Literature** — Read chapter 6 in *The Chestry Oak*.

### Assignments for Lesson 132

**Our Creative World** — Read the excerpt from *South!* by Ernest Shackleton on pages 122-123.

**Map Book** — Complete the assignments for Lesson 132 on Map 39 “The Arctic and Antarctic”.

**Timeline Book** — In the box for Lesson 132 on page 29, write “Amundsen’s team reaches the South Pole.”

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 132.
- ❑ **Thinking Biblically** — List at least 15 of God’s creations in the Arctic and Antarctic regions.
- ❑ **Literature** — Read chapter 7 in *The Chestry Oak*.

### Assignments for Lesson 133

- ❑ **Timeline Book** — In the box for Lesson 133 on page 29, write “Marconi sends a radio signal across the Atlantic.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 133.
- ❑ **Vocabulary** — Look up each of these words in a dictionary and read their definitions: physics (904), radiation (904), refine (905), intersperse (906), synchronize (906)
- ❑ **Creative Writing** — Write a paragraph about how one of the inventions discussed in this lesson is part of your everyday life.
- ❑ **Literature** — Read chapter 8 in *The Chestry Oak*.
- ❑ **Family Activity** — Play the “Should Have Called It” Game. See page FA-53 for instructions.

### Assignments for Lesson 134

- ❑ **Our Creative World** — Read the Fragments of Serbian National Wisdom and “The Garden in Winter” on pages 124-125.

- ❑ **Map Book** — Complete the assignments for Lesson 134 on Map 40 “First World War”.
- ❑ **Timeline Book** — In the box for Lesson 134 on page 29, write “Ataturk becomes the first President of Turkey.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 134.
- ❑ **Vocabulary** — Copy the following sentences, placing the correct vocabulary word in the blank: ghastly (914), neutral (915), infuriate (915), idealistic (916), disillusioned (917)
  1. You know it will \_\_\_\_\_ Mr. Thompson if you use his tools without permission!
  2. Do you think the Founding Fathers were \_\_\_\_\_ or practical in the way they organized our government?
  3. James tried to remain \_\_\_\_\_ but each of his sisters kept trying to win him to her side of the argument.
  4. Emily was rather \_\_\_\_\_ when she joined the dance troupe that had always seemed happy and harmonious, but was full of jealousies and petty disagreements.
  5. Granddad said that he hopes we never know for ourselves how \_\_\_\_\_ war really is.
- ❑ **Literature** — Read chapter 9 in *The Chestry Oak*.

### Assignments for Lesson 135

- ❑ **Our Creative World** — Read the newspaper article “Rio de Janeiro and the Raising of a Statue” on page 126.

- ❑ **Timeline Book** — In the box for Lesson 135 on page 29, write “The Christ the Redeemer statue is dedicated.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 135 and take the test for Unit 27.
- ❑ **Thinking Biblically** — Imagine that you were asked to write the words for a plaque that explains who Jesus is that would be mounted on the pedestal of the Christ the Redeemer statue. Write one paragraph.
- ❑ **Vocabulary** — Copy these words, each on a separate line: ember (918), unrest (919), encroach (920), streamlined (921), symbolic (922). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Creative Writing** — Make a list of ten adjectives that describe the Christ the Redeemer statue.
- ❑ **Literature** — Read chapter 10 in *The Chestry Oak*.

### Assignments for Lesson 136

- ❑ **Our Creative World** — Look at the Holocaust Memorials on pages 127-129.
- ❑ **Map Book** — Complete the assignments for Lesson 136 on Map 41 “World War II in Europe.”
- ❑ **Timeline Book** — In the box for Lesson 136 on page 29, write “The first Nazi concentration camps open.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 136.

- ❑ **Thinking Biblically** — Write at least one paragraph to answer this question: Why do you think people engage in war?
- ❑ **Literature** — Read chapter 11 in *The Chestry Oak*.

### Assignments for Lesson 137

- ❑ **Our Creative World** — Read “From Boat Person to Bishop” on pages 130-131.
- ❑ **Timeline Book** — In the first box for Lesson 137 on page 30 (1948), write “The Berlin Airlift begins.” In the second box for Lesson 137 on page 30 (1961), write “Construction begins on the Berlin Wall.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 137.
- ❑ **Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: atheist (940), blockade (942), totalitarian (945), incident (946), incapable (947).
  - a. using the military to prevent people or supplies from entering or leaving an area
  - b. an event, often with negative consequences
  - c. lacking ability
  - d. one who does not believe there is a God
  - e. a form of government in which the leader or leaders have complete control over the lives of citizens
- ❑ **Literature** — Read chapter 12 in *The Chestry Oak*.

### Assignments for Lesson 138

- ❑ **Our Creative World** — Read the excerpt from *Indian Home Rule* by Gandhi on pages 132-133.
- ❑ **Timeline Book** — In the box for Lesson 138 on page 30, write “India gains independence from the British.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 138.
- ❑ **Thinking Biblically** — Copy Matthew 5:38-42
- ❑ **Creative Writing** — Write a poem of at least eight lines about the life of Gandhi.
- ❑ **Literature** — Read chapter 13 in *The Chestry Oak*.

### Assignments for Lesson 139

- ❑ **Timeline Book** — In the box for Lesson 139 on page 29, write “Regular TV broadcasts begin in Germany.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 139.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: spellbound (957), transmit (958), component (959), cumbersome (960), antenna (960). Check in a dictionary if you need help with their definitions.
- ❑ **Creative Writing** — Write a puppet script of at least one page for a children’s television program.
- ❑ **Literature** — Read chapter 14 in *The Chestry Oak*.

### Assignments for Lesson 140

- ❑ **Our Creative World** — Read the letter from C. S. Lewis to Sarah on page 134.
- ❑ **Timeline Book** — In the box for Lesson 140 on page 30, write “C.S. Lewis publishes *The Lion, the Witch, and the Wardrobe*.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 140 and take the test for Unit 28.
- ❑ **Thinking Biblically** — Copy 1 Timothy 1:15.
- ❑ **Vocabulary** — Write a paragraph that uses all of these words: fiction (965), tutor (966), realm (966), allegory (967), pseudonym (969). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read the Afterword in *The Chestry Oak*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *The Chestry Oak*.
- ❑ **Family Activity** — Complete the activity “Share Narnia.” See page FA-55 for instructions.

### Assignments for Lesson 141

- ❑ **Our Creative World** — Read the Day of Mourning Statement and the Speech on Investiture as Governor of South Australia by Douglas Nicholls on pages 135-136.
- ❑ **Map Book** — Complete the assignments for Lesson 141 on Map 42, “Australia and Surrounding Islands.”
- ❑ **Timeline Book** — In the box for Lesson 141 on page 30, write “Nicholls becomes Governor of South Australia.”

- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 141.
- ❑ **Vocabulary** — Copy the list of vocabulary words, then write the correct definition beside each word: rhythm (975), endangered (976), assimilate (976), guidance (978), hostel (978).
  - a. to become fully a part of another culture or society
  - b. wisdom, help, or advice
  - c. a beat; a regular pattern of sounds and/or movements
  - d. a place to stay overnight (for travel); or a supervised place to live for a longer period
  - e. in danger of being hurt or killed; vulnerable
- ❑ **Literature** — Read the Preface and chapters 1-2 in *Children of the Storm*.

### Assignments for Lesson 142

- ❑ **Our Creative World** — Read the excerpts from the International Space Station blog on pages 137-139.
- ❑ **Timeline Book** — In the first box for Lesson 142 on page 30 (1957), write “Sputnik is the first artificial satellite.” In the second box for Lesson 142 on page 30 (1969), write “Humans land on the moon.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 142.
- ❑ **Thinking Biblically** — Read Psalm 19:1-6.
- ❑ **Creative Writing** — Write a poem of at least twelve lines about space.

- ❑ **Literature** — Read chapters 3-5 in *Children of the Storm*.

### Assignments for Lesson 143

- ❑ **Our Creative World** — Read the excerpts from Mikhail Gorbachev’s Address to the 43rd U.N. General Assembly Session on page 140.
- ❑ **Timeline Book** — In the box for Lesson 143 on page 31, write “The Soviet Union is dissolved.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 143.
- ❑ **Thinking Biblically** — Copy Mark 11:22-24.
- ❑ **Creative Writing** — Write a news report of one or two paragraphs about the demonstration in Leipzig on October 9, 1989, as if you were a reporter on the scene.
- ❑ **Literature** — Read chapters 6-8 in *Children of the Storm*.

### Assignments for Lesson 144

- ❑ **Timeline Book** — In the box for Lesson 144 on page 31, write “The Burj Khalifa is the world’s tallest building.”
- ❑ **Student Workbook or Lesson Review**  
If you are using one of these optional books, complete the assignment for Lesson 144.
- ❑ **Vocabulary** — Make a drawing for each of these words that illustrates what it means: spire (995), surpass (996), bedrock (997), vibration (997), ventilation (997). Write the word under the drawing. Check

in a dictionary if you need help with their definitions.

- ❑ **Creative Writing** — Write a short story of at least one page that takes place in or around a tall structure (real or imagined).
- ❑ **Literature** — Read chapters 9-10 in *Children of the Storm*.
- ❑ **Family Activity** — Complete a “Twentieth Century Interview.” See page FA-56 for instructions.

### Assignments for Lesson 145

- ❑ **Our Creative World** — Read the excerpt from *The Dayuma Story* on pages 141-143.
- ❑ **Timeline Book** — In the box for Lesson 145 on page 30, write “Spain makes three Basque provinces self-governing.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 145 and take the test for Unit 29.
- ❑ **Thinking Biblically** — If someone were going to be a missionary to an indigenous people group, what should he or she learn about them to be able to minister well? Make a list of at least five things.
- ❑ **Vocabulary** — Write five sentences, using one of these words in each: ethnic (1001), indigenous (1001), tribe (1001), traditional (1002), minority (1002). Check in a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters 11-12 in *Children of the Storm*.

### Assignments for Lesson 146

- ❑ **Timeline Book** — In the box for Lesson 146 on page 31, write “Elizabeth II celebrates 60 years as queen.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 146.
- ❑ **Vocabulary** — Write your own definition for each of these words: controversial (1011), impediment (1011), adorn (1014), assent (1014), legacy (1018). Look in the lesson for clues for the meaning of the words. When you are finished writing your definitions, look in a dictionary for comparison.
- ❑ **Creative Writing** — Write down five questions that you would like to ask Queen Elizabeth II.
- ❑ **Literature** — Read chapters 13-14 in *Children of the Storm*.

### Assignments for Lesson 147

- ❑ **Our Creative World** — Read about the re-opening of a church in Turkey on pages 144-145.
- ❑ **Map Book** — Complete the assignments for Lesson 147 on Map 43 “The Middle East.”
- ❑ **Timeline Book** — In the box for Lesson 147 on page 31, write “Protests in Egypt lead to political changes.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 147.

- ❑ **Vocabulary** — Write a paragraph that uses all of these words: urgent (1019), boundary (1021), intensify (1021), originate (1022), adequate (1024). Consult a dictionary if you need help with their definitions.
- ❑ **Literature** — Read chapters 15-16 in *Children of the Storm*.

### Assignments for Lesson 148

- ❑ **Our Creative World** — Read about two Olympic athletes on pages 146-148.
- ❑ **Timeline Book** — In the box for Lesson 148 on page 31, write “First Olympics are held in South America.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 148.
- ❑ **Thinking Biblically** — Copy Hebrews 12:1-2.
- ❑ **Vocabulary** — Copy these words, each on a separate line: resume (1028), triumph (1028), preliminary (1030), sprinting (1031), portray (1032). Look up each word in the dictionary. Next to each word, write what part of speech it is according to the way the word is used in the lesson.
- ❑ **Literature** — Read chapters 17-18 in *Children of the Storm*.
- ❑ **Family Activity** — Host a “Sillympics.” See page FA-57 for instructions.

### Assignments for Lesson 149

- ❑ **Timeline Book** — In the box for Lesson 149 on page 31, write “Estimated world population passes 7 billion.”

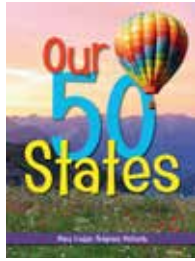
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 149.
- ❑ **Thinking Biblically** — Copy Genesis 8:22 (found on page 1033) and illustrate the verse.
- ❑ **Creative Writing** — Make a list of five things that we can learn about God by observing the world He created.
- ❑ **Literature** — Read chapters 19-20 in *Children of the Storm*.

### Assignments for Lesson 150

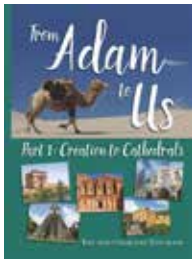
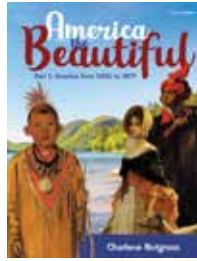
- ❑ **Timeline Book** — In the box for Lesson 150 on page 31, write “The world has more mobile devices than people.”
- ❑ **Student Workbook or Lesson Review** If you are using one of these optional books, complete the assignment for Lesson 150 and take the test for Unit 30.
- ❑ **Thinking Biblically** — Write down five things you have learned about in *From Adam to Us* that show you God is at work in history.
- ❑ **Creative Writing** — Who is one person from world history that you would like to meet? Why? Write one paragraph answering these questions.
- ❑ **Literature** — Read chapter 21 and the Epilogue in *Children of the Storm*. If you are using the Student Workbook or Lesson Review, answer the literature review questions on *Children of the Storm*.

# Find Your Next Curriculum

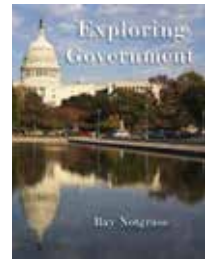
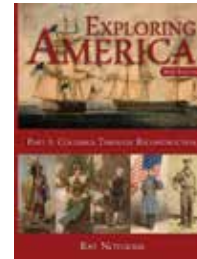
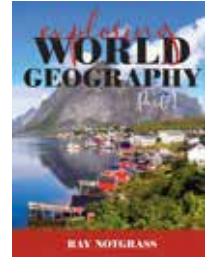
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