

MISSION: WORLD WONDERS

Teacher's Guide



*A study of world history, world
missions, and world cultures*

AFRICA, ASIA, AND THE AMERICAS



By Brandy Ferrell

Sample

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Sample

The geography, history, science, and fine arts readings in this plan are scheduled to take approximately 30-40 minutes each day but may extend beyond this timeframe depending on the amount of discussion involved. (History and science readings are scheduled on alternate days.) Optional science activities (experiments, worksheets, projects, or quizzes) and/or nature study will extend this time by approximately 30 minutes. Art projects will also take an additional 30 minutes, which you may wish to complete in the afternoons or while reading the read-aloud selection. You may also opt to include additional activities, worksheets, or notebooking pages for history or geography, which will also extend the lessons accordingly. We suggest completing the readings during a designated morning time and the read-alouds in the afternoon or evening, but feel free to adjust these times to fit the schedule around your family's needs and preferences.

Example Schedule

Time	Activity
Before Breakfast (7:00 AM - 7:30 AM)	Morning walk/run
During Breakfast (7:30AM - 8:00 AM)	Bible reading/ devotion, discussion, and prayer (15 minutes) Memory work practice (15 minutes)
Block 1 (8 AM - 9 AM)	Morning Time: <ul style="list-style-type: none"> Map practice with geography audio (5-10 minutes) History or science reading (15-20 minutes) Composer/Orchestra study, once per week (10 minutes) Optional science activities or nature study (20-30 minutes)
Block 2 (9 AM - 10 AM)	Math
Block 3 (10 AM - 11AM)	Phonics/Spelling and/or Reading Instruction Copywork
Block 4 (11 AM - 12 PM)	Other Language Arts (English Grammar & Writing)
Lunch	
Block 5 (1PM - 3 PM)	Independent reading & exploration Art project (twice per six-week unit)
Afternoon or After Supper	Family read aloud (15-20 minutes)

Above all else, remember that homeschooling is about relationships, not curriculum. It is important to realize that life may interrupt even the best well-laid plans. Do not let the curriculum be your master. Use it as a tool to enrich your family's lives. Take the pieces that allow you to enjoy a restful learning experience as you discover more about God's handiwork all around us - across the world and throughout history.

Devotion & Prayer

Geography Readings. Due to its devotional nature and prayer prompts, *Window on the World* is considered part of the devotional time. As you read each selection, also remember to reference the map on pages 112-113 to point out locations and/or people groups. For days when readings are taken from the *Children's Atlas of God's World* and *The Usborne Geography Encyclopedia with Complete World Atlas*, continue to pray for and discuss God's love for that particular region/culture. You may also wish to record prayers in a prayer journal.

Hymn Study. After students are introduced to a new hymn, listen to the hymn daily either by conducting a google or youtube search. (A playlist is included on the *Mission: World Wonders* password-protected webpage.) Attempt to memorize the words as a family by listening to it throughout the day. Students can also use the hymn as copywork and/or as a dictation exercise.

Scripture. As a parent, the most important study you can embark upon with your children is a study of God's Word. While suggested scripture readings are offered within the reading plans to correlate with material covered in that particular unit, parents will also want to spend time reading through the Bible with their children. Bible study is simple and affordable. Simply select a book of the Bible and read a chapter per day, pausing to reflect upon or discuss a particular passage during your reading. Students can take turns reading aloud from the Bible during this time as well. Also attempt to memorize scriptures by saying them together daily. (You may use the Scripture Memory System at <https://simplycharlottesville.com/timesavers/memorysys/>.) Bible verse(s) may also be used as a copywork or a student dictation exercise. Additional passages for units 4-6 are provided in the pdf files on the *A Child's Geography* CD-ROM. For details on copywork, dictation, and narration, visit the following article: <http://www.halfahundredacrewood.com/copywork-dictation-narration/>

Memory Work

Some skills to develop during the early elementary years include naming, storytelling, and memorizing. The skills of naming and storytelling play out naturally through nature study and narration. During the early stages of learning, children also have a natural propensity towards memorization. If you are not using a curriculum that provides memory work, select some key pieces of information to memorize. You may choose to memorize Bible verses, hymns, poetry, speeches, passages and/or quotes from literature, or basic facts from science or history. This curriculum provides geography memory work, but feel free to add other memory work you would like to practice with your student(s). An optional 24-week memory work review plan is included in the Appendix of this guide for reference.

Geography/Map Practice

Whether reading a geography book, a history book, or a read aloud, be sure to keep a globe and/or map handy to locate places of interest. An inflatable globe and map (in the Geography Songs packet) has been included in case you do not have another globe or map available. The Audio Memory Geography Songs are a useful tool for memorizing world geography. If you have another memory work program in which you are learning geography, feel free to eliminate this aspect of study. However, learning the locations as you are reading about them aids in retention and is enjoyable for most students. The Geography Songs resource will be useful for future world geography memorization/study as well. Print and use our *Mission: World Wonders Map Packet* to assist with memorization of key features as studied in the Geography Songs CD. (You may download extra copies from the *Mission: World Wonders* Supplemental Resource Page.) Also note that the *Usborne Geography Encyclopedia* includes a world atlas on p. 258-333.

Letting God

Our greatest prayer is that this study will draw you nearer to God. We hope you find yourself in a state of awe and wonder as you discover more about His world. We pray that you will marvel at the work He has done through common people who did uncommon things all for the glory of God.

As we embark on this journey, let us keep the big picture in mind. Even though plan does not equal reality, without a plan, we lack vision or direction or goals. As a family, we ask for God to teach us to number our days aright that we may gain hearts of wisdom (Psalm 90:12). Part of numbering our days aright is planning well. Part of numbering our days aright is letting go of those plans when God has something else in store for our family. So... as we plan, we also hold onto those plans loosely realizing that the Lord's purposes are greater than our purposes. As we head into this study, we are "confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ;" (Philippians 1:6)

If you have questions at any time, please contact us at support@halfahundredacrewood.com. Enjoy the journey ahead!

Sample

Mission: World Wonders Package

Mission: World Wonders Teacher's Guide
Access to *Mission: World Wonders*
Supplemental Resource Webpage

Geography

The Usborne Geography Encyclopedia - IL
Children's Atlas of God's World
Geography Audio Memory CD
Window on the World
Inflatable Globe
Color-Your-Own-World-Map Poster

Science

God's Design for Life: World of Plants
God's Design for Life: World of Animals
A Child's Geography: Explore His Earth

History

The Story of the World Volume 1
The Story of the World Volume 2

Art & Music

The Usborne Art Treasury
Story of the Orchestra
Then Sings My Soul

Read Alouds (Setting)

A Long Walk to Water (Sudan)
Lillian Trasher: The Greatest Wonder in Egypt (Egypt)
Mary Slessor: Forward into Calabar (West Africa)
Charles Mulli: We Are Family (Kenya)
Samuel Zwemer: The Burden of Arabia (Arabia)
Sundar Singh: Footprints over the Mountains (India/ Tibet)
Ida Scudder: Healing Bodies, Touching Hearts (India)
Hudson Taylor: Deep in the Heart of China (China)
Cameron Townsend: Good News in Every Language (Central America)
Clarence Jones: Mr. Radio (South America & beyond)
Rachel Saint: A Star in the Jungle (Ecuador)
Wilfred Grenfell: Fisher of Men (Canada)

Mission: World Wonders Preparation Checklist

- ☐ Read the introduction to this study ("Welcome to *Mission: World Wonders!*" p. 4-9)
- ☐ Print Geography World Wonders Map Packets and either laminate blank blackline maps or place into a page protector. (For quick and easy reference, add lyrics to the maps now or later when you introduce each map.)
- ☐ If desired, laminate the map that's provided in the Audio Memory Geography Songs CD/Book packet.
- ☐ If you plan to use them, download and print worksheets and quizzes for use with *The World of Plants* and *The World of Animals* at the following link and store them in a Nature Study Notebook. Alternatively, use a composition or sketch book as a Nature Study Journal.
<https://answersingenesis.org/store/product/gods-design-life-worksheets-and-quizzes-4th-edition/>
- ☐ If you plan to use them, print and save back the PDF resources on the *A Child's Geography* CD-ROM.
- ☐ If desired, set up a Timeline Wall or Timeline Notebook. (See p. 7.)
- ☐ The Color-Your-Own-World-Map Poster may be colored now and used throughout the year to mark locations where missionaries have served. It is not referenced in the plans until Unit 4 Week 5.
- ☐ Before beginning each unit, look over the supplies lists for the six-week period (if you are planning to complete the science activities in *The World of Plants* and *The World of Animals*). Some items will need to be purchased/ordered in advance.
- ☐ Add your own math and language arts plans to the planner pages.

A Note on Reading Plan Notes

Notes are included with each week's planner page to provide reminders or additional information. Not every day will have notes associated with it. Reference Unit 1 Weeks 1-2 for reminders that will be relevant for the entire year.

Unit 1 - Week 3: Africa

Geography, History, Science, and Fine Arts Schedule					
	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
DEVOTION & PRAYER	CHILDREN'S ATLAS: AFRICA (P. 50-51)	WINDOW ON THE WORLD: EGYPT (P. 54-55)	READ & DISCUSS JOHN 4:7-14; JOHN 7:37-38	WINDOW ON THE WORLD: RIFFI BERBERS (P. 144-145)	
GEOGRAPHY - MAP PRACTICE	LISTEN TO TRACK #9: NORTHERN AFRICA TWICE WHILE POINTING TO LOCATIONS ON AFRICA MAP. THE SETTING OF OUR READ- ALOUD IS EGYPT.	LISTEN TO TRACK #9: NORTHERN AFRICA WHILE POINTING TO, TRACING, OR DRAWING NORTHERN AFRICA COUNTRIES ON AFRICA MAP. REVIEW NORTHERN CENTRAL AFRICA.	LISTEN TO TRACK #9: NORTHERN AFRICA WHILE POINTING TO, TRACING, OR DRAWING NORTHERN AFRICA COUNTRIES ON AFRICA MAP.	REVIEW & QUIZ NORTHERN CENTRAL AFRICA (#11) & NORTHERN AFRICA COUNTRIES (#9) ON BLANK AFRICA MAP.	
HISTORY: STORY OF THE WORLD	VOLUME 1 CHAPTER 7		VOLUME 1 CHAPTER 8		
SCIENCE (CORE)		WORLD OF PLANTS: LESSON 5		WORLD OF PLANTS: LESSON 6	
SCIENCE (OPTIONAL)		WORLD OF ANIMALS: LESSON 3		NATURE STUDY & ACTIVITIES	
FINE ARTS	STORY OF THE ORCHESTRA: STRINGS (P. 42-43)				
READ ALOUD	LILLIAN TRASHER CHAPTER 1	LILLIAN TRASHER CHAPTER 2	LILLIAN TRASHER CHAPTER 3	LILLIAN TRASHER CHAPTER 4	
MATH					
SPELLING/READING					
WRITING/GRAMMAR					

Unit 1: Week 3 Notes

SCIENCE SUPPLIES NEEDED (THE WORLD OF PLANTS):

- | | |
|---|---|
| <ul style="list-style-type: none">• A field guide for flowers (or website)• Access to several flowering plants• Magnifying glass• Grass plant• Optional Challenge Activity<ul style="list-style-type: none">• Kentucky Bluegrass seeds• Corn seeds• Baking dish | <ul style="list-style-type: none">• Optional Challenge Activity (Continued)<ul style="list-style-type: none">• Other grass seeds (wheat, oats, rye, fescue, etc.)• Potting Soil• Craft Sticks• Marker• Copy of “Grass Comparison” Worksheet |
|---|---|

SCIENCE SUPPLIES NEEDED (THE WORLD OF ANIMALS):

- | | |
|---|---|
| <ul style="list-style-type: none">• Copy of “Mammals Have Fur” worksheet• Samples of hair from as many mammals as possible | <ul style="list-style-type: none">• Books showing pictures of mammals |
|---|---|

Day 1

Read-Aloud. Today we begin the study of our first missionary, Lillian Trasher, who founded Egypt's first orphanage. Before reading *Lillian Trasher: The Greatest Wonder of Egypt*, allow students to locate Egypt on a wall map or globe. When reading Chapter 2, also point out Asheville, North Carolina and Atlanta, Georgia.

Day 2

Science. *The World of Animals* download includes a worksheet for use with Lesson 3: Mammals Have Fur. (Note: If you are using the worksheets, Day 2 science worksheets/activities may be shifted to Day 4 during Nature Study & Activities time if needed.)

Day 4

Science. *The World of Plants* download includes a worksheet for use with Lesson 6: Grass Comparison. Don't forget to explore outside this week!

Unit 1 - Week 4: Africa

Geography, History, Science, and Fine Arts Schedule					
	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
DEVOTION & PRAYER	GEO ENCYCLOPEDIA: DESERT LANDS (P. 236-237)	WINDOW ON THE WORLD: WODAABE (P. 182-183)	[HYMN: I HEARD THE VOICE OF JESUS SAY (P. 116-117)]	WINDOW ON THE WORLD: KAL-TAMASHAQ (P. 96-97)	
GEOGRAPHY - MAP PRACTICE	LISTEN TO TRACK #13: WEST AFRICA TWICE WHILE POINTING TO LOCATIONS ON AFRICA MAP.	LISTEN TO TRACK #13 WEST AFRICA WHILE POINTING TO, TRACING, OR DRAWING WEST AFRICA COUNTRIES ON AFRICA MAP.	LISTEN TO TRACK #13 WEST AFRICA WHILE POINTING TO, TRACING, OR DRAWING WEST AFRICA COUNTRIES ON AFRICA MAP.	REVIEW NORTHERN CENTRAL AFRICA (#11) NORTHERN AFRICA (#9) AND WEST AFRICA (#13) COUNTRIES.	
HISTORY: STORY OF THE WORLD	VOLUME 1 CHAPTER 9		VOLUME 1 CHAPTER 10		
SCIENCE (CORE)		WORLD OF PLANTS: LESSON 7		WORLD OF PLANTS: LESSON 8	
SCIENCE (OPTIONAL)		WORLD OF ANIMALS: LESSON 4		NATURE STUDY & ACTIVITIES	
FINE ARTS	STORY OF THE ORCHESTRA: VIOLIN (P. 44-45)		ART TREASURY: MUD HAND CIRCLES (P. 92-95)		
READ ALOUD	LILLIAN TRASHER CHAPTER 5	LILLIAN TRASHER CHAPTER 6	LILLIAN TRASHER CHAPTER 7	LILLIAN TRASHER CHAPTER 8	
MATH					
SPELLING/READING					
WRITING/GRAMMAR					

Unit 1: Week 4 Notes

SCIENCE SUPPLIES NEEDED (THE WORLD OF PLANTS):

- | | |
|---|---|
| <ul style="list-style-type: none">• Index cards labeled with vocabulary words• Markers or crayons• Drawing materials• Copy of “Germination Data Sheet”• 5 jars (1 with lid) | <ul style="list-style-type: none">• Paper towels• Steel wool• 15-20 dried beans• Black construction paper• Tape |
|---|---|

SCIENCE SUPPLIES NEEDED (THE WORLD OF ANIMALS):

- | | |
|---|--|
| <ul style="list-style-type: none">• Drawing paper | <ul style="list-style-type: none">• Markers, colored pencils, or paint |
|---|--|

ART SUPPLIES NEEDED:

- | | |
|--|---|
| <ul style="list-style-type: none">• Large poster board (or butcher paper or craft paper)• Large plate | <ul style="list-style-type: none">• Paper or styrofoam plates• Pencil• Poster paint |
|--|---|

Day 1

Geography. Reminder: Write the lyrics of the “West Africa” song on the World Wonders West Africa reference map by referring to p. 17 in the Geography Songs booklet.

Day 3

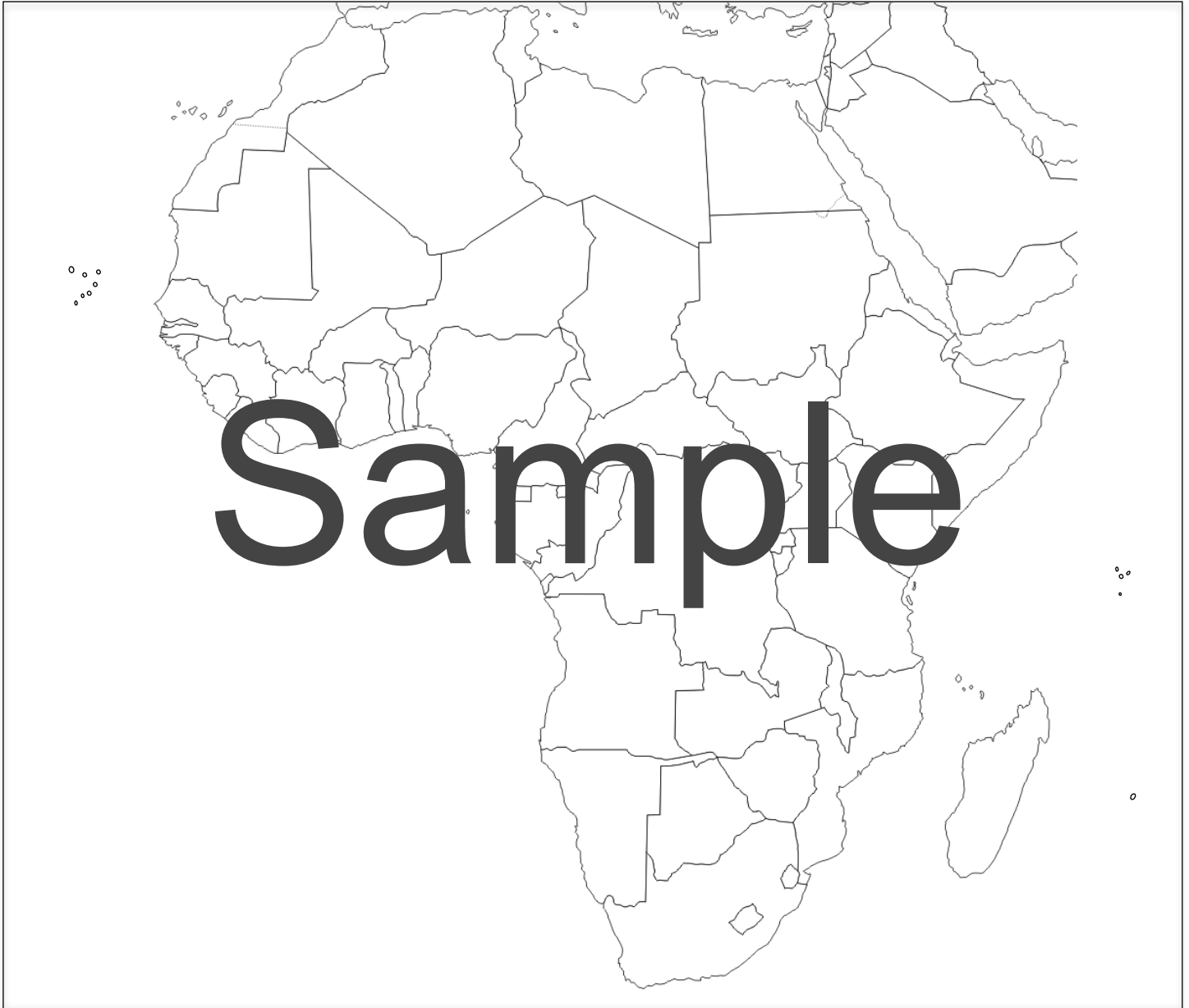
Devotion. If you have chosen to learn only one hymn per six-week period, you can still use the *Then Sings My Soul* reading as a devotion. You can also listen to the song using the playlist referenced on the *Mission: World Wonders* Supplemental Resources webpage.

Fine Arts (Art Treasury). The children who lived at the orphanage with Lillian Trasher made mud bricks to help with constructing new buildings. As you use paint to represent mud for your “mud hand circle,” reflect upon and discuss how the children used mud to take part in building their home. (Also refer to Zechariah 4:10.) You might even try making mud bricks as described in Chapter 9 of *Lillian Trasher*.

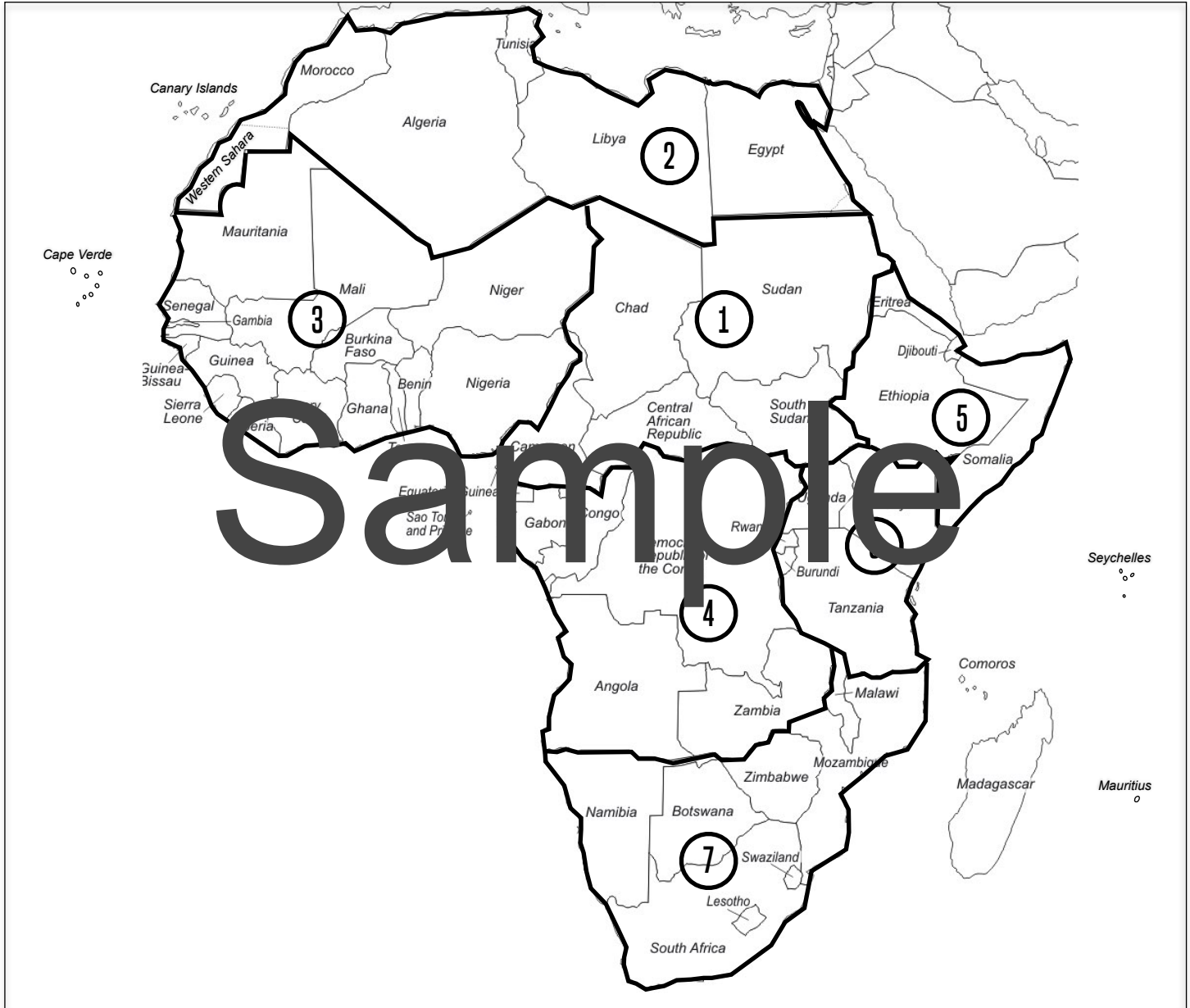
Day 4

Science. *The World of Plants* download includes a worksheet for use with Lesson 8: Germination Data Sheet.

Africa Blackline Map



Africa Regions (in order of introduction)



Unit 1

Region #1: Northern Central Africa (Track #11). Unit 1 - Week 1

Region #2: Northern Africa (Track #9). Unit 1 - Weeks 2-3

Region #3: West Africa (Track # 13). Unit 1 - Weeks 4-6

Unit 2

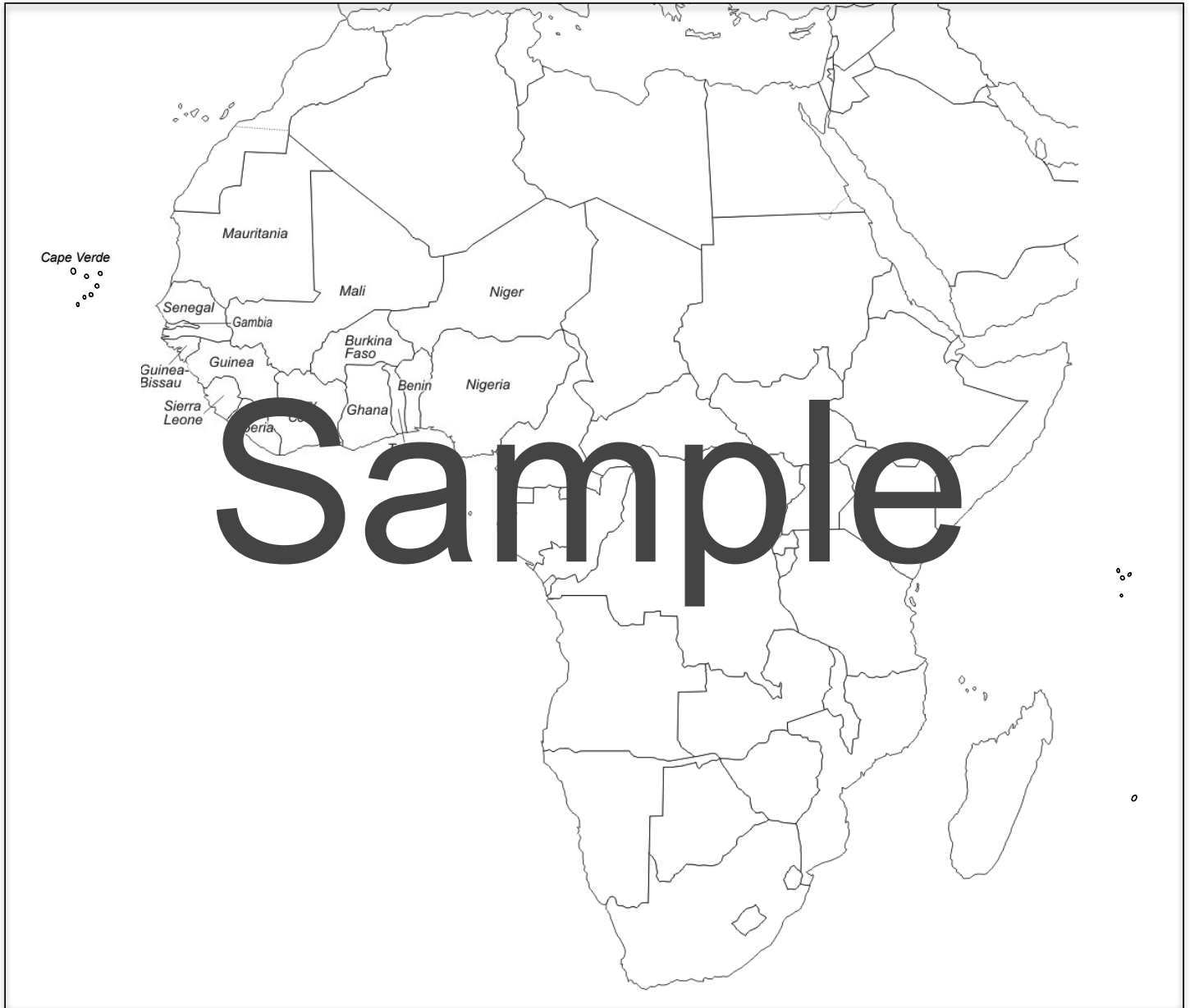
Region #4: Equatorial Africa (Track #8). Unit 2 - Weeks 1-2

Region #5: Horn of Africa (Track #12). Unit 2 - Week 3

Region #6: East Africa (Track #10). Unit 2- Week 4

Region #7: Southern Africa (Track # 14). Unit 2 - Weeks 5-6

West Africa



Unit 1 - Weeks 4-6. West Africa (Track # 13) Lyrics:
