

A STUDY OF HISTORY, CULTURES, AND MISSIONS IN AFRICA, ASIA, AND THE AMERICAS

MISSION: WORLD WONDERS

TEACHER'S GUIDE

REVISED EDITION



SAMPLE



half-a-hundred
ACRE WOOD

BRANDY FERRELL

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Mission: World Wonders Revised Edition Resources

| | |
|--|--|
| <p><i>Mission: World Wonders Teacher's Guide PDF</i> Access to <i>Mission: World Wonders</i> Supplemental Resource Webpage</p> <p>Geography <i>The Usborne Geography Encyclopedia (optional)*</i> <i>Children's Atlas of God's World</i> <i>Audio Memory Geography Songs Kit</i> <i>Window on the World Revised Edition</i> Inflatable Globe Color-Your-Own-World-Map Poster</p> <p>Fine Arts <i>A Child's Introduction to the Orchestra</i> <i>Then Sings My Soul</i></p> <p>History <i>The Story of the World Volume 1</i> <i>The Story of the World Volume 2</i></p> | <p>Read Alouds (Setting) <i>A Long Walk to Water</i> (Sudan) <i>Lillian Trasher: The Greatest Wonder in Egypt</i> (Egypt) <i>Mary Slessor: Forward into Calabar</i> (West Africa) <i>Charles Mulli: We Are Family</i> (Kenya) <i>Tales of Persia: Missionary Stories from Islamic Iran</i> (Arabia) <i>Sundar Singh: Footprints over the Mountains</i> (India/ Tibet) <i>Ida Scudder: Healing Bodies, Touching Hearts</i> (India) <i>Hudson Taylor: Deep in the Heart of China</i> (China) <i>Cameron Townsend: Good News in Every Language</i> (Central America) <i>Rachel Saint: A Star in the Jungle</i> (Ecuador) <i>Clarence Jones: Mr. Radio</i> (South America & beyond) <i>Wilfred Grenfell: Fisher of Men</i> (Canada)</p> <p>Science <i>World of Plants</i> from <i>God's Design for Life Set, MasterBooks Edition</i> <i>World of Animals</i> from <i>God's Design for Life Set, MasterBooks Edition</i> <i>Our Planet Earth</i> from <i>God's Design for Heaven & Earth Set, MasterBooks Edition</i></p> |
|--|--|

**The Usborne Geography Encyclopedia* went out of print in 2024. These plans still reference readings from this book as a supplemental resource.

Note: Although it is not necessary and is currently out of print, *The Usborne Art Treasury* may be used to supplement the art projects in this guide. You can search for this title at third party sellers.

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SAMPLE

history, science, and fine arts 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.

As with all curriculum and lesson plans, you should customize this framework to fit your family. If something is not working, feel free to adjust. If needed, you can complete this program over a two-year period or drop a six-week unit from your schedule and pick the unit back up to complete at a later date. If you need to drop a subject - or if you want to listen to history audiobooks while on a roadtrip rather than sticking with the schedule throughout the year, feel free to make that adjustment. A curriculum plan is only a framework.

Example Schedule

The following is an example of how to schedule out a homeschool day. Reality can look much different. For example, we have often listened to the audiobooks of the read-alouds or history while driving in the car.

| 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 (8:00 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) • Computer/Orchestra study, once per week (10 minutes) • Optional science activities or nature study (20 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) |
| At Lunch, in the Afternoon, or After Supper | Family read aloud (15-30 minutes) |

If needed, audiobooks are available for *The Story of the World* and for the *Christian Heroes: Then and Now* series and may be purchased from Amazon, ChristianBook, or other websites.

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 - and feel free to set aside the rest.

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 6-7 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. Also note that *The Usborne Geography Encyclopedia with Complete World Atlas* went out of print in 2024. We have kept the readings from this resource in the lesson plans because we still find them beneficial if you are able to find a copy of this resource at a retailer or reseller.

Hymn Study. After students are introduced to a new hymn, listen to the hymn daily. For convenience, a hymn 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. For families who prefer devotions, some recommended devotional books are *The Jesus Storybook Bible* (for young children), *The Child's Story Bible* by Catherine Von (overview of the Bible), *Long Story Short* (Old Testament), *Old Story New* (new testament), or *The Ology* (the Christian faith).

To memorize scripture, you may use Scripture Memory Rings or other ideas provided in our free Hide the Word Scripture Memory System at <https://www.halfahundredacrewood.com/hidden-the-word-scripture-memory-system/>. Bible verse(s) may also be used as copywork or a studied dictation exercise. In the notes section for each week, we have also included references to scripture memory songs by Seeds Kids Worship (formerly known as Seeds Family Worship).

Memory Work

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). A memory work review plan/schedule is included as a free download on the *Mission: World Wonders* Supplemental Resource Page (referenced on p. 4).

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 our curriculum package 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

Activities children enjoy while listening to a read-aloud include:

- Eating lunch, breakfast, or a snack!
- Sculpting with play-doh or clay
- Building with LEGOs
- Playing with toys (especially toddlers)
- Drawing, coloring, or art activities
- Aluminum foil sculpting or other crafts

Use any technique you deem appropriate.

Scaling Mission: World Wonders

If you would like to reduce the total number of missionary readings, we suggest reading the following books and saving the others for a later date. For additional reading or picture books see the booklists provided in the Appendix.

- Unit 1: *A Long Walk to Water*
- Unit 2: *Lillian Trasher: The Greatest Wonder in Egypt*
- Unit 3: *Ida Scudder: Healing Bodies, Touching Hearts*
- Unit 4: *Hudson Taylor: Deep in the Heart of China*
- Unit 5: *Rachel Saint: A Star in the Jungle*
- Unit 6: *Wilfred Grenfell: Fisher of Men*

Feel free to adjust science and history readings according to student age and interest. For young children (Grade K-2), MasterBook offers [God's Design: Life for Beginners](#) which corresponds directly with the lessons *God's Design for Life: The World of Plants* and *The World of Animals*, and [God's Design: Heaven & Earth for Beginners](#), which corresponds directly with *God's Design for Heaven & Earth: Our Planet Earth*.

Science & History Journal. To provide an additional challenge for upper elementary and/or middle school, students can write journal entries and record lab write-ups for science investigations and experiments. Students may wish to draw and/or record their observations in a three-ring binder, composition notebook, or a sketch book. Likewise, they may also include written narrations and sketches for history, cultural, and missionary studies. The middle school plans consist primarily of writing journal entries for each lesson in history and science. Students may choose the way to capture their history portfolio entries. These may be a written narration with a sketch, a physical scrapbook, or a digital presentation. See the Appendix of this guide for more details.

For middle school students (Grade 6-8), refer to the Middle School Options on each planning page. The middle school options are also provided as a separate download on the supplemental resources webpage. There is also a middle school recommended reading list in the appendix of this guide.

A Long-Term Vision: Repeat three years from now.

The Mission Great Commission series was designed to be used more than once. After completing one cycle of the three missions (*Mission World Wonders*, *Mission Faith Forgers*, and *Mission Lasting Liberty*), families can repeat the entire series. When you repeat *Mission World Wonders* three years from now, you can use any or all of the suggested replacement readings which are provided at the bottom of each planning page. Disregard these plans on your first trip through. The alternative book selections for Mission World Wonders Trip Two are:

- ❖ *Properties of Ecosystems from God's Design for Chemistry & Ecology*

| Unit 1 - Week 1: Africa | | | |
|---|--|---|--|
| Geography, History, Science, and Fine Arts Schedule | | | |
| Day 1 | Day 2 | Day 3 | Day 4 |
| DEVOTION & PRAYER | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| COGNITIVE / MAP READING | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| READ ALOUD | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| SCIENCE | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| SCIENCE EXPERIMENT | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| ART | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| SCIENCE EXPERIMENT | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| SCIENCE EXPERIMENT | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |
| SCIENCE EXPERIMENT | Read <i>World of Plants</i> (John 7:17-18) | Read <i>World of Animals</i> (John 7:17-18) | Read <i>World of Plants</i> (John 7:17-18) |

Optional alternative plans to use when you repeat this program in three years.

- ❖ [Our Weather and Water from God's Design for Heaven & Earth](#)
- ❖ [The World's Story Volume 1: Student Text & Teacher Guide](#)
- ❖ [C.T. Studd: No Retreat](#) (Missionary to the Congo)
- ❖ [Helen Roseveare: Mama Luka](#) (Missionary to the Congo)
- ❖ [David Livingstone: Africa's Trailblazer](#) (Missionary to Southern Africa)
- ❖ [Amy Carmichael: Rescuer of Precious Gems](#) (Missionary to India)
- ❖ [Paul Brand: Helping Hands](#) (Missionary to India).
- ❖ [Jonathan Goforth: An Open Door in China](#) (Missionary to China)
- ❖ [Nate Saint: On a Wing and a Prayer](#) (Missionary to Central & South America)
- ❖ [Elisabeth Elliot: Joyful Surrender](#) (Missionary to Ecuador)

Using *Mission: World Wonders* in a Co-op Setting

If you find at least one other family also using *Mission: World Wonders*, you can meet weekly in a group setting to support each other in your learning endeavors. Each family needs their own *Mission: World Wonders* curriculum guide and corresponding books to teach at home. The group leader can use the ***Mission: World Wonders Weeks-at-a-Glance* page** to select the material they would like to complete in a group setting. A suggested weekly group meeting schedule is as follows:

| Activity (Up to 30 minutes for each activity) |
|---|
| Call to worship (hymn + scripture memory + prayer) |
| Science Experiments or Activities (Open this activity by discussing the "What Did We Learn?" and "Taking It Further" sections from the week's science lessons.) |
| Drawing/art project and missionary review activity or history portfolio (Open this activity by discussing the week's history lessons. For hands-on activities, refer to the <i>Story of the World Activity Books</i> from Well-Trained Mind Press.) |
| Map practice and world culture review (with "Window on the World" notebooking page for older students) & snack time |
| Public Speaking or Show-and-Tell |
| Orchestra & Closing |

Parents should read lessons at home prior to completing the associated material in class. If you have questions about using *Mission: World Wonders* in a community setting, email us at support@halfahundredacrewood.com

Letting God

Our greatest prayer is that this study will draw you nearer to God and His Great Commission. 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 for the glory of God, and, in turn, realize that God has a purpose for you to fulfill His kingdom work as well.

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!

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). Read John 4:14, Matthew 11:28, and John 8:12 and compare to hymn. | Window on the World: Kabyle (p. 82-83) | Window on the World: Beja (p. 20-21) | Window on the World: Chad (p. 32-33) | |
| Hymn: I Heard the Voice of Jesus Say | | | | | |
| 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 Horn of 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), Horn of Africa (#12) & Northern Africa (#9) on Blank Africa Map. | |
| READ ALOUD | Lillian Trasher Chapter 1 | Lillian Trasher Chapter 2 | Lillian Trasher Chapter 3 | Lillian Trasher Chapter 4 | |
| FINE ARTS | Orchestra: Strings (p. 42-43) | | | | |
| HISTORY: STORY OF THE WORLD | Volume 1 Chapter 6 | | Volume 1 Chapter 7-8 | | |
| SCIENCE (CORE) | | World of Plants: Lesson 5 | | World of Plants: Lesson 6 | |
| SCIENCE (OPTIONAL) | | World of Animals: Lesson 3 | | Nature Study & Activities | |
| SAMPLE | | | | | |
| SCIENCE | Take World of Plants Quiz 1: Introduction to Life Science. | World of Plants. Record observations/sketches from Examining Flowers activity. | World of Plants. Challenge: Research the use of plants in industry and share your findings with your family. | World of Plants. Begin Challenge - Grass Comparison. Record observations daily on Grass Comparison worksheet for two weeks until completion of activity. | |
| HISTORY PORTFOLIO | Reminder: At least one weekly portfolio entry on the chapters read this week. | | | | |
| ADD MATH & LANGUAGE ARTS | | | | | |
| | | | | | |
| | | | | | |

ALTERNATIVE READ ALOUDS, FINE ARTS, HISTORY, AND SCIENCE FOR TRIP TWO (SEE APPENDIX P. 150)

| | | | | | |
|-----------------------------------|-------------------------|---|--|---------------------|--|
| READ ALOUD | CT Studd Chapter 9 | CT Studd Chapter 10 | CT Studd Chapter 11 | CT Studd Chapter 12 | |
| FINE ARTS & HYMNS | | Poetry: "Only One Life" by CT Studd (Appendix p. 153) | | | |
| HISTORY: THE WORLD'S STORY | Read Volume 1 Chapter 3 | | Complete select activities or worksheets | | |
| SCIENCE (CORE) | | Ecosystems Lesson 5 | | Ecosystems Lesson 6 | |

| 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 ————

Hymn/Devotion. Continue practicing or listening to the hymn daily. How does the hymn (“I Heard the Voice of Jesus Say”) compare to John 4:14, Matthew 11:28, and John 8:12? A Seeds Kids Worship scripture memory song is available for John 8:12 and Matthew 11:28-30 on Amazon. iTunes. Check the Mission World Wonders Supplemental Webpage for a link to this optional source.

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.

Geography. Reminder: Write the lyrics of the “Northern Africa” song on the World Wonders Northern Africa reference map by referring to p. 17 in the Geography Songs booklet. The Geography Songs booklet also includes information about landmarks in Africa on p. 50 & 54.

History. These accounts of Abraham and Joseph are in Genesis 12, 17, 37, and 39-45.

———— 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 3 ————

History. How does the story of Gilgamesh reflect truths from the biblical account? (The serpent steals eternal life from man. In this story we can see man’s longing for eternal life even in a pagan culture. Read Ecclesiastes 3:11 and Romans 1:20.)

———— 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!

Appendix
SAMPLE

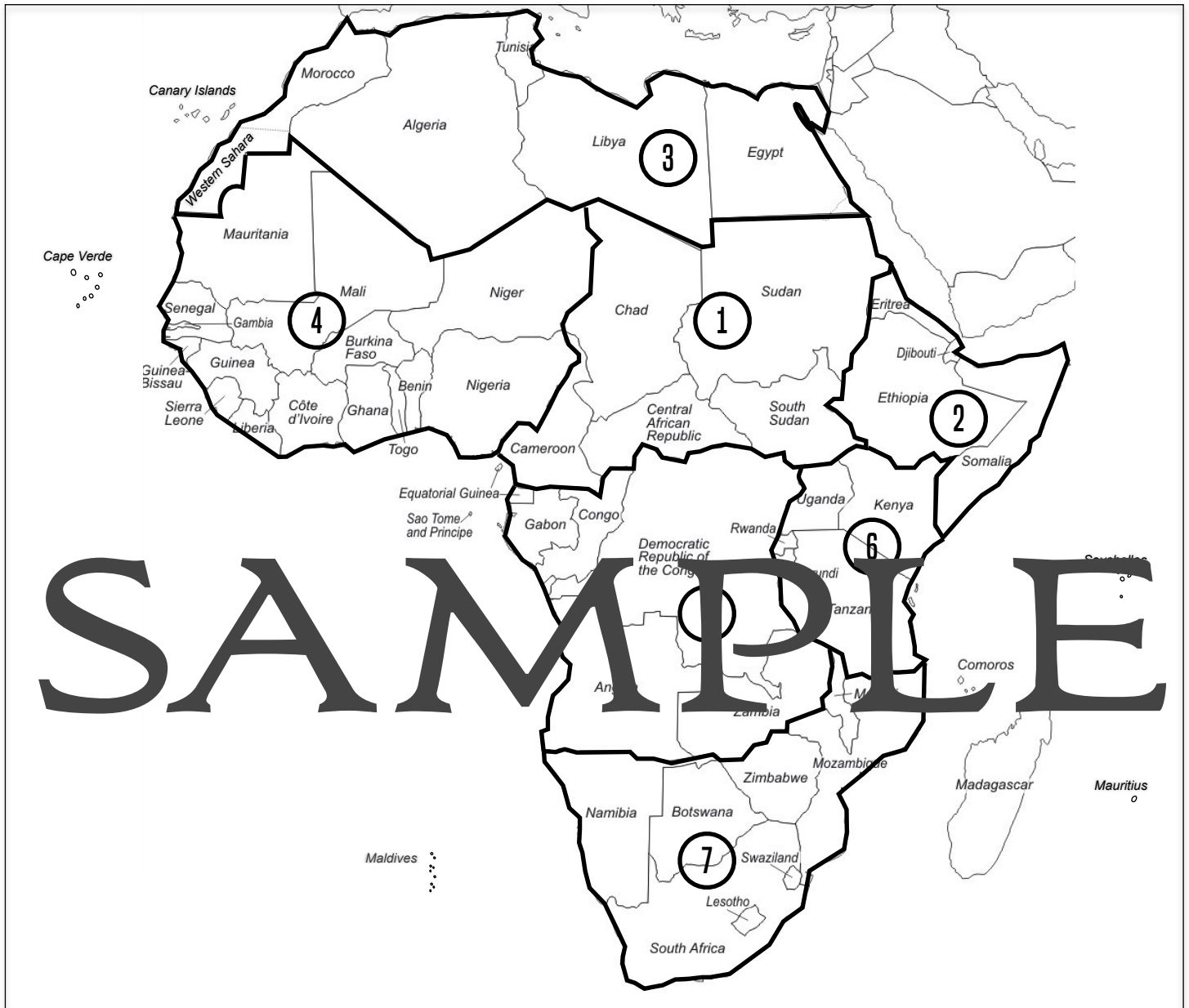
MISSION: WORLD WONDERS

Africa Maps



By Brandy Ferrell | Half-a-Hundred Acre Wood

Africa Regions (in order of introduction)



Unit 1

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

Region #2: Horn of Africa (Track #12). Unit 1 - Week 2

Region #3: Northern Africa (Track #9). Unit 1 - Weeks 3-4

Region #4: West Africa (Track # 13). Unit 1 - Weeks 5-6

Unit 2

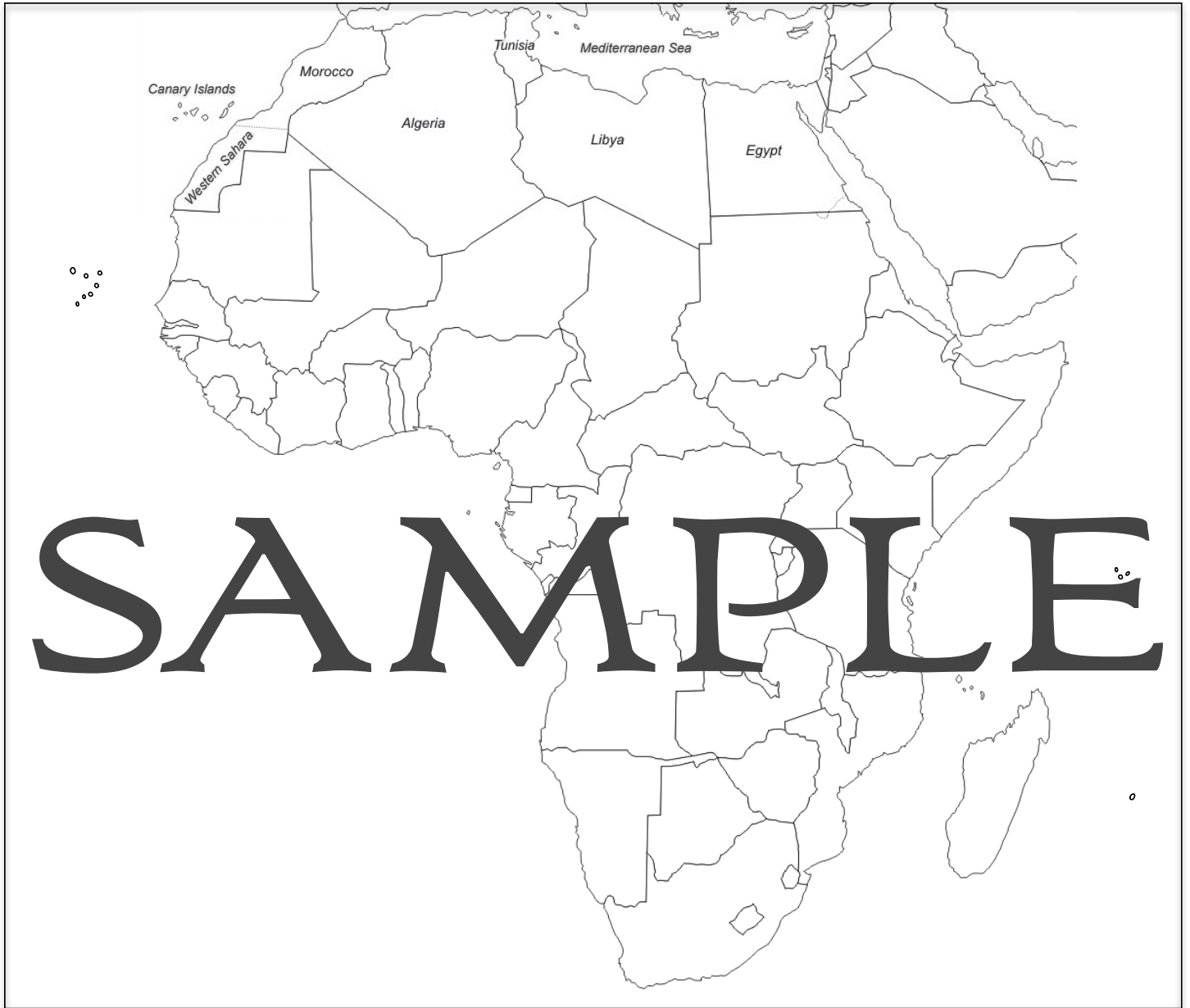
Region #4: West Africa (Track # 13). Unit 2 - Week 1

Region #5: Equatorial Africa (Track #8). Unit 2 - Weeks 2-3

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

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

Northern Africa



Unit 1 - Weeks 3-4. Northern Africa (Track #9) Lyrics:

- Poster paint

Instructions:

1. Draw a circle on a large piece of paper or poster board using a plate as a template. Squeeze some poster paint onto the plate.
2. Cover the palm of your hand with the paint and make a handprint onto the paper at the edge of the circle. Continue making handprints until you've finished the inner circle.
3. Make another ring of handprints (in the same or different colors) around the first ring of handprints, leaving a slight gap between the rings. Continue making rings until you get to the edge of your paper.

Unit 2 Week 1: Day 4. African Masks

Elaborate masks have been made in Africa for thousands of years, usually carved from wood and carefully decorated with other materials. This project uses cardboard, raffia, and paint, markers, or pens.

Supplies:

- Corrugated cardboard
- Pencil
- Scissors and hole punch
- Paint, felt-tip pens, or markers
- Raffia or string
- Glue



Instructions:

1. Cut out a shape for a face from some corrugated cardboard.
2. Draw two dots for eyes about halfway down. Make eyeholes by pushing a pencil through the cardboard.
3. From scrap pieces of cardboard, cut a shape for the nose, mouth, and eyes and glue to the cardboard.
4. To add interesting accent pieces, you can peel off the top layer of the cardboard and cut strips or shapes to add to your mask.
5. Decorate your mask with paint, pens, or markers.
6. If you'd like to add a beard or hair, punch holes around the chin. Tie raffia or string through the holes and secure with a knot.

Mission: World Wonders Trip Two Details

The “Alternative Read Alouds, Fine Arts, History, and Science for Trip Two” referenced at the bottom of each week’s planning page is for families who have already completed one year of the *Mission: World Wonders* curriculum and are returning to the program for a second trip **after** completing the other two programs in the Mission Great Commission Curriculum series (*Mission Faith Forgers* and *Mission Lasting Liberty*). Replacement readings are suggested for different read-alouds, hymns & art projects, and science as noted at the bottom of each week’s planning page using the following resources.

| Mission: World Wonders Trip Two Replacement Resources | |
|--|--|
| Read Alouds (Setting) <i>C. T. Studd: No Retreat</i> (Congo) <i>Helen Roseveare: Mama Luka</i> (Congo) <i>David Livingstone: Africa’s Trailblazer</i> (Southern Africa) <i>Amy Carmichael: Rescuer of Precious Gems</i> (India) <i>Paul Brand: Helping Hands</i> (India) <i>Jonathan Goforth: An Open Door in China</i> (China) <i>Nate Saint: On a Wing and a Prayer</i> (Ecuador) <i>Elisabeth Elliot: Joyful Surrender</i> (Ecuador) | Science <i>Properties of Ecosystems</i> from <i>God’s Design for Chemistry & Ecology</i> <i>Our Weather & Water</i> from <i>God’s Design for Heaven & Earth</i> History <i>The World’s Story Volume 1 Set (Student Text and Teacher Guide)</i> |

You may opt to use all or part of these replacement readings in conjunction with the geography, history, and scripture readings provided in the original program. These alternate missionary biographies roughly correspond with the geography readings in the original *Mission World Wonders* plans. The suggested art projects, hymns (taken from *When I Sing My Song* and the art projects listed in the appendix of *Mission World Wonders*) are related to the replacement missionary readings, although the original hymns and art projects should correspond fairly well to these new missionary biographies.

Science

The overall science subjects in the trip two plans correspond with the general science topics covered in the original *Mission: World Wonders* program (biology/ecology and earth science). If you have used *Mission Lasting Liberty*, you will already own *God’s Design for Chemistry & Ecology* which includes *Properties of Ecosystems*. If using the replacement science, you can download the corresponding worksheets, quizzes, and tests at the following links:

- ❖ **Properties of Ecosystems:** <https://answersingenesis.org/store/product/gods-design-chemistry-ecology-worksheets-quizzes/?sku=13-1-076>
- ❖ **Our Weather & Water:** <https://answersingenesis.org/store/product/gods-design-heaven-earth-worksheets-quizzes/?sku=13-1-075>

For a list of the supplies needed for the semester, refer to the appendices in the *God’s Design for Chemistry & Ecology Teacher Guide* and *God’s Design for Heaven & Earth Teacher Guide*.

For young children in grades K-2, Answers in Genesis offers [God’s Design: Heaven & Earth for Beginners](#), which corresponds directly with *God’s Design for Heaven & Earth*.

Answers in Genesis is written from a young earth/creationist perspective. If you hold a different belief, feel free to adjust the readings as needed and/or use it as a springboard for introducing your student to an opposing viewpoint. This is a great skill to acquire for reasoning and debate.

History

For your second trip through *Mission World Wonders*, you may opt to re-read *The Story of the World* Volume 1 and Volume 2 or use *The World’s Story Volume 1*. If you use *The World’s Story*, you can use narration and journaling as you did for *The Story of the World*, or you can use *The World’s Story Volume 1 Teacher Guide* for worksheets,

Poetry

Only One Life **By C.T. Studd**

*Two little lines I heard one day,
Traveling along life's busy way;
Bringing conviction to my heart,
And from my mind would not depart;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Only one life, yes only one,
Soon will its fleeting hours be done;
Then, in "that day" my Lord to meet,
And stand before His Judgement seat;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Only one life, the still small voice,
Gently leads for a better choice
Bidding me selfish aims to leave,
And to God's holy will to cleave;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Only one life, a few brief years,
Each with its burdens, hopes, and fears;
Each with its clays I must fulfill,
Living for self or in His will;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*When this bright world would tempt me sore,
When Satan would a victory score;
When self would seek to have its way,
Then help me Lord with joy to say;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Give me Father, a purpose deep,
In joy or sorrow Thy word to keep;
Faithful and true what e'er the strife,
Pleasing Thee in my daily life;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Oh let my love with fervor burn,
And from the world now let me turn;
Living for Thee, and Thee alone,
Bringing Thee pleasure on Thy throne;
Only one life, 'twill soon be past,
Only what's done for Christ will last.*

*Only one life, yes only one,
Now let me say, "thy will be done;"
And when at last I'll heed the call,
I know I'll say " 'twas worth it all;"
Only one life, 'twill soon be past,
Only what's done for Christ will last.*