

## Learning Through Geography

Focus: The Table of Nations, Archaeology, Egyptian Chronology, and the Exodus

Unit 1 - Day 2



### World Geography I

Read about geography in the resource below.

★ *The Archaeology Book* p. 6-19

After today's reading, open your *Expedition Journal* to Unit 1 – Box 2. Choose one of the questions below on which to take notes from today's reading. Copy your chosen question at the top of Box 2, and then beneath the question list bulleted notes from the corresponding text page(s). Questions from which to choose are as follows: *Why study archaeology?* (p. 6-7) *Why were cities built on hills?* (p. 9) *Why is pottery invaluable to archaeologists?* (p. 10) *How is pottery dated?* (p. 12) *What are some problems with the Iron Age?* (p. 13) *What are some difficulties in dating methods?* (p. 14) *What are the problems with Egyptian chronology?* (p. 15) *What archaeological evidence is there that supports the Biblical history of the Israelites?* (p. 16-17) *Why is carbon dating unreliable?* (p. 18) *How can the biblical record of the Exodus be reconciled with Egyptian history?* (p. 19)

**Key Idea:** Through excavation and research, archaeologists reconstruct the past to discover what life was like long ago. For archaeologists, chronology, or dating, is a very challenging problem. This is because often kings and rulers ruled concurrently, making dating their reigns accurately difficult. This is especially true for Egyptian history, as questions still remain as to how many dynasties ruled Egypt at the same time.



### Geography Activities I

Open your *Expedition Journal* to Unit 1. In Box 4, begin making a sketch of the location and sizes of the Pyramids at Giza based upon the map on p. 24 of *The Archaeology Book*. When completed, your sketch should include all of the labeled items shown on the map on p. 24. You will finish drawing, coloring, and labeling your sketch on Day 4.

**Key Idea:** The pyramids are archaeological wonders. The three tallest pyramids at Giza were built by Khufu, Khafre, and Menkaure.



### Living Library I

Read the following assigned pages:

★ *The Sign Above the Door* p. 29-53

Get the "Summary" page that you placed in your book on Day 1. In the next box and the page numbers you read today. In the remaining space in the box, write a one-sentence summary of today's reading. To help you write your summary sentence, on scratch paper, first write a three-sentence summary. Next, underline the most important parts in each sentence. Then, combine the underlined parts into a one-sentence summary. Your summary sentence should contain the main topic(s) or people, action verb(s), and the main idea(s).

**Key Idea:** Practice summarizing a living book.



### World Religion & Culture I

Read about world religion and cultures in the following resource:

★ *But Don't All Religions Lead to God?* Ch. 2

After reading today's pages, open your *World Religion & Culture's Notebook* to Unit 1. In Box 2, under the headings *Islam, Buddhism, Hinduism, and Christianity*, list phrases to describe each religion's beliefs from p. 15-16 and p. 18 of *But Don't All Religions Lead to God?*

**Key Idea:** Religions differ in their views of God, their goals on earth, and life after death.



### Foreign Language S

Choose one foreign language option below.

★ *Getting Started with Spanish: Lessons 3-4*

★ Your own foreign language program

**Key Idea:** Introduce *el* and *nino*.

## Learning the Basics

Focus: Logic, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 2



### Logic I

Read the assigned lesson in the resource below.

★ *The Fallacy Detective: Lesson 1*

After reading, complete the "Exercises" from p. 8 on paper. When you have finished writing either 'a', 'b', or 'c' for each exercise, compare your answers to those on p. 192 for Lesson 1.

**Key Idea:** Learn to exercise your mind.



### Literature Study S

Meet with the teacher to discuss *Fundamentals of Literature* p. 1 "A Literary Joust." Then, read and discuss p. 2-3 "Conflict." After that, have students read the assigned pages below and complete the assignment that follows:

★ *Fundamentals of Literature* p. 4-18

After reading, meet with the teacher to discuss the questions on p. 18 "About the Story." Then, read "About the Author" on p. 18.

**Key Idea:** Read *Miss Hinch* and focus on identifying the different types of conflict.



### Composition/Grammar I

Have students complete one studied dictation exercise (see Appendix for directions and passages).

★ Complete the writing lesson listed below.

★ *Essentials in Writing* DVD: Disk 1

On the DVD, select "Section 1: Sentences." Then, select "Lesson 1." After watching the lesson, open your *Student Text* and read the notes for Lesson 1. Then, choose at least two activities to complete from Lesson 1B of your *Student Text*. Omit Lesson 1A.

**Key Idea:** Use grammar skills in composition.



### Bible I

**Bible Study:** Read and complete the assigned lesson in the following resource:

★ *Rooted & Grounded: Prayer Reminder and Lesson 1 - Day 1* p. 1 – middle of p. 4

**Scripture Memory:** Follow suggestion 1 for "Memory Challenge Reviews" on p. XI to memorize Ephesians 3:16-18 (NIV) or Ephesians 3:17-19 (KJV). Use your "Prayer Journal" to copy the verse as suggested.

**Prayer:** Get your copy of "Preparing Your Heart for Prayer" from your Bible. Refer to the questions for all four parts of prayer, and then pray a prayer that includes all four parts. Remember to pray for the Burman people that you read about today. In your "Prayer Journal," write today's date and list "A," "C," "T," and "S" by writing each letter on its own line. List key words or phrases next to each letter to summarize your prayer. Place "Preparing Your Heart for Prayer" inside your Bible.

**Key Idea:** Learn to glorify God in all you do.



### Math S

Choose one of the math options listed below (see Appendix for details).

★ *Foerster's Algebra I, No-Nonsense Algebra, or Videotext Algebra*

★ Your own math program

**Key Idea:** Use a math program for Algebra.



### Science with Lab I

★ Read *Integrated Physics & Chemistry Text: Chapter 1, Lesson 1.* After reading the lesson, answer the questions on p. 1-2 of *Integrated Physics & Chemistry Activities: Chapter 1, Lesson 1.*

**Key Idea:** The scientific method has helped scientists discover much about the Earth.

**A** A historical and cultural view of world geography is provided through engaging stories that chronicle the history of exploration, discovery, and mapmaking. Independent follow-up assignments include various types of oral narrations, *Expedition Journal* entries, written narrations, and *Book of Centuries* entries.

**B** Independent, activity-based geography assignments occur daily and range from guided mapping lessons to hands-on geography and navigational projects to DVD viewing activities.

**C** Daily readings from the *Living Library* coordinate with the geography readings, inviting students to visit exciting destinations around the world through the pages of these books. Follow-ups include writing a one-sentence summary of the reading and giving an oral narration.

**D** Since understanding world religions is a crucial, and often overlooked, part of understanding world geography, a *World Religion & Cultures* study is also included in this guide. Engrossing readings and corresponding graphic organizers, reflective notebook entries, and bookmark prompts are designed to give students understanding and compassion for the unreached peoples of the world while stirring their hearts to share the Gospel with those of other faiths.

**E** A *Foreign Language* option using *Getting Started with Spanish* is scheduled daily emphasizing learning new vocabulary, translating practice sentences, listening to a native speaker, and speaking and understanding Spanish.

**F** Three days in each unit emphasize logic through use of the discussions and lessons in *The Fallacy Detective* and *Art of Argument*. Lessons are designed to help students evaluate arguments, detect fallacies, and use their God-given sense of reason.

**G** Literature's foundational elements of conflict, character, theme, point of view, structure and tone are taught in this course. Students respond to a wide variety of readings (including full-length novels) through literary analysis, Biblical worldview, and critical thinking questions; oral and written narrations; discussions; and *Common Place Book* entries.

**H** Grammar lessons using the first half of *Rod and Staff English 7* alternate with lessons from *Essentials in Writing*. Instruction in writing a research paper and in writing personal, persuasive, expository, and compare/contrast essays is provided.

**I** Daily students use their Bibles, memorize Scripture, pray for unreached people groups, and keep a prayer journal as they complete the *Rooted & Grounded* Bible study. Once in each unit, students also read and annotate either *Practical Happiness* (for boys) or *Stepping Heavenward* (for girls).

**J** Ideally students should be ready for Algebra I or above. Recommended math suggestions for Algebra include *No-Nonsense Algebra*, *Foerster's Algebra I*, or *Videotext Algebra*. For more information see p. 101.

**K** The exciting combination of John Hudson Tiner's narrative *Integrated Physics & Chemistry* text, follow-up activity books, and 36 experiments in the *MicroPhySci Lab Kit* provide a unique course emphasizing the foundations of physics and chemistry.