

Guide for Parents and Teachers Using

Exploring World History

Exploring World History is designed to be parent-friendly and student-friendly. This booklet will help you guide your student through the course. Both you and your student should read the section entitled “How to Use This Curriculum” in Part 1 of the curriculum.

The Basics

Exploring World History provides material for one entire school year in three subjects: World History, English (including World Literature and Composition), and Bible (Issues in World History). To complete one credit in World History, one credit in English, and one credit in Bible, the student must read the text in *Exploring World History* Parts 1 and 2 and complete the weekly and daily assignments described in those volumes.

Students should complete each day’s assignments on that day. The student should expect to spend an average of 50 to 60 minutes on each subject each day. The actual time spent on each subject on a given day will vary, but you should allow your student about three hours per day to complete all three subjects. Your child may need additional time to complete the reading of the thirteen books included in the *Exploring World History* Literature Package.

We believe that you are in charge of your child’s education and that you know best how to use the material to educate your child. We provide you with tools and instructions, but we encourage you to tailor them to fit your child’s interests and abilities and your family’s situation and philosophy. You might need to experiment with the curriculum for two or three weeks to know how your student can use it most effectively in your situation. Being able to do this is one of the benefits of homeschooling!

Course Descriptions

You can use the following course descriptions as you develop your school records, produce a high school transcript, or report grades.

World History. The student will survey world history from Creation to the 21st Century. The course discusses civilizations from around the world. A special emphasis is placed on key events, key ideas, key persons, and everyday life in various time periods of world history. The student

will read a significant number of original documents and speeches while studying the narrative of lessons.

English (World Literature and Composition). The student will read classic works of world literature, from *The Cat of Bubastes* to *Animal Farm*. The literature will include novels, short stories, devotional literature, plays, theological essays, biographies, memoirs, poetry, and hymns. Emphasis is placed on how the literature reflects the historical settings in which the works are set. The student will also have a weekly writing assignment. Most of these assignments are based on historical issues from the various periods of world history. The writing assignments take several forms, including essays, editorials, speeches, and letters.

Bible: Issues in World History. This course provides an overview of the Bible, including both its message of faith and how it guides our understanding of history. The student will read several complete books of the Bible as well as several of the Psalms. The student will study such topics as the inspiration and authority of the Bible and how to study a New Testament letter. Topical Bible studies bring Biblical teachings to bear on the historical issues discussed.

Suggestions for Grading

History. The elements that can make up the history grade include the lesson review questions, the weekly quizzes, and the four exams, all of which are in the *Quiz and Exam Book*. You can give equal weight to each element, or you might choose to give greater weight to one or two components.

English. The elements to be graded include review questions on the literature and the writing assignments.

Bible. The elements to be graded include the Bible study questions asked four days per week and the review questions on the Bible Study lessons that are in the *Quiz and Exam Book*. You may also choose one of the verses at the end of one of the lessons from each unit to use as a memory verse for that week.

Note: The answers to the questions in the *Quiz and Exam Book* are provided in the answer key that comes with it.

You might choose to grade some of the weekly writing assignments as history or (where appropriate) Bible assignments instead of as English assignments.

Letter grades are usually assigned on the basis of the percentage of correct answers. Ninety percent and above is usually an A, 80-89% is a B, 70-79% is a C.

You might also want to consider an additional grading element for each course based on your perception of your child's overall grasp of the

material. This is another advantage of homeschooling: you can judge how well your child understands the material and how he or she is growing from the study in ways that are not reflected by test results.

Teaching Writing

Teaching writing skills can be more art than science. The three most important activities that will help students write well are reading good writing, writing as frequently as possible, and having one's writing critiqued by an experienced writer. You can find many aids to help you in teaching writing. We have found *The Elements of Style* by William Strunk Jr. and E. B. White to be concise and helpful. This book is available from the Notgrass Company.

Other resources that have been recommended to us include *The Elegant Essay* by Lesha Myers, *Format Writing* by Frode Jensen, *Writing Skills* by Diana Hanbury King, and *Teaching the Essay* and *Teaching the Research Paper* by Robin Finley. The Institute for Excellence in Writing offers courses in writing that you could use as a substitute for the writing component of the English credit in *Exploring World History*. Reconciliation Press also offers writing instruction services. These suggestions are not endorsements of one program over another; they are offered as resources you can investigate. (See the link at the end of this booklet to access online resources mentioned.)

Grading Writing Assignments

We know good writing when we read it, but trying to explain why we like it is like trying to explain why we like a particular flavor of ice cream. Good writing engages the reader and makes him or her want to keep reading. It covers the subject well and uses proper mechanics (spelling, grammar, and punctuation). Good writing informs and sometimes even challenges the reader. Above all, good writing says something of significance.

Because defining good writing is difficult, giving a grade to a writing assignment can be a subjective process. What is the difference, for example, between an A paper and a B paper? One student might write the best that he or she can, and it still might not be as good as what another student writes with less effort. What grade should you assign to that first student's work? In addition, how can the grades you give reflect a student's improvement over the course of a year? After all, we hope that the student will be writing better at the end of the year than at the beginning.

Writing grades usually have two elements: one is mechanics and the other is coverage of the subject matter. Noting errors in spelling and

punctuation is relatively easy. Misused words and awkward sentences may be more difficult to detect. What is most difficult to grade is how well the writer makes his point, the organization of the paper, and whether the paper adequately covers the topic.

Beginning with a grade of 100, you might want to take a point off for every misspelled word, punctuation error, or grammatical error. An awkward sentence might count two or three points off. A paragraph that does not flow well or have a clear purpose might cost five to eight points. You can also consider whether the paper is well-expressed but has mechanical errors as opposed to its being poorly expressed but mechanically good. We suggest not giving a grade on the writing assignment until the student finishes the final version of the assignment. Use the rough draft as a teaching opportunity. It is fair to have higher expectations later in the course.

You will probably find it helpful to have an objective person read one or more of your child's essays and give constructive feedback. You might also consider having your child take a course in writing under someone you trust. If your child does take such a course, you might want to skip the writing assignments in *Exploring World History* for that period of time.

The website of the College Board, which oversees the SAT and CLEP examinations, has an Essay Scoring Guide, which its graders use. On their website, you can also read sample essays and see why those essays received the scores they did. The National Assessment of Educational Progress program of the Federal Department of Education has information available online about its writing assessment.

Maps and Timelines

If you want map resources to supplement your study of *Exploring World History*, consider materials offered by Geography Matters. Other available resources are the online publications *AtlasofWorldHistory.com* and *WorldHistoryAtlas.com*, and the *World History Atlas* from maps.com. Timelines of world history are available from Geography Matters and other publishers. You might consider creating your own timeline in the format that works best for you, such as a chart, successive pages in a book, or a long sheet you can post on a wall.

Notes About the Literature

These are the books that are recommended for the World Literature component of this course:

Mere Christianity (C. S. Lewis)
The Cat of Bubastes (G. A. Henty)
Julius Caesar (William Shakespeare)
The Imitation of Christ (Thomas a Kempis)
Here I Stand (Roland Bainton)
Pilgrim's Progress (John Bunyan)
A Tale of Two Cities (Charles Dickens)
Pride and Prejudice (Jane Austen)
Heart of Darkness (Joseph Conrad)
Eric Liddell: Pure Gold (David McCasland)
The Hiding Place (Corrie Ten Boom)
Animal Farm (George Orwell)
The Abolition of Man (C. S. Lewis)

We have chosen literature for the English component of *Exploring World History* that we believe is upbuilding, literature that won't assault your faith or sense of decency. We intentionally excluded many novels that did not meet our criteria. Some of the ones we included have words or ideas with which you will be uncomfortable (as we are). We want to let you know about them in case you want to do some editing before your child reads the books or in case you want to substitute another book. You might want a parent to read a book aloud to the student and skip over inappropriate words. Our family has done that with several books.

However you decide to use them, we believe that the overall impact of these books for good outweighs the use of inappropriate words. The editions listed below are the ones that are available from the Notgrass Company.

Mere Christianity (HarperCollins)

C. S. Lewis communicates many aspects of Christianity in an effective way, but on some points he misses it. You should not accept everything he says as truth. The good that you can gain from reading Lewis is, we believe, worth having to weed out what is not good; but it requires discernment. This is a good one for a parent to read aloud, omitting undesirable parts.

Pages 3, 74, 120—the h-word

Page 37—the d-word

Pages 6, 9, 11, 19, 49, 104, 106, 123, 136, 140, 202, 214, 220—references to sex

Book 2, Chapter 4—discussion of the effect of the atonement

Page 61—reference to communion as a means of grace (not a Biblical doctrine)

Page 64—suggestion that evolution is a fact

Page 76—reference to the seven virtues (a traditional belief, not in Scripture)
Pages 79, 112, 225—suggestion that drinking alcohol is acceptable
Book 3, Chapter 4—Discussion of psychoanalysis that can be confusing
Book 3, Chapter 5—Discussion of sexual morality (not wrong, just frank)
Page 137—idea of description of heaven in Bible being symbolic of that greater reality
Page 200—idea about non-human elements being “drawn in” to God through man
Page 204—Suggestion of stages an embryo or fetus passes through
Page 209—idea that some non-Christians belong to Christ
Page 215—reference to the devil as having once been an archangel
Book 4, Chapter 11—Discussion that suggests evolution is fact. His point is that the new person in Christ is not just the next step as in evolution but is a totally new creation.

The Imitation of Christ (Dover)

This book is a good example of devotional literature and has some excellent ideas. It does contain some Catholic doctrines such as the monastic life (page 13), seeing saints as special people (page 14), portraying a “religious” person as a monk (pages 15-16), the idea that communion involves a mysterious participation with Christ (several places in Book Four), and the view of the priesthood as a special class in the church (pages 123-124).

Heart of Darkness (Dover)

This book is filled with symbolism regarding the effect of evil on men’s hearts. Kurtz, a station chief in the African colonial trade, is described as a good and promising man; but when Marlow meets him, Kurtz is dying and insane. Kurtz has been taken over by the darkness of the sins of pride and greed, something that Conrad fears is happening to Western civilization as it exploits colonial lands and people. Kurtz even received rituals as one being worshiped. When Marlow later meets Kurtz’ “Intended” (his fiancée), she shows that she also has been carried away into darkness by Kurtz. Marlow lies to her about Kurtz’ last word, and we sense that Marlow himself is tending toward the darkness. Settings of enveloping darkness pervade the book. The book is a profound warning of the lure and danger of sin.

Occasional use of the derogatory n-word for a black man (as on pages 15 and 16)
Occasional use of the name of God as an interjection (as on page 36)

Eric Liddell: Pure Gold (Discovery House)

This biography of missionary and Olympic champion Eric Liddell portrays the faith and personality of Liddell against the backdrop of China in chaos. The reader gets a sense of the good that one person can accomplish, even in a difficult situation.

A curse word is used in a quotation on page 94.

Page 205 contains a brief description of the atrocities that Japanese soldiers committed in the Chinese city of Nanking.

On page 270 is a reference to immoral behavior by teenagers.

The Hiding Place (Bantam)

The most difficult part of this book is the description of the horrible conditions that Corrie Ten Boom and others endured in the Nazi concentration camps.

The Abolition of Man (HarperCollins)

Lewis' point in this book is that truth and virtue exist outside of man's thinking. The goal of education should be to teach these eternal truths to the next generation. Some today deny eternal truth and say that the goal of education should be to teach the rejection of such traditional thinking. However, the result of this denial is that man himself, or individual persons, become the standard. The denial of truth and virtue and the view of man as merely a physical being and not a spiritual being will result in the abolition of man and human society as we have known them. With these modern presuppositions, the pursuit of knowledge, supposedly to help man, will result in the destruction of man as God created him. Lewis says that science humbled by the acceptance of eternal truth could actually help us.

You might have to explain castration on page 26.

Pages 33, 36, 63, 78—references to sex

Pages 54-55—reference to contraceptives

Page 60—The b-word for an illegitimate child is used in its original sense.

Mere Christianity, *Heart of Darkness*, and *The Abolition of Man* are the heaviest books in terms of subject matter and maturity needed to understand them. If you choose to skip these books, your child will still have a good survey of authors, works, times, and places in world literature.

Alternate Literature Selections

If you choose not to use one or more of the books that we suggest for this curriculum, here are some other titles for you to consider:

- Novels by G.A. Henty give good historical information as the backdrop to the stories he tells. Henty wrote dozens of books. Most of them deal with English and European history from medieval to modern times, but he wrote several dealing with ancient history.
- *The Bronze Bow* by Elizabeth George Speare is a Newbery Medal book (1962) set in the time of Christ. It focuses on a young man caught up with Zealots who wanted to defeat the Romans and how the young man is changed by Christ.
- *The Door in the Wall* by Marguerite de Angeli (Newbery Medal, 1950) is set in medieval England and gives good historical background that helps the reader understand life during that period.
- Instead of *Here I Stand*, you might select a biography of Martin Luther for younger readers.
- If your child has already read *Pride and Prejudice*, you can substitute another of Jane Austen's novels.
- *Young Fu of the Upper Yangtze* by Elizabeth Foreman Lewis, the 1933 Newbery Medal winner, reflects life in China in the 1920s amid the political and social chaos that existed there at the time.

Ideas for Teachers of Co-ops, Tutorials, and Other Groups

How you use *Exploring World History* will depend on your goals (for instance, whether you are trying to cover all three credits) and how long you are with the students each week.

Survey. You might present a quick survey of the key points from each unit. This could help students who haven't known quite how to fit it all together. You could ask a thought question or two from each lesson in the unit to prompt group discussion. Look at the quizzes to get ideas about the major points.

Student Discussion. You can give the students time each week to ask questions or share new insights they have gained from the previous week's lessons and reading. It would be a shame to have a student struggling with a question that you could answer or bursting with excitement over a new idea, only to miss the opportunity for a teachable moment because of your pre-planned agenda. This will help to keep students from getting frustrated or falling behind, and it will allow them to see the relevance to their lives of what they are studying. Let them know how excited you are to be studying world history. Your excitement may be contagious!

Literature. Try to help the students connect emotionally with the literature. History is not just facts; it is the story of the lives of real people. How did a particular book, poem, or story make them feel? How does the literature help them to be sympathetic to the lives of other people in the world today?

Bible Study. Be sure to leave time to discuss the Bible study lesson. In many ways this is the most important part of the entire curriculum since it relates the academic subjects to our spiritual lives. How we understand the past affects how we live in the present. You are helping to shape the worldview of your students. How are the students becoming better people, better citizens, and better Christians by studying this material?

Public Speaking. You might have a student read a speech aloud from *In Their Words* and then discuss its impact on the listeners, or you might schedule a debate on some topic. Your students could also read their essays to the group.

Research. You might assign students to do additional research on people mentioned in a unit, as a way to make the history narrative more personal.

Field Trips. By all means, if you are in a position to do so, schedule a field trip to a museum or other relevant site (ideally, with the parents coming also). This will help history come alive more than just about anything else you could do.

Thank you for choosing *Exploring World History!*
We hope that using this curriculum will be a
positive experience for you and your student.
May God bless and guide you in it.

Answers to Questions in Lesson Assignments

A Bible study question is posed at the end of each of the first four lessons in each unit. Below are some suggested answers for these questions. Some questions ask for the student's opinion; possible answers for some of these opinion questions are offered here.

Unit 1

Lesson 1—Possible answers: God is creative; He wanted a relationship with humans; creation gives Him glory.

Lesson 2—The reality of sin; the need for forgiveness; the healing of relationships; the need for security, meaning, and hope; the need to know that our lives matter and are headed somewhere

Lesson 3—Jewish culture—mixed response; Samaritan culture—good response; Greek culture—some believed but many scoffed; positive response by the Ethiopian

Lesson 4—We can respect them as persons and the office they hold, but we can support those whose beliefs are more in line with our own.

Unit 2

Lesson 6—To show Adam that Eve was very special and created especially for him

Lesson 7—After the Garden, God made Adam and Eve clothes; God put a mark on Cain to protect him; God spared Noah and his family from destruction; God allowed Noah's sons to become the fathers of many nations; God did not destroy

the people at Babel but instead scattered them across the earth.

Lesson 8—God must have revealed this information to them.

Lesson 9—Various answers possible. Consult Bible commentaries, a minister, or another trusted source.

Unit 3

Lesson 11—A life lived for God results in blessings to others, honor to God, and recognition by God for the person; a life lived for self is lived in fear, is not productive, and what is there ends up being lost.

Lesson 12—The New Testament teaches that we should be ready always to meet the Lord by living by faith and in a way that would please Him. The next life will be either eternal fellowship with Him or eternal punishment and separation from Him.

Lesson 13—By doing what He commands; by serving others and not ourselves; by living for God's glory and not our own

Lesson 14—Instead of retaliation, even limited retaliation, Jesus said we should be willing to accept even greater hurt for His sake.

Unit 4

Lesson 16—All God has to work with are imperfect people. We should learn from them the truth that they teach. We can even learn from their mistakes so that we do not commit the same ones. Adults should have learned important lessons, even if they are imperfect. We should be humble, knowing our own imperfections.

Lesson 17—Paul was saying that we cannot earn salvation by good deeds. James was saying that our faith has to be more than talk; it has to be shown by how we live.

Lesson 18—Nomads wouldn't meet in church buildings, sit on pews, or use songbooks or projection screens. They have the opportunity to appreciate God's handiwork in creation even as they praise Him.

Lesson 19—He might have been willing to share the good land. He might have moved out of Sodom. He shouldn't have let his daughters become engaged to men who did not respect him. He should not have offered his daughters to the men of the city. He could have been a better example of faith. He should have refused to drink so as to become drunk.

Unit 5

Lesson 21 — Don't complain; appreciate God's blessings, even when things aren't completely as you would like them to be; don't follow the ways of the ungodly people

around you; appreciate God's work on your behalf and don't slide into old habits; other answers possible.

Lesson 22—The cross and resurrection

Lesson 23—Various answers possible: Moses, for his faithfulness and intercession for the people; Joshua, for his faithfulness and leadership; David, for his heart for God; Josiah, for his willingness to reform the temple; Nehemiah, for leading the project to rebuild the wall of Jerusalem; Esther, for using the opportunity she had to help her people; Peter, for his ability to recover from his failings; Paul, for his hard work and determination in spreading the gospel

Lesson 24—To encourage, help, and if needed care for your grandparents; to be a good influence on your cousins

Unit 6

Lesson 26—If someone breaks the law and is convicted, he must serve his sentence; if someone abuses his body, he will likely suffer physically; if someone treats others wrongly, others will not want to have anything to do with him; if someone drives recklessly, he endangers himself and others.

Lesson 27—People around him worshiping the idol; a belief that the idol represents a deity who needs to be feared; fear of not worshiping it; ignorance of the true God; other answers possible

Lesson 28—Keeping God’s Word; showing compassion for others; initiating kindness instead of waiting to see what others do; other answers possible

Lesson 29—Marry only in the Lord; love God more than you love your spouse; realize the impact of a marriage on children and on others.

Unit 7

Lesson 31—By thinking that having things and acquiring more things will bring happiness; that having newer things or having more things than other people will bring fulfillment

Lesson 32—It makes a person appear more spiritual by having to have things “just so”; in fact, however, insisting on more rules is evidence of a weaker faith (see Romans 14).

Lesson 33—God used Pharaoh’s stubbornness to bring about the Exodus; He used the actions of Pilate to bring about the crucifixion; He used the laws of the Roman Empire to get Paul to the city of Rome; other examples possible.

Lesson 34—Various answers possible, including Daniel’s strong faith in God and his willingness to pray even when such prayer was outlawed

Unit 8

Lesson 36—Salvation from sin is offered through the finished work of Jesus to all who believe in Him,

apart from any works of merit one might perform. Hinduism and Buddhism teach that spiritual progress depends on works that one does. Their goal is a separation from life. Hinduism teaches reincarnation and the goal of unification with the universal soul; Buddhism denies the soul. Buddhism encourages escape from suffering whereas Jesus accomplished salvation through His suffering.

Lesson 37—The Bible seems to accept this reality, but it teaches compassion for the poor and the obligation of the powerful to serve others.

Lesson 38—You might help them see the truth and sinless quality of Jesus’ life, the problems associated with pagan beliefs, and the logical nature of belief in one God. Your own life will have to show the fruit of God’s spirit.

Lesson 39—Ships, writing, computers, radio, television, printing, Internet

Unit 9

Lesson 41—To the Athenians: All knowledge is summed up in Christ, but knowledge is not enough—one needs commitment. To Spartans: Physical strength and military might are not enough. Someone stronger can always come along, and no physical strength can defeat death. Other answers possible.

Lesson 42—Various answers possible. Suffering has meaning; keep heaven in view as you face daily trials; we

are created in God's image and are to live for His glory; etc.

Lesson 43—That his love for God and others was obvious; that he loved his family and taught them about the Lord; that those whom he loved and touched were better because of his life; other answers possible.

Lesson 44—We can learn that there is much in life that is more important than the acquisition of wealth.

Unit 10

Lesson 46—Slavery was regulated by the law of Moses. Israelite slaves were to be treated well. The New Testament does not condemn slavery, but it teaches masters how to treat their slaves. Enslavement of Africans by Europeans was justified by a mistaken interpretation of Genesis 9. Christians worked to abolish slavery on the basis of their convictions.

Lesson 47—Augustus gave the idea that he was just another citizen, which is similar to the idea of Jesus becoming a human in the incarnation. He also wanted to maintain peace. Jesus, of course, was not interested in military or earthly power. It is right to worship Jesus as the Son of God, and it was not right to worship Augustus as a god.

Lesson 48—It is always right to love someone. Confession and forgiveness are essential. People deserve to be treated with fairness, justice, and truth. Other answers possible.

Lesson 49—America honors helping others, courage, sacrifice, and loyalty; it does not esteem as highly humility and self-sacrifice.

Unit 11

Lesson 51—Various answers possible: Jesus is the Savior of all men; all of history revolves around Him; His life has had the most impact of any life in history; etc.

Lesson 52—Views of Jesus today are influenced by people's culture and preconceptions. They might think of Jesus as an American businessman or preacher, a tribal chief, or someone who believes the way they do.

Lesson 53—Muslims, the wealthy, celebrities, and university professors are possible groups. The Gospel of Luke shows that people from all walks of life can respond positively to the gospel.

Lesson 54—Our traditions of what we call things cause us to miss the impact of the Bible's teachings. Not talking about the kingdom of God, for instance, causes us to forget Jesus' role as authoritative king.

Unit 12

Lesson 56—The original structure allows for more genuine personal relationships and flexibility in responding to people's needs. A large institution tends to develop an interest in maintaining itself, and established channels often have to be followed for anything to get

done. Individuals can get lost in the crowd.

Lesson 57—People in the world are divided along many lines—racial, national, political, religious, and economic. When Christians from all backgrounds are truly unified, it sends a powerful message that the gospel really does change people.

Lesson 58—He gave up his status among the Jewish leaders. He also gave up his family and religious ties. He gained a right relationship with God, salvation, a firm grasp of God's truth, a new fellowship, and a worthy purpose for his life.

Lesson 59—He would have to change his morals and perhaps his way of doing business. He would probably have to change the way he related to family and friends. He would need to change his outlook on life and the world.

Unit 13

Lesson 61 — Because internal weaknesses affect the heart of a person or government. External attributes can change without affecting the entire structure, but the internal structure affects how the person or organization works.

Lesson 62—If the church faced persecution, Christians would have to decide what they would be willing to risk to maintain their faith. There would probably be a clearer line between those who stood for God and those who opposed God. The fellowship would be richer

and more meaningful. Our prayers would be more sincere, and the words of Scripture would probably be more precious to us.

Lesson 63—Jesus said that anyone who does not carry his own cross and follow Him cannot be His disciple (Luke 14:27). He also said that making disciples involved baptizing people in the name of the Father, Son, and Holy Spirit and teaching them to observe all of His commandments (Matthew 28:19-20). Jesus also said that he who believes and is baptized shall be saved (Mark 16:16). He said that a person had to be born again, born of water and the Spirit (John 3:3-5). Peter told his listeners on the day of Pentecost that they needed to repent and be baptized (Acts 2:38). When Paul came to believe, he was baptized (Acts 9:17-18). Paul spoke of confessing and believing (Romans 10:9-10). He said that all who had been baptized had clothed themselves with Christ (Galatians 3:27). Peter said that baptism saves a person as an appeal to God for a good conscience (1 Peter 3:21).

Lesson 64—By treating people with honesty and integrity, by standing for what is right and true, by not getting involved in petty political squabbles, and by showing that being a Christian has changed the way he lives and serves

Unit 14

Lesson 66—God's work with Israel in the Old Testament was a physical training ground for the spiritual

life of the church. The church is to be involved with influencing people spiritually, not protecting or governing a geographical area like Israel was. The purpose of the church is to win souls, not to win military battles.

Lesson 67— Various answers possible: the way Christianity addresses real life with real answers; the power of the resurrection; etc.

Lesson 68— Various answers possible

Lesson 69— Various answers possible: the simplicity of a non-Western culture, the appreciation of beauty in creation that other cultures have, the ability to be patient and not watch the clock; etc.

Unit 15

Lesson 71— Leaders do not achieve greatness by wielding power but by being servants (Mathew 20:25-28). True greatness is shown by washing feet (John 13:1-15). Governmental position and authority come from God (John 19:11, Romans 13:1). All in authority should have as a goal to help people live in peace and tranquility (1 Timothy 2:1-4).

Lesson 72— Various answers possible

Lesson 73— Various answers possible

Lesson 74— Various answers possible; one truth that we must accept by faith is the doctrine that Jesus' death on the cross accomplishes the forgiveness of our sins.

Unit 16

Lesson 76— Various answers possible. Answers include the authority of the pope, humanistic thinking, and discoveries in science.

Lesson 77— Various answers possible. Answers include learning and sharing the message of Jesus; being able to read great literature; and learning about other people, places, and times.

Lesson 78— Various answers possible

Lesson 79— Various answers possible

Unit 17

Lesson 81 — Various answers possible. Answers include following a man instead of following Jesus, lack of faith in God, and worldliness.

Lesson 82— By studying carefully and following what the New Testament says should characterize the life of a Christian as opposed to following a particular man or tradition

Lesson 83— The Greek word for baptism means immersion. John the Baptist baptized those who were repentant for the forgiveness of sins (Luke 3:3). Jesus was baptized to fulfill all righteousness (Matthew 3:15). John and the disciples of Jesus baptized people (John 4:1-2). Jesus instructed His disciples to baptize people (Matthew 28:19). Jesus said the one who believes and is baptized shall be saved (Mark 16:16). Peter told people to repent and be baptized (Acts 2:38). Ananias

told Saul of Tarsus, "Be baptized, and wash away your sins" (Acts 22:16). Paul wrote that the one who has been baptized has been buried with Christ in the likeness of His death (Romans 6:4-5, Colossians 2:12). Paul also wrote that the one who has been baptized into Christ has clothed himself with Christ (Galatians 3:27). There is "one Lord, one faith, one baptism" (Ephesians 4:5). Peter wrote that baptism saves a person as an appeal to God for a good conscience (1 Peter 3:21).

Lesson 84—Various answers possible

Unit 18

Lesson 86—Accompany: things that make life better for people, such as improved health care; not accompany: elements of a culture that are American but not essential to salvation (church buildings, pews, etc.), and worldly elements that are sinful

Lesson 87—Jesus blazed the trail by being faithful to God even through suffering.

Lesson 88—Christlikeness, patience, love, servant heart, self-sacrifice, devotion to God, taking time to teach and discipline children, loving his wife as Christ loved the church; other attributes possible

Lesson 89—They help children live faithfully for God; they can influence those who have not had a good home; they set an example for the next generation; other answers possible

Unit 19

Lesson 91—God's invisible attributes are seen by reason through what He made (Romans 1:20). God's revelation in His Word tells us about His nature and His will that fit with what we need. Together, they demonstrate God's existence.

Lesson 92—Various answers possible. You might have come to appreciate God's wisdom, power, and love more; you might have seen more clearly the relevance of God's Word to your life; you might have understood the application of God's Word to life situations more clearly.

Lesson 93—Creation reveals God's attributes (Romans 1:20) and God's glory (Psalm 19:1).

Lesson 94—By not dressing in a way that calls attention to oneself or that tempts others to sin.

Unit 20

Lesson 96—A society marked by justice, honesty, integrity, compassion for the poor, and grace, among other principles

Lesson 97—"Blessed are you who are poor" (Luke 6:20); "Love your enemies" (Luke 6:35); "You know that those who are recognized as rulers of the Gentiles lord it over them; and their great men exercise authority over them. But it is not this way among you, but whoever wishes to become great among you shall be your servant" (Mark 10:42-43).

Lesson 98—Micah 4:4 speaks of everyone being able to sit under his own vine and fig tree and not be afraid. Otherwise, the Bible does not talk about our rights as much as about our responsibilities.

Lesson 99—Jesus declared all foods clean (Mark 7:19). He said not to worry about what you eat (Matthew 6:31). The apostles advised new Christians to abstain from food associated with idols and from eating blood and things strangled (Acts 15:20). Paul said eating or not eating meat is not a salvation issue (Romans 14:3, 6, 14-17). Paul warned against eating meat sacrificed to idols because doing so might cause a brother to stumble (1 Corinthians 8-10). Paul said false teachers would tell people to abstain from certain foods (1 Timothy 4:3). Christians are commanded to show hospitality (Hebrews 13:2).

Unit 21

Lesson 101—Saul, Balak, Ananias and Sapphira; other answers possible

Lesson 102—God defines greatness by whether one is a servant (Matthew 20:26, Philippians 2:5-11) and whether one is dedicated to God (1 Samuel 15:22-23).

Lesson 103—Unity is a gift from God. He makes us one (Ephesians 2:14-17). It is up to Christians to maintain the unity that God gives us.

Lesson 104—Art can convey an appreciation of God's handiwork, or it can be used to focus on man or to denigrate God's work.

Unit 22

Lesson 106 — Some Christians believe that they should stay out of the political arena, while other believers want to use their influence and opportunities to further what is good.

Lesson 107—Jesus said to turn the other cheek (Matthew 5:39) and to settle matters with an adversary quickly (Matthew 5:25). Paul said to live at peace with others as much as it is within your power (Romans 12:18).

Lesson 108—You might help the poor, teach English to someone who does not speak it, or teach the gospel to others. Various answers possible.

Lesson 109—We can be concerned about getting to places quickly and not appreciating quietness and patience.

Unit 23

Lesson 111—The early church shared their possessions voluntarily because they had been transformed by Jesus. Communism is a forced equality in which the state, not the apostles, oversees distribution.

Lesson 112—It makes a difference with regard to our nature, our

worth, our destiny, and how we treat others.

Lesson 113—People in the Bible are motivated, for example, by greed, envy, jealousy, selfishness, kindness, self-sacrifice, a desire to honor God, and thankfulness for what God has done for them.

Lesson 114—The ability to make the Lord central and to teach the Bible; protection from negative influences; better relationship between parents and children; ability to teach to a child's strengths, interests, and abilities; other answers possible

Unit 24

Lesson 116—Employers have a responsibility to treat employees with justice and fairness, knowing that employers also have a master in heaven (Colossians 4:1).

Lesson 117—To set a good example, to have a deep and sincere faith, to realize that what you do might influence people yet unborn

Lesson 118—We should see what we own as a stewardship from God, to be used for Him and not for our own purposes. Other answers possible.

Lesson 119—Society has to impose consequences on wrong behavior as an inducement to do good. Forgiveness is still possible even when consequences are meted out.

Unit 25

Lesson 121—By using his position to bless others and further righteousness, even at the price of his own political standing

Lesson 122 — Christians have divided over many issues: the nature of Christ, the basis of salvation, the authority of the pope, the work of the Holy Spirit, worship styles, etc. Those that are described as matters of salvation in the Bible are worth dividing over to avoid error, but many issues have been matters of opinion or matters involving people and personalities.

Lesson 123—By showing genuine interest in others, by always being fair and honest, and by giving exceptional service. Other people will either know that he is a Christian or will ask about his motivation (1 Peter 3:15).

Lesson 124—He endured great persecution and hardship to help others learn about the Lord (see 2 Corinthians 11:23-29).

Unit 26

Lesson 126—They can show love and continue to serve others with kindness and patience.

Lesson 127—Rejoice in the Lord, turn everything over to God in prayer, be thankful for everything, see difficulties as an opportunity to grow; other answers possible

Lesson 128—Romans 13 seems to indicate that Christians should

respect government authority, even if it is oppressive. However, some Christians have decided that liberation would do more good than accepting oppression. Various answers possible.

Lesson 129—Church buildings, youth ministries and other ministries; church leaders acting as a board of directors instead of as spiritual shepherds; other answers possible

Unit 27

Lesson 131—A failure to love one's enemy, taking the lives of others, a desire for worldly power, mistrust of others and viewing others with prejudice, exacting retribution against the vanquished

Lesson 132—Laying down their lives for others; sacrificing comfort to help others; trusting in the Lord to do what had to be done; other answers possible

Lesson 133—Various answers possible

Lesson 134—The earth and its resources are a stewardship from God that people should manage well in order to honor Him and to help others.

Unit 28

Lesson 136—That God still loved me, that He rules the world and brings rulers to naught, that He blesses in persecution; other answers possible

Lesson 137—The immensity of space and the way it operates suggests an immense God guiding everything (see Psalm 19:1).

Lesson 138—Various answers possible

Lesson 139 — We can become complacent and can compromise with the world when things are easy. Religious freedom can cause us to depend on ourselves and on government instead of on God.

Unit 29

Lesson 141—God's purpose for Israel and His purpose for the church are very different. Israel was God's kingdom in a particular place, whereas God's kingdom now involves people everywhere who live with God as their king.

Lesson 142 — Various answers possible: using technology and information for good and not for evil; how much medical care should be provided for the elderly and handicapped; the earlier viability of a fetus reinforcing the idea that abortion is wrong; etc.

Lesson 143—Parents are given the responsibility to train their children; parents can protect their children from wrong influences; parents can help children develop their abilities for the Lord; other answers possible.

Lesson 144—The Bible teaches us to be patient; it teaches us that God is in charge of everything; and it teaches that God will bring everything to a

just end eventually (Romans 8:21). God is patient in giving people a chance to repent (2 Peter 3:9).

Unit 30

Lesson 146—In the Middle Eastern conflict between Muslims and Jews; in the oppression of Christians in China; other answers possible

Lesson 147—The Bible emphasizes the sin of Adam and Eve; the exodus of Israel out of Egypt; the reign of David; the crucifixion, burial, and resurrection of Jesus. These are key events in God's plan of redemption for all mankind.

Lesson 148—People were wrong about religion; they lived for immediate pleasure; they violated God's laws about morality; they took innocent lives; they divided people for human and superficial reasons. All of these sins are still committed today.

Lesson 149 — Various answers possible. Some people believe in evil spirits, superstitions, and other forces. The gospel says that, whatever is in the spiritual realm, Christ is stronger than all of it (Ephesians 6:10-13, Colossians 1:16-20).

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