Teach us to number our days aright, that we may gain a heart of wisdom.

Psalm 90:12 (NIV)
Table of Contents

1 Introduction to Your Instructor’s Guide

2 Schedule and Notes

3 Reading Assignments and Notes

4 Instructor’s Guide Resources

5 Timeline Figure—Schedule

1 Introduction to Your Instructor’s Guide

2 Schedule and Notes

Sonlight Curriculum® “Intro to World History, Year 1 of 2”
Letter from Sarita follows Week 30 Schedule

3 Reading Assignments and Notes

1 Read-Alouds

4 Instructor’s Guide Resources

1 “Intro to World History, Year 1 of 2”—Summary of Scope and Sequence: Schedule for Topics and Skills

5 Timeline Figure—Schedule
**Level B**  
*History/Bible/Read-Alouds*

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**Week 1**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Leading Little Ones to God</em></td>
<td>Lesson 1 pp. 3–4  <em>“Our Hearts Ask for God”</em></td>
<td></td>
<td>Lesson 2 pp. 4–6  <em>“We Cannot See God”</em></td>
<td></td>
</tr>
<tr>
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<tr>
<td><strong>History &amp; Geography</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>THUMB</strong> (This is not a book)</td>
<td><strong>Day One: Tribals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wonderful Houses Around the World</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pp. 2–5</td>
<td>pp. 6–9</td>
<td>pp. 10–11</td>
<td>pp. 12–13</td>
</tr>
<tr>
<td><strong>Read-Alouds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Charlotte’s Web</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>chaps. 1–2</td>
<td>chap. 3</td>
<td>chap. 4</td>
<td>chaps. 5–6</td>
</tr>
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<td><strong>National Geographic Book of Animal Poetry</strong></td>
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<tr>
<td></td>
<td>pp. 8–9</td>
<td>p. 10</td>
<td>p. 11</td>
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</tbody>
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1. See the notes for the *History* titles below.  
2. Find notes for the Read-Alouds in *Section Three*.  

Level B integrates the book *Leading Little Ones to God* as the focus for the Bible curriculum, as well as the CD *Sing the Word: A New Commandment*. We do our best to tie the Bible readings directly to *Leading Little Ones to God* and the topics it covers. Divided into fourteen parts and eighty-six short lessons, *Leading Little Ones to God* by Marian M. Schoolland offers a sweeping overview of God, creation, human beings, the central role of Jesus, the need and method of salvation, discipleship matters, prayer, and the role of the church in God’s kingdom. Fortunately, this is all explained in a simple manner so children can understand these weighty topics. Schoolland also offers sections after the readings called, “Something to Talk About,” which emphasize comprehension, as well as memory verses and suggested readings. Note, too, the prayers included at the end of each lesson. Feel free to simply read through these prayers as written, pray through them, or put them in your own words.

The musical CD *Sing the Word: A New Commandment* is also integrated into our schedule and the memorization verses. We trust you and your children will find it as enjoyable as we have!  

While your children may already be aware of the Bible stories we cover, we want them to understand the message underlying the stories in order for them to gain a grasp of God and His work. May your family grow in your understanding and love of God!
Leading Little Ones to God

Lesson 1, pp. 3–4 “Our Hearts Ask for God”

This week you and your children will go through the first two lessons of Leading Little Ones to God. We tie the Bible readings to the topics in the book to provide a more cohesive Bible experience. The first two lessons you will cover address questions about God (theology) and what He is like (Lessons 1 and 2).

Rationale: The purpose of this book is to introduce children to some basic theology—using terms they can understand. While some of the writing is done in more old fashioned, or formal mode, with “thee” and “thou” it is worthwhile to push past this and keep going. Feel free to supplement the prayers, hymns and suggested questions with your own way of speaking to the Lord and use the book as simply a place to start (or continue) teaching your children about who God is.

We have read a lesson that teaches a principle and the Bible passage the book recommends. On the following day, we schedule an additional passage to memorize what you read about on the previous day.

In these Suggested Readings, just marvel at how wonderful and magnificent God is! If you have stories you can share with your children about whatever topic is covered, please share!

Memorization (Bible)

Psalm 1:1

Your memorization of Psalm 1 will be due on Week 6. Read Psalm 1:1 ten times this week—twice each day. Think about the meanings of the words and the passage as a whole.

Blessed is the man
Who walks not in the counsel of the ungodly,
Nor stands in the path of sinners,
Nor sits in the seat of the scornful;¹

Rationale: Your children’s appreciation of Scripture and poetry will grow not only as you read Scriptures and poems together, but also as you encourage your children to memorize passages and poems they especially like, to repeat them in an appropriately expressive fashion and, ultimately, to add body movements that go along with the meaning and movement of the words.

We have found many ways to help our children memorize. The primary method, however, is to repeat, repeat, repeat! John remembers when he was five, his mom and older brother and he would wash and dry dishes together. There was a period of about two weeks in which his mom and brother sang a song that included all the books of the Old Testament. About two weeks after they had begun singing this song, he shocked them when he joined in singing. They were amazed that he knew all the books of the Bible—yet it had been so easy! To this day, he remembers the books of the Bible because of that song.

Perhaps the hardest aspect of memorization is maintaining children’s motivation to keep repeating a passage. We have found the following methods helpful:

1) Put the Scripture passage to music and/or create a rhythm by which it can be repeated—tap out the beat while saying the words.

2) Act out certain key words with exaggerated and/or ridiculous motions: “Thou (point with emphasis at your child) shalt not (shake your head violently) kill (run your hand across your neck in the motion of a knife slitting your throat)”!

3) Engage in a game of “hot potato” while reciting the verse: every time someone receives the “potato,” he must say the next word or phrase in the passage; he may not pass it on until he has said that word or phrase.

Whatever means you find that work, use them! Use the same procedure later in the year with a poem.

Lots of practice, very little “testing,” and “performing” will help your children experience poetry as enjoyable word imagery rather than a scary “school” subject. We want children to practice the skills of memorization. As the Psalmist says, it is as we hide God’s word in our hearts (memorize it) that we are equipped to overcome sin (see Psalm 119:11). The more your children practice memorizing, the better they should be able to memorize. Then, we want children to develop self-confidence in presenting themselves before an audience.

Sing the Word: A New Commandment

Track 1

This CD includes all the Sonlight Bible memory verses set to music. We list the track with the same Bible passage as the one your child is learning. Listen to this track the entire week.

THUMB

Tribals

Rationale: Each week on Monday, we’d like to encourage you to pray with your children for various peoples around the world. Most weeks, we read about a specific people group, and several times we give an idea to stimulate your prayer times.

In our desire to pray for things close to the heart of God, each week we’ll pray for an unreached people group, or a group of people that has not had a chance to hear God’s Good News. In Revelation 5:9, God promises that there will be people “from every tribe, and language, and people, and nation” that will bring praise to Him before His throne. As we pray, we have an opportunity to partner with God in the work He has said He will accomplish.

1. We cite the KJV/NKJV versions in our schedule table for your convenience, since it correlates to the version used in Sing the Word. However, if you would prefer to have your children memorize the assigned verses from another version of the Bible that your family uses more frequently, please feel free to do so.
Missiologists (people who study mission movements) state that there are five main unreached groups on which to focus. They use the acronym **THUMB** to help us easily remember the five groups. The groups are Tribals, Hindus, Unreached (or Unchurched) Chinese, Muslims, and Buddhists. We will lightly focus on the first group today and the remaining four over the next four weeks. We will then pray for specific peoples from each of the broad categories of groups on Mondays over the rest of the year.

**Pray, Tribals**

Tribals tend to live in small villages with people who are inter-related by family and marriage. Most tribals live by farming and hunting. They are, by and large, animists—people who worship spirits. Animists believe spirits surround them in rocks and trees, in the ground and in pretty much any- and everything around them. Animists live in fear of offending a spirit unknowingly. If they do, they must offer sacrifices to appease the angry spirits. They must ask their shaman (SHAY-mun) or “witch doctor” what sacrifices to offer to appease the angry spirit. Tribals need to hear that Jesus paid the sacrifice for them and that He is stronger than any spirit.

God’s Word tells us that Jesus’ blood has “purchased men for God from every tribe and language and people and nation.” (Rev. 5:9) Bible translation allows people from around the world to hear God’s Good News in their heart language and to turn to Him as the Spirit works. Please pray that the peoples of the world will hear God’s Good News and turn to Jesus as their Savior.

**Wonderful Houses From Around the World**

Common questions to ask on each two page spread as often as you wish:

- How is this house similar to your home and how is it different?
- Can you see anything in the picture that show you what the people believe about God?
- How does the family size listed compare to your family?
- How do the things you have in your home differ from what is in the various homes? What things do you have in common?
- How does the kitchen compare to the kitchen in your home?
- Would you like to live in the house in the picture? Why or why not?

**Koumiss:** fermented mare’s milk, similar to kefir.

**To Discuss After You Read**

Q: Why do you think the Mongolian people offer their guests koumiss?
A: since they herd sheep and horses, mare’s milk would be a product they have on hand; because they want to provide their guests a refreshing drink; to share what they drink and enjoy

Q: Do you think the adults can stand up in the house?

Q: How is this house similar to your home? How is it different?
A: similar: has a door, a roof and walls, provides protection and a place to sleep, etc.; different: is round, portable, has no windows, is white, etc.

Q: Do you see anything tied to religion?
A: they have a family altar; many Mongolians are Buddhist

Q: How does their family compare to your family?

Q: What does the inside of the Mongolian family have that your home does not have?
A: an altar, horse bridles on the wall, a musical instrument, the fuel used, etc.

Q: What would you miss being able to own in a home this size?

A: an altar, horse bridles on the wall, a musical instrument, the fuel used, etc.

**Timeline and Map Points**

Find Mongolia on the world map on page 1

**pp. 2–5**

**Cultural Literacy**

**To Discuss After You Read**

Q: Do you see anything tied to religion?
A: the hall of ancestor worship

Mom or Dad, try to think of a group that includes around 300 people—maybe your church, a homeschool group, the people on your street, etc. Try to help your children see in their mind the size of this housing unit.

Q: What could be some disadvantages of living so closely together?
A: little privacy—everyone knows what you do; little quiet with children and animals nearby; in case of a fire, all could be lost; could be smelly, etc.
Q: How is this house similar to your house and how is it different?

Timeline and Map Points

Find China on the world map on page 1

pp. 10–11

To Discuss After You Read

Q: How do these homes compare to your home?

Q: How do the construction materials differ from the materials used to make your house?

Q: Why do the Indonesian people use the building materials that they do—bamboo and grass?
A: they use materials they can easily gather

Q: What would be the advantages of having the animals live below your home? Can you think of any disadvantages?
A: advantages: would need to build only one building, you wouldn't have to travel far to care for the animals, you could be aware of the needs of the animals; disadvantages: could be smelly and noisy

Timeline and Map Points

Find Indonesia on the world map on page 1

pp. 12–13

To Discuss After You Read

Q: How does the kitchen in the home compare to your home's kitchen? Do you think it would be easy to cook here?

IKAT weaving uses a resist dyeing process—the yarns are dyed prior to weaving the fabric.

Q: Find the water buffalo horns near the door. Have many people died or just a few?

Q: Do you see anything tied to religion?
A: the people create a room at the top of their homes for the gods to stay in

Read-Alouds

You will find the notes for all Read-Alouds in Section Three, starting with Charlotte’s Web.

We assign read-alouds to encourage your children to love books, to excite them about other times and expose them to other people, times and places.

In our family, we read the read-alouds last each day. I found it encouraged my children to work hard to get to our favorite time of the day. May these books draw your children to exclaim, “just read one more chapter” as my children did. May you enjoy them as much!
## Week 2

<table>
<thead>
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<th>Date:</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Bible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading Little Ones to God</strong></td>
<td>Lesson 3 pp. 6–7 “We See God’s Works”</td>
<td>Lesson 4 pp. 7–9 “God Talked to People Long Ago”</td>
<td></td>
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<td></td>
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<tr>
<td><strong>THUMB</strong></td>
<td>Day One: Hindus</td>
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</tr>
<tr>
<td><strong>Read-Alouds</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Charlotte’s Web</strong></td>
<td>chaps. 7–8</td>
<td>chap. 9</td>
<td>chap. 10</td>
<td>chap. 11</td>
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### Bible Reading

Week 2 of the Bible program continues to cover theology, addressing the wonder of God’s creation and how God communicated to people in the past.

**Leading Little Ones to God**

**Lesson 3, pp. 6–7 “We See God’s Works”**

**To Discuss After You Read**

Q: Based on what we learned today do you think the Lord still speaks to people? If He does, have you ever heard Him? Have you ever tried? Would you even want to? Mom, be bold with talking about your experience, or lack there of with your children. One of the best things about homeschooling is it provides time and a place to talk about deep issues.

**Lesson 4, pp. 7–9 “God Talked to People Long Ago”**

**To Discuss After You Read**

Q: Based on what we learned today do you think the Lord still speaks to people? If He does, have you ever heard Him? Have you ever tried? Would you even want to? **Note:** Be bold with talking about your experience, or lack there of with your children. One of the best things about homeschooling is it provides time and a place to talk about deep issues.
Memorization (Bible)

Psalm 1:1–2

1 Blessed is the man 
Who walks not in the counsel of the ungodly, 
Nor stands in the path of sinners, 
Nor sits in the seat of the scornful;

2 But his delight is in the law of the LORD, 
And in His law he meditates day and night.

THUMB

Hindus

Last week we prayed for the first large group of unreached peoples who need to hear about Jesus. We prayed for Tribals, designated by the first letter of the acronym THUMB. Today, we’ll pray for the second letter group: Hindus. Please pray that God will send believers to share the Good News, that the message will land on receptive hearts, and that God will move millions of Hindus to receive new life through Jesus.

Pray, Hindus

Most Hindus live in India (please refer to (D9) (map 1), the land where Hinduism began. Many people—including many Hindus in India—believe that India is a Hindu country. But there are so many people in India that, even though Muslims are a small minority within India, there are so many Muslims that India is also the world’s third largest Muslim country—after Indonesia and Pakistan! And besides Hindus and Muslims, India also has large numbers of Buddhists.

We should probably start by acknowledging that there is no “one” type of Hinduism; there are many Hinduisms. Some experts suggest that Hindus worship 330 million different gods. But despite the diversity, there are a few common beliefs amongst most Hindus.

One key belief has to do with reincarnation. Reincarnation is the idea that, in a way, you never die; you always come back to life in a different form—perhaps as a king or a princess; perhaps as a dog or a worm. Your form in your next life is the result of karma. You will receive “payback” for every good or bad thing you do. And you will be “paid back” either now in this life or later, in your next life.

Karma then produces a third common Hindu belief and practice. That is called the caste [cast] system. If you are born into a Brahmin family (one of the highest castes), you receive all kinds of privileges. And everyone in the lower castes is required to honor you. If you’re born in one of the lowest castes or as an “untouchable” (or “outcaste”), then you must accept, without complaining, whatever abuse people in the castes above you may heap upon you. After all, the only reason you are a member of such a caste is because of your karma. You deserve it.

According to Hindu belief, the only way you can escape your caste is to die and to be reborn. If you are born into a laboring caste, then you must be a laborer. You cannot, under any circumstances, become a banker or a schoolteacher. That would be to go against your caste.

From a Hindu perspective, if people are kind to or try to help people in one of the bottom castes, they actually do these sufferers an injustice. They are prolonging their suffering. They’re not letting them make amends for the mistakes they made in past lives.

The ultimate goal of Hinduism is Nirvana, the release of the soul from the otherwise almost endless cycle of reincarnation.

How do you reach Nirvana? By fulfilling all of your duties to your family and society and thus overcoming your bad karma; by meditating, so as to connect with “the god within”; and, finally through acts of worship, temple rituals, and pilgrimages.

To learn more about India and Hindus, you may want to participate in the My Passport to India project at www.mypassporttoindia.com – or simply watch the videos that are there.

Let us pray that the one true God will provide followers of Christ who can tell Hindus how to break free from the enslaving chains of reincarnation.

Wonderful Houses Around the World

pp. 14–17

To Discuss After You Read

Q: Do you think this area gets much rain? 
A: probably not – there is no grass nor plants in the photo

Q: Why do you think the house has few windows? 
A: to keep the heat out — windows let hot air in

Q: Do you like the designs on the house? 
Q: How do the people keep cool? 
A: the bed is off the hot ground; water evaporates from an unglazed pot and cools the air; grandfather has a fan; the thick earth walls keep heat out; the grass roof allows hot air to leave; the stove is outdoors; the family owns no electric products to let off heat

Timeline and Map Points

Find India on the world map on page 1

pp. 18–21

To Discuss After You Read

Q: Why is the outside of the house made of wood? 
A: the village is surrounded by forests — much wood is available

Q: Do you think the Romanian people designed the smoke holes to look like eyes?
Q: Explain why this house has smoke holes.
A: the smoke from the chimney escapes into an upper storage room and helps preserve the food stored there; the vents release the excess smoke.

Notice the well has a counter balance opposite the bucket—this helps the family more easily draw water from the well.

Q: How does the family’s kitchen compare to your kitchen? Do you see any easy chairs to sit on?

Timeline and Map Points

To Discuss After You Read

Q: Do you think it is hot or cold in this area?
A: it looks very hot and dry

Q: Do you think the family has daylight in their homes? Why would they choose to not have any windows?
A: it is much cooler to not have windows

Q: Why would the family plant vegetables in the courtyard?
A: it gets sunlight; it would be easy to water with water brought in for other reasons; could keep animals from eating the food

Q: Why are these houses ideal for this area?
A: they stay an even temperature throughout the extremely hot summer and cold winter; they are relatively easy to build and expand

Timeline and Map Points

To Discuss After You Read

Q: How many houses do you think are below all these chimneys?
Q: What are some advantages to placing houses underground?
A: the houses are cool in the summer and warm in the winter; they are quiet

Q: Why are the rooms with water built outside?
A: maybe easier to pipe water into?

Q: Do you see anything tied to religion?
A: a cross on one wall

Timeline and Map Points

Find Romania on the world map on page 1

Find Tunisia on the world map on page 1
### Week 3

<table>
<thead>
<tr>
<th>Date:</th>
<th>Day 9</th>
<th>Day 10</th>
<th>Day 11</th>
<th>Day 12</th>
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</thead>
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<tr>
<td><strong>Bible</strong></td>
<td></td>
<td></td>
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</tr>
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<td>Lesson 5 pp. 9–10 “God Talks to Us”</td>
<td>Lesson 6 pp. 10–12 “God Sent His Son”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>1 Peter 1:24, 25</td>
<td>1 Kings 3:4–14; 1 Timothy 2:1–8</td>
<td>John 14:8–10</td>
<td>Matthew 1:18–25</td>
</tr>
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<td></td>
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<td>Day One: Unreached/Unchurched Chinese</td>
<td></td>
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</tr>
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<td><strong>Read-Alouds</strong></td>
<td>chap. 12</td>
<td>chap. 13</td>
<td>chap. 14–15</td>
<td>chap. 16</td>
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<td>p. 21 (skip pp. 22–23)</td>
<td>p. 24</td>
<td>p. 25</td>
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### Leading Little Ones to God

**Lesson 5, pp. 9–10 “God Talks to Us”**

This week *Leading Little Ones to God* is about God talking to us (Lesson 5) and introduces children to Jesus (Lesson 6).

### Memorization (Bible)

**Psalm 1:1–3**

1. Blessed is the man
   Who walks not in the counsel of the ungodly,
   Nor stands in the path of sinners,
   Nor sits in the seat of the scornful;
2. But his delight is in the law of the LORD,
   And in His law he meditates day and night.

3. He shall be like a tree
   Planted by the rivers of water,
   That brings forth its fruit in its season,
   Whose leaf also shall not wither;
   And whatever he does shall prosper.

### THUMB

**Unreached/Unchurched Chinese**

China and India (please refer to (D10); (D9) (map 1) have over one billion people each—about a fifth of the world’s population each. In 1948, a new government took control in China. It is a Communist government. And it teaches that there is no God. At first, the Communist government outlawed all religions, including Christianity. It threw many Christians into prison. But the Christians kept talking about Jesus. And so, despite the government’s rules, the...
number of Christians kept growing. By 1980, only about 30 years after the Communists took over, many experts thought there might have been 10 times as many Christians as there had been 30 years before. Today, estimates range as high as 20 to 25 times as many. But there are still hundreds of millions of Chinese who have never heard of Jesus and know nothing about His Good News.

Pray, Unreached/Unchurched Chinese

The Chinese Communist government still seeks to repress all religions. But it has approved a church—the Three-Self Patriotic Movement (TSPM) church. Most pastors in the TSPM church preach the gospel. But the TSPM church is watched strictly by the government. And there are only a few TSPM churches compared to the large numbers of people in the country. Moreover, most of these churches are in larger cities. What will happen if the government decides to tighten restrictions again? And what about the vast majority of Christians in China who have never joined the TSPM church—either because they really don't want to be in a government-controlled church or (more likely) because they live too far away from such a church? These Christians suffer tremendous persecution and find it difficult to share their faith with unbelievers without fear of being arrested or abused by the government.

Another key problem: China doesn't have enough Bibles. Yes, the government has sponsored a printing company to produce Bibles, but the Amity Press produces nowhere near enough Bibles to meet the needs even of the Christians that already exist in the country, let alone for evangelism or other purposes. (See http://bit.ly/chinabibles for more on this subject.)

Finally, while there are churches and Bibles for the Han Chinese (majority) peoples and languages, many of the minority peoples in China have no churches and no Bibles in their languages or cultures.

So we need to pray for the Christians who are in China, that God will enable them to reach out to their unreached and unchurched neighbors; we need to pray for more Bibles; and we need to pray for all the minority peoples in China who have no Christian witness in their midst.

For more about the exciting story about church growth in China, see http://bit.ly/chinachurch.

**Wonderful Houses Around the World**

**pp. 30–33**

To Discuss After You Read

Q: What animals do you see?
A: chickens, a dog, sheep, llamas

Q: Since the house is made of mud, do you think it rains often here?
A: Notice the logs that stick out of the walls of the house. They serve as the framework for the floors upstairs.

Q: Do you see anything tied to religion?
A: the small shrines that represent each family member

Q: What do people use the upstairs and downstairs for?
A: the animals live downstairs, and the people sleep upstairs and store food upstairs

Since this house has one father and two mothers, the father has two wives.

**Timeline and Map Points**

- Find Togo on the world map on page 1

**pp. 34–37**

To Discuss After You Read

Q: Why is the roof upside down?
A: to carefully collect the rain as it falls; it collects in a cistern in the house

Q: Do you think the village receives much rain?
A: from the photo, it looks quite dry

Q: Do you think it would be easy to live in one small house with two mothers and half siblings?

Q: What clues from the photo suggest the people live near water?
A: mangrove trees grow in swampy land near the sea, fishing baskets on the wall, the oars near the door, and the oysters for dinner

**Timeline and Map Points**

- Find Senegal on the world map on page 1

**pp. 38–39**

To Discuss After You Read

Q: What do the Chipaya people use to build their homes, and why do they use it?
A: they cut blocks of soil mixed with salt and plant roots; there are very few trees or plants at that elevation, and not many plants will live in such salty soil; it is what they have

Q: Do you know your elevation in relation to sea level?
A: for example, the Sonlight office is in Denver which is at 5280 feet above sea level (or one mile high). The Chipaya people live at almost twice that elevation!

Q: As you look at the houses, do you see a bed? A light? A bathroom? A kitchen?

Q: What animals do the people have?
A: chickens, a dog, sheep, llamas

Q: Which house was your favorite one? Why?

**Timeline and Map Points**

- Find Bolivia on the world map on page 1
Chapters 1–2

Explain that the chapter numbers are Roman numerals and have your children read the numbers with your help. Find the vocabulary words in bold type in a sentence. Read the sentence to your children and see if they can define the word. If they don’t know, just explain what the words mean to your children. For words that are in bold followed by a colon, define the word for your children as you read. They could be unfamiliar words.

**Vocabulary**

“He’s yours,” said Mr. Arable. “Saved from an *untimely* death.” *(a death that is too early)* [chap. 1]

**Cultural Literacy**

**runt**: a small, weak animal that requires much extra work, therefore farmers usually kill them. [chap. 1]

**To Discuss After You Read**

**Q:** What does the father mean when he says, “Fern is … trying to rid the world of injustice”? [chap. 1]

**A:** this injustice is killing baby animals that are too small, something they have no control over

**Q:** Harrisburg is the capital of Pennsylvania, What is the capital of your state? What is the capital of your country? [chap. 1]

**Q:** Why did Wilbur need to be sold? [chap. 2]

**A:** he was getting too big and needed too much food

**Timeline and Map Points**

°F Harrisburg, Pennsylvania (D10) (map 4) [chap. 1]

Chapter 3

**Cultural Literacy**

**hullabaloo**: a loud noise or uproar.

**scythes**: a tool with a long curving blade used to cut grass or grain by hand.

**slops**: inedible human food, left-overs that make great pig food; the word *slops* is also onomatopoeic [on-o-MAH-toe-po-AY-ic]: i.e., it sounds like what it means.

**To Discuss After You Read**

**Q:** Why does Wilbur escape his pen?

**A:** he is bored with his small world

**Q:** Why does he return home?

**A:** he is frightened and tired and realizes he’s too young to be on his own

Chapter 4

**Cultural Literacy**

**provender**: dry food for livestock.

**To Discuss After You Read**

**Q:** What does Wilbur want more than anything?

**A:** a friend

**Q:** How does Wilbur feel when the sheep tells him he is less than nothing?

**A:** sad, worthless

**Q:** Have you ever accidentally (or on purpose) made someone feel that way?

Chapter 5

**Vocabulary**

Underneath her rather bold and cruel *exterior*, she had a kind heart, and she was to prove loyal and true to the very end. *(outside)*

**Cultural Literacy**

**scheming**: making sly plans.

**To Discuss After You Read**

**Q:** How does Charlotte justify catching bugs to eat?

**A:** no one feeds her, so she must take care of herself, and if she didn’t rid the world of some bugs, the world would be overrun with the creatures

**Q:** How does Wilbur react to his new friend?

**A:** after his initial joy, he is not sure if he’s ready for this type of friend

Chapter 6

**Cultural Literacy**

**gratified**: pleased.

**unremitting**: constant, not slackening.

**scruples and compunctions**: a *scruple* is a sense of right and wrong that directs a person’s behavior; to *have scruples about* a matter means to feel uncomfortable about doing that thing; *compunction* refers to a feeling of guilt that arises when one has done wrong.

**untenable**: not fit to be lived in.

**lair**: den of a wild animal.

**interlude**: a short break, pause.
To Discuss After You Read
Q: Why don’t the geese trust the rat?
A: he had no morals to keep him acting rightly; he would kill a gosling if he could get away with it

Chapter 7

Vocabulary
Stop your crying! I can’t stand hysteric. (a fit of uncontrol- lable laughter or weeping)

Cultural Literacy
anesthetic: a substance that produces a loss of feeling.

To Discuss After You Read
Q: When Charlotte promises to save Wilbur, do you think a spider will be able to do so?

Chapter 8

To Discuss After You Read
Q: Why does Mrs. Arable worry about Fern?
A: she doesn’t think that animals can talk and worries because Fern thinks they do talk
Q: Is Mr. Arable worried about Fern hearing what animals say? Why or why not?
A: no; he thinks Fern may just have sharper hearing than adults and he knows she has a great imagination

Chapter 9

Cultural Literacy
spinnerets: the organs which a spider uses to spin the thread for its web.
troupe: a group of traveling performers.

Explain to your children that people have the same bones in our legs that spiders have in theirs: coxa is the joint of the hip, femur is the upper leg bone, the trochanter is either of the two knobs at the top of the femur attaching the muscles between the thigh and pelvis, the tibia is one of the two lower leg bones, the patella is the knee cap, the metatarsals are the foot bones, and the phalanges are the toe [or finger] bones.

To Discuss After You Read
Q: Is bridge-building a good example of human weaving? Why or why not?

Timeline and Map Assignments
Queenborough Bridge: (also known as the 59th Street Bridge in New York City, NY, it was built in 1909 and connects midtown Manhattan with Queens) (D11) (map 4)

Chapter 10

Vocabulary
“I was just thinking,” said the spider, “that people are very gullible.” (easily deceived or cheated)

“It pays to save things,” he said in his surly voice. (grouchy)

After a while she bestirred herself. (roused, became active)

To Discuss After You Read
Q: Charlotte knew that if she waited patiently, food would come to her. Do you think a solution will always come to mind if you wait?
A: while this worked for Charlotte, sometimes we need to do research or ask others for help
Q: Do you think Charlotte is smart? Why or why not?
A: she has an amazing vocabulary, and is very observant—so, yes, I think she is smart

Chapter 11

Cultural Literacy
gyromatic: a semi-automatic car transmission used in Dodge cars from 1949 to 1955.

To Discuss After You Read
Q: Charlotte claims that people are very gullible (or believe anything). Do you think she was right? Do you think it makes sense to always believe your eyes? Or can you think of a time when you might not see correctly?

Chapter 12

Cultural Literacy
idiosyncrasy: an odd or unusual behavior.
acrobat: one who is skilled at balancing or gymnastics.
baser: inferior, lower class.
gruffly: brusque or stern in manner or appearance; harsh.
gander: an adult male goose.
St. Vitus’s Dance: a nervous disorder that causes spasmodic movements in victims’ limbs and facial muscles and a general lack of coordination.
To Discuss After You Read
Q: When it comes to helping others, who are you more like: Charlotte (helping because you care) or Templeton (helping because it helps you)? What motivates you (makes you happy) to help?

Chapter 13

Cultural Literacy
aeronaut: one that travels in a balloon.
dung: manure.
orb: something circular.
radial: in rays. Thus the orb lines are the circular lines of a web, the radial extend outward from the center.

To Discuss After You Read
Q: Do you know anyone who has done amazing things like Charlotte's cousins have done?
Q: Describe some of the changes that happen in Wilbur's life as a result of being famous. Were all of them good or pleasant?
A: his feedings were increased from three meals a day to four meals a day. He got clean, bright straw every day for his bedding instead of cow manure; on the negative side, many people came to gawk at him

Chapter 14

Cultural Literacy
sociable: everyone gets along.
incessant: unceasing.

To Discuss After You Read
Q: Do you agree that making a spider web is amazing or miraculous?
Q: Whether or not you think a spider and its web is amazing, can you think of any other animal you have learned about recently that is amazing?

Chapter 15

Vocabulary
I shall find it inconvenient to leave home, even for a few days. (not easy or comfortable)

Cultural Literacy
monotonous: having no variety, repetitious.
versatile: able to do many different things.

To Discuss After You Read
Q: Wilbur says that friendship is one of the most satisfying things in the world. Do you think he is right? Why or why not?

Chapter 16

Cultural Literacy
tussle: struggle.
pummeled: pounded on.
lacerated: cut or torn.
scarred: marked, disfigured.
trotters and pacers: horses bred for harness racing (the sport of racing each other while pulling a special two-wheeled cart called a sulky). Trotters move their legs forward in diagonal pairs (right front and left hind together, left front and right hind together). Pacers move their legs laterally (right front and right hind together, left front and left hind together).

“appetizing yarn”: a story that is appealing.
veritable: true, real.

Chapter 17–18

Vocabulary
She looked rather swollen and she seemed listless. (quiet, with little energy) [chap. 17]

Cultural Literacy
familiar: [in this context] overly free and unrestrained: presumptuous. [chap. 17]
spring pig: pig born in the spring. [chap. 17]
spring chicken: slang for someone who looks young. [chap. 17]

“magnus opus”: Latin for great work. [chap. 18]
Fare thee well: do well, be successful. [chap. 18]
schemer: one who makes secret (and often underhanded) plans. [chap. 18]

To Discuss After You Read
Q: Did Mr. Arable give the children the same amount of money to spend? How much did he give each? [chap. 17]
A: yes, 70 cents
Q: Sometimes Charlotte seems like Wilbur's adoptive mother. Can you list some ways she cares for him like a mother? [chap. 18]

Chapter 19

Cultural Literacy
carousing: rowdy merrymaking.
gorge: time of overeating.
acute: severe.
**dopey:** silly, mentally dull.

**To Discuss After You Read**

Q: Charlotte says that her egg sac is her *magnum opus* or “great work”—the finest thing she had ever made. Why do you think she says that? Is it because of how many eggs were in it? Was it because the sac itself was beautifully shaped? Because it was waterproof and made of tough material? Because the little spiders that would be born were, themselves, going to be important?

Q: Some parents say their children are their “great work” or *magnum opus.* Why do you think they would say such a thing? Can you imagine being your parents’ *magnum opus?*

---

**Chapter 20**

**Cultural Literacy**

**pompous:** distinguished and surly.

**phenomenon:** a fact or event that can be observed with the senses.

**distinguished:** noted, famous.

**sundry:** various or diverse.

**complimentary:** expressing regard or praise.

**To Discuss After You Read**

Q: Can you, your mom or dad think of any times when you were either especially happy to be in front of a crowd like Avery or you were especially shy like Wilbur? Tell the stories!

---

**Chapter 21**

**Cultural Literacy**

**trifle:** to some small degree.

**sentiment:** an emotionally tinged thought or wish.

**desolation:** deep sorrow from a loss through death, abandonment, or loss.

**To Discuss After You Read**

Q: Do you agree with Charlotte that Wilbur’s success was only in a small degree her success?

---

**Chapter 22**

**Cultural Literacy**

**garrulous:** talkative.

**To Discuss After You Read**

Q: According to the author, what makes life rich?

A: *when you are waiting for something to happen or hatch*
Enjoy the poems in this book together. If something in the poem catches your attention share that with your children. Find the few notes we include below.

**pp. 18–19**

Ling Ling was a famous giant panda who lived in a zoo in Japan. He had been given to the Japanese by the Chinese government as a gift of good-will. The poem itself plays with rhyming words and is for fun only (i.e., wedding bears instead of wedding bells).

**pp. 22–23**

We choose to skip these pages. We disagree with the underlying premise. We don’t believe orangutans are our cousins.

**p. 25**

“Grandpa Bear’s Lullaby”

This poem speaks of the hibernation, or the long sleep bears do during the winter months. As they sleep, their body temperature drops, and their breathing and heart rate slows. This allows bears to survive during a season when there is far less food available to eat.

**p. 28**

Explain to your children that the poem speaks of both whales (the ocean mammal) and Wales (a country on the southwest corner of England). The poet cleverly plays with these similar sounds.

**p. 57**

Pedigree is a record of past ancestors and is often used to show superiority. The bees don’t care the elevated history of their honey, they are interested in clover from which they can craft more honey. An aristocrat is someone from a higher or more noble class.

**p. 65**

“Puzzling”

A goose grows downy feathers also called down.

**pp. 72–73**

“A Warbler”

**sedge:** a grass-like plant that grows in wet areas.

**pp. 82–84**

“The Penguin”

**enervating:** to feel drained of energy.

**p. 93**

“The Crab”

**tureen:** a deep dish used to serve soup.

“Crustacean word”**: another word or name for crabs is crustacean; the poet makes a joke when he claims crabs say crabby words.

**p. 95**

“The Sea Turtle”

... in the waving sargassum: a type of seaweed.

**p. 98**

A Gorgon is a mythical monster from Greek mythology. When people looked at Medusa, they turned to stone. This jellyfish is as deadly as Medusa.

**p. 99**

“Mussel” mussels and mollusks are sea creatures with a protective shell. Although they have no way of moving on their own, they can attach themselves to the bottom of boats and move from Hong Kong (Kowloon Bay) to Japan.

**p. 109**

A steeplechase is a race for horses that includes obstacles for the horses to overcome—walls, water, etc.

**p. 116**

“The Yak”

**Tartar:** an ethnic people group that lives in Russia and Ukraine; Tibet lies northeast of the Himalayas on a high plateau.
This poet rudely compares people who believe that Jesus became a man to save us to pigs. He implies that if pigs were taught sermons or epistles (books of the Bible) they would become pious. The poem is ridiculous and feel free to ignore it or discuss it with your children.

Cultural Literacy

**Patrician nose:** a nose like one on a nobleman.
### “Intro to World History, Year 1 of 2”—Summary of Scope and Sequence: Schedule for Topics and Skills

<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psalm 1:1</td>
<td>Questions about God &amp; What He is like</td>
<td>Cultures; People; Countries; Religion; Homes</td>
<td>Mongolia; Indonesia; Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Psalm 1:1-2</td>
<td>Wonder of God’s creation &amp; How God communicates (past)</td>
<td>Cultures; World Religions</td>
<td>India; Romania; Tunisia; Spain; China; New York</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Psalm 1:1-3</td>
<td>How God communicates (present)</td>
<td>Cultures</td>
<td>China; Togo; Senegal; Bolivia</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Psalm 1:1-4</td>
<td>One God &amp; His omnipresence</td>
<td>Cultures</td>
<td>Florida; Belize; Wales; England; Central Asia</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Psalm 1:1-5</td>
<td>God’s omniscience &amp; The Trinity</td>
<td>Cultures; Earliest Civilizations</td>
<td>Egypt; Nile River; Mesopotamia; Persian Gulf</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Psalm 1:1-6</td>
<td>God’s Holiness &amp; Omnipotence</td>
<td>Earliest Civilizations; Ancient Egypt</td>
<td>India; China; Central America; Egypt; Mesopotamia;</td>
<td>Menes</td>
</tr>
<tr>
<td>7</td>
<td>Genesis 1:1</td>
<td>God’s faithfulness &amp; His names</td>
<td>Ancient Egypt</td>
<td>Papua New Guinea; Egypt; Antarctica; Australia; England; Northern Hemisphere; Southern Hemisphere</td>
<td>Tutankhamen</td>
</tr>
<tr>
<td>8</td>
<td>John 3:16</td>
<td>Creation: Adam &amp; Eve; Why God made us</td>
<td>Ancient Egypt</td>
<td>Oregon; Maine; Pacific Coast; Detroit; Cleveland; Chicago; Boston; New York</td>
<td>Columbus; Magellan</td>
</tr>
<tr>
<td>9</td>
<td>Jeremiah 29:11</td>
<td>The fall of Adam &amp; Eve; entrance of Sin; God does what is best</td>
<td>Ancient Egypt; Babylon</td>
<td>Mesopotamia; Egypt; Israel; Assyria; Mediterranean Sea; Columbia River; Canaan</td>
<td>Abraham; Ramses</td>
</tr>
<tr>
<td>10</td>
<td>Deuteronomy 6:4</td>
<td>Sin; God’s law</td>
<td>Ancient Egypt</td>
<td>Nile River; Thebes</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Deuteronomy 6:4-5</td>
<td>God’s law; Punishment of sins</td>
<td>Ancient Egypt</td>
<td>Egypt; Canada; Alaska; Italy</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Deuteronomy 6:4-6</td>
<td>God’s plan for our redemption</td>
<td>Ancient Egypt</td>
<td>Ontario; Egypt</td>
<td>Isaac</td>
</tr>
<tr>
<td>13</td>
<td>Isaiah 55:6</td>
<td>God’s care over us; Angelic realm</td>
<td>Ancient Egypt; Crete</td>
<td>Yukon Territory; Anchorage; Yugoslavia; England; Alaska</td>
<td></td>
</tr>
</tbody>
</table>

(continued on the following page)

**Note to Mom or Dad:** The Summary of Scope and Sequence: Topics and Skills (scope and sequence) information contained in the charts on these pages includes topics and skills covered in the reader pack books that correspond to this level. If you are using a reader pack that corresponds to a different level, please adjust the Summary of Scope and Sequence: Topics and Skills information to reflect those topics covered in the books in your reader pack.
<table>
<thead>
<tr>
<th>Week</th>
<th>Memory Work</th>
<th>Bible Reading</th>
<th>History</th>
<th>Geography</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Isaiah 55:6–7</td>
<td>Birth of Christ; Christ’s obedience</td>
<td>Hittites; Greek Mythology; Mycenaens</td>
<td>Russia; North America; South America; Asia; Australia; Europe; Africa; Antarctica; Greece; Crete; Egypt</td>
<td>Homer; King David</td>
</tr>
<tr>
<td>15</td>
<td>Proverbs 15:1</td>
<td>Jesus, the teacher; Jesus’ miracles</td>
<td>Old Testament Peoples &amp; Lands; Ancient Nomads; Trojan War</td>
<td>Knossos; Crete; Sicily; Black Sea; Phoenicia; Jerusalem; Northern and Southern Kingdom; Canaan</td>
<td>Homer; King David</td>
</tr>
<tr>
<td>16</td>
<td>Psalm 23:1</td>
<td>What Jesus did: healed the sick &amp; forgave sins</td>
<td>Spartans; The Olympics; Rome Founded (Rome Mythology);</td>
<td>Sparta; Athens; Greece; Rome</td>
<td>Romulus</td>
</tr>
<tr>
<td>17</td>
<td>Psalm 23:1–2</td>
<td>Transfiguration</td>
<td>Assyrians; Babylon</td>
<td>Assyrian Empire; Jerusalem</td>
<td>Sennacherib; Assur-bani-pal; Nebuchadnezzar</td>
</tr>
<tr>
<td>18</td>
<td>Psalm 23:1–3</td>
<td>Jesus’ death and resurrection</td>
<td>Lydia; Babylon; The Persians</td>
<td>Sweden; Babylon; Jerusalem; Persian Empire; India; Japan;</td>
<td>Gautama Buddha</td>
</tr>
<tr>
<td>19</td>
<td>Psalm 23:1–4</td>
<td>Christ’s post-resurrection appearances; Ascension</td>
<td>China</td>
<td>China; The Great Wall of China; Gobi Desert; Himalaya Mountains; China; Pacific Ocean</td>
<td>Confucius</td>
</tr>
<tr>
<td>20</td>
<td>Psalm 23:1–5</td>
<td>Holy Spirit</td>
<td>The Great Wall of China</td>
<td>Holland; North Sea; China</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Psalm 23:1–6</td>
<td>Building the church; Importance of confession; Christ is “the way”</td>
<td>Ancient Greece; The Persian Wars; Ancient Africa</td>
<td>Athens; Rome; Italy; Sparta; Marathon; The Persian Empire;</td>
<td>Darius I</td>
</tr>
<tr>
<td>22</td>
<td>Psalm 119:105</td>
<td>Christ’s role as savior</td>
<td>Persian Wars; The Golden Age of Greece</td>
<td>Persia; Greece; Thermopylae; Bay of Salamis; Hellespont (Dardanelles);</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Joshua 1:9</td>
<td>Love God; Love one another; Trust in God</td>
<td>Peloponnesian War; Alexander the Great</td>
<td>Sparta; Athens; Macedonia; Greece; India; Egypt; Hellespont; Alexander’s kingdom</td>
<td>Socrates, Alexander the Great, Aristotle,</td>
</tr>
<tr>
<td>24</td>
<td>Matthew 7:7</td>
<td>Giving; Obedience; Work</td>
<td>First Punic War; Scythians; Mongols</td>
<td>Carthage; Rome; Italy;</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>John 14:6</td>
<td>Reading the Bible; Thinking about God</td>
<td>Punic Wars; The Roman Empire</td>
<td>Spain; Italy; Tunisia; the Alps; Carthage; The Roman Empire</td>
<td>Hannibal</td>
</tr>
<tr>
<td>26</td>
<td>John 13:34</td>
<td>Learning to say “No”; Sharing God’s story</td>
<td>Rome &amp; the Romans</td>
<td>Amsterdam; Rome; Gaul; Tiber River; The Roman Empire; Alexandria</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Philippians 2:14</td>
<td>Suffering; Future hope</td>
<td>Rome &amp; the Romans</td>
<td>Pompeii; Macedonia</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Memory Work</td>
<td>Bible Reading</td>
<td>History</td>
<td>Geography</td>
<td>Biography</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>28</td>
<td>Philippians 2:14–15</td>
<td>We need God’s help; Power of prayer</td>
<td>Rome &amp; the Romans</td>
<td>Rome; Egypt; Spain; England; France</td>
<td>Julius Caesar</td>
</tr>
<tr>
<td>29</td>
<td>Psalm 119:11</td>
<td>Help from the Holy Spirit &amp; Jesus</td>
<td>Germanic tribes; Fall of Rome; Dark Ages; Middle Ages</td>
<td>Carthage; Ostia; Israel; Rome; Jerusalem; Pompeii</td>
<td>Virgil, Horace, Octavius, Jesus; Nero</td>
</tr>
<tr>
<td>30</td>
<td>Poem</td>
<td>Angels watch over us; Meaning of Prayer</td>
<td>Christians; Council of Nicaea; The Romans; The Byzantine Empire</td>
<td>Rome; France; England; Constantinople; Gaul; Spain; Italy; Africa;</td>
<td>Marcus Aurelius; Constantine I</td>
</tr>
<tr>
<td>31</td>
<td>Poem</td>
<td>Prayer</td>
<td>The Byzantine Empire</td>
<td>France; England; Constantinople; Byzantine Empire; Prussia</td>
<td>George Müller</td>
</tr>
<tr>
<td>32</td>
<td>Poem</td>
<td>Prayer: What to ask &amp; How God responds</td>
<td></td>
<td>Bristol; Devon</td>
<td>George Müller</td>
</tr>
<tr>
<td>33</td>
<td>Poem</td>
<td>Prayer &amp; Church</td>
<td></td>
<td></td>
<td>George Müller</td>
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<tr>
<td>34</td>
<td>Poem</td>
<td>Baptism; Holy Communion; Mission of church</td>
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<td>China; California</td>
<td>George Müller</td>
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<tr>
<td>35</td>
<td>Poem</td>
<td>End of the World; Return of Christ</td>
<td></td>
<td>Columbia; South Carolina; Los Angeles; Ethiopia; Honduras; Mexico; Alaska</td>
<td>Joy Ridderhof</td>
</tr>
<tr>
<td>36</td>
<td>Proverbs 1:17</td>
<td>Life after death; Praising God in Eternity</td>
<td></td>
<td>Phillippines; Kilimanjaro;</td>
<td>Joy Ridderhof</td>
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