

Guide for Parents and Teachers Using

Exploring America

Exploring America 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 *Exploring America*” in Volume 1 of the curriculum.

The Basics

Exploring America provides material for one entire school year in three subjects: American History, English (including American Literature and Composition), and Bible (Issues in American Christianity). To complete one credit in American History, one credit in English, and one credit in Bible, the student must read the text in *Exploring America* Volumes 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. He or she will probably need additional time to complete the reading of the thirteen books included in the *Exploring America* 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.

American History. The student will survey American history from the time of the Native Americans and first European explorers to the 21st Century, including the George W. Bush Administration. The course discusses actions and developments on the national level, especially involving the Federal government, as well as issues and events in American culture. A special

emphasis is placed on the role of slavery and subsequent racial issues in American history. The student will read a significant number of original documents and speeches while studying the narrative of lessons.

English (American Literature and Composition). The student will read classic works of American literature, from *The Scarlet Letter* to *The Giver*. The literature will include novels, short stories, essays, autobiographies, 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 which are based on historical issues from the various periods of American history, with additional reflective writing based on the literature that is read. The writing assignments will take several forms, including essays, editorials, speeches, and letters. A research paper is assigned in the second half of the course.

Bible: Issues in American Christianity. The student will examine developments in American religious history, from the role of religion in the founding of the colonies to contemporary moral and spiritual issues such as abortion and evolution. The student will study American religious movements such as the First and Second Great Awakenings, Fundamentalism, and groups founded in America. The student will also study how religion and spirituality have played a role in the unfolding of American history. 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 questions on the readings, the weekly quizzes, and the five-unit tests, 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, the five-unit tests, and the writing assignments.

Bible. The elements to be graded include the daily Bible study questions, the weekly memory verse, the review questions in the *Quiz and Exam Book* on the Bible Study lessons, and the five-unit tests. The parent can decide whether to have the student say the memory verse aloud or write it out. The parent can also decide when this memory work will be expected during the unit. The goal is that, by the end of the school year, the student will have thirty verses treasured up in his or her heart.

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

You might also want to grade the additional brief writing assignments that are given at the end of some lessons. In addition, you might choose

to grade some of the weekly writing assignments as history or (where appropriate) Bible assignments instead of as English assignments. You might want to give the research paper one grade for history and another grade for English.

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 America*. 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 or her 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 America* 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 America*, consider *Uncle Josh's Outline Map Book* or *Uncle Josh's Outline Map Collection CD-ROM* from Geography Matters. Other available resources are the *maps.com United States History Atlas*, the *Hammond Atlas of United States History*, and *U.S. History Map Activities* by Walch Education. Timelines of U.S. 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 American Literature component of this course:

- *The Scarlet Letter* (Hawthorne)
- *Narrative of the Life of David Crockett* (Crockett)
- *Narrative of the Life of Frederick Douglass* (Douglass)
- *Uncle Tom's Cabin* (Stowe)
- *Company Aytch* (Watkins)
- *Little Women* (Alcott)
- *Humorous Stories and Sketches* (Twain)
- *Up From Slavery* (Washington)
- *In His Steps* (Sheldon)
- *Mama's Bank Account* (Forbes)
- *Christy* (Marshall)
- *To Kill a Mockingbird* (Lee)
- *The Giver* (Lowry)

We have chosen literature for the English component of *Exploring America* 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 of these books.

However you decide to use them, we believe that the overall impact of these books for good outweighs the use of inappropriate words. A few of the books we recommend use the derogatory form of Negro, which we do not use or encourage but which was the cultural practice in the settings of those books. The editions listed below are the ones that are available from the Notgrass Company.

The Scarlet Letter (Dover)

This novel begins with an act of adultery having already taken place. The book focuses on what happens in the community and with individuals as a result of that sin. There are no graphic scenes or uses of suggestive language.

Narrative of the Life of David Crockett (University of Nebraska)

- Pages 30, 42, 150, 153—references to drinking and getting drunk
- Pages 88-89, 105, 109-110, 122—graphic descriptions of the horrors of war
- Pages 39, 95—expletive used

Narrative of the Life of Frederick Douglass (Dover)

- Pages 4, 15, 53, 56, 57, 58, 74—expletive used (some written as d—)
- Page 31—reference to sexual exploitation of slaves

Uncle Tom's Cabin (Dover)

- The Lord's name or an abbreviation of it is used as an exclamation numerous times.
- The treatment that Tom receives at the hands of Simon Legree is quite brutal.

Company Aytch (Touchstone/Simon & Schuster)

- Pages 16, 25, 39, 49, 64, 67, 72, 92-93, 103, 123, 157, 164, 166-169, 174, 204, 226, 234, 238—expletive or the Lord's name used as exclamation
- Page 75—suggestive joke
- Many of the descriptions of injuries and death in battle are quite graphic.

Christy (Avon/HarperCollins)

- In Chapter 33 (pages 407-416), one of the characters relates an incident of sexual exploitation by a minister.

To Kill a Mockingbird (Warner Books)

This book has several uses of the derogatory form of Negro, several uses of the Lord's name as an exclamation (especially harsh ones on pages 194 and 274), a few references to women as whores or sluts, and several instances of the h-word and the d-word. Other expletives or questionable topics are found on pages 5, 54-55, 128, and 161.

A key element of the latter part of the book is a white girl accusing a black man of assaulting her. *To Kill a Mockingbird* deals with difficult subjects such as racism, rape, and other sinful attitudes and actions. It helps readers understand the social environment in the South in the early 20th century, but it does so quite realistically. This is a good book for parents to read aloud to the family, or at least to discuss with their children.

The Giver

This novel describes a community that appears to be perfect but in fact is not. There is a brief reference to a boy beginning to feel "Stirrings"

toward a girl, and this is handled by his parents giving him pills. Older persons are “released,” and this is found to mean that they are euthanized. The father of the main character is a nurturer of newborns, and he is found to have taken the life of a baby that is not thriving.

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:

- Instead of *The Scarlet Letter*, you might use *Calico Bush* by Rachel Field. This 1932 Newbery Honor book is set in northern Maine in 1743.
- Instead of *Narrative of the Life of David Crockett*, you might use one of James Fenimore Cooper’s novels.
- Instead of *Narrative of the Life of Frederick Douglass*, you might use *Carry On, Mr. Bowditch* by Jean Lee Latham. This 1956 Newbery Medal book is an historical novel about the career of an American who developed important navigational tools.
- Instead of *Company Aytch*, you might use *Across Five Aprils* by Irene Hunt. This 1965 Newbery Honor book is set during the Civil War.
- Instead of *Little Women*, you might use *Looking Backward* by Edward Bellamy, which is described on page 438 of the curriculum.
- Any of the *Little House* series by Laura Ingalls Wilder would be excellent for learning about life on the American frontier in the late 1800s.
- *Sgt. York: His Life, Legend, and Legacy* by John Perry is a good account by a Christian writer about the World War I hero’s entire life. The book contains two curse words, both in quotations by people other than York.
- Instead of *To Kill a Mockingbird*, you might use *Roll of Thunder, Hear My Cry*, by Mildred Taylor. This 1977 Newbery Medal book is set in Mississippi in the 1930s.

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

How you use *Exploring America* 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 American 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. Can they, for instance, identify at all with the struggle that blacks have faced in America? 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 America 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 *American Voices* 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 an historic 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 America!*
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

These are answers to the questions posed in the assignments at the end of lessons in the *Exploring America* text. Most of the questions are part of the Bible assignments. If you are using the optional *Quiz and Exam Book*, these answers are also given in the *Answer Key*.

Lesson 4

1. Europeans should have had their awareness raised about other people they had not known about who needed to learn about Christ. They also should have realized that the world was much bigger and more complex than they had thought.
2. Europeans did not have a right to conquer lands in the western hemisphere. This was something they assumed.
3. Europeans did not have the right to impose their way of life on Native Americans, although they should have shared ways that were improvements over what the Native Americans knew.
4. If European Christians had shown a willingness to accept and learn from Native Americans, the Native Americans might have been more willing to learn the gospel from the Europeans.

Lesson 6

The medieval Catholic Church had elaborate cathedrals, a hierarchy of leadership, and great political power.

Lesson 7

1. They had many rules about washing hands and dishes. Another tradition violated God's commandments by saying that people could dedicate resources to God rather than help their parents.

2. Answers will vary.

3. Answers will vary.

Lesson 8

1. To show them kindness and interest, to be good examples of Christians, and also to teach them the gospel
2. Christians can be distinct from the world in the way they dress and speak, in showing kindness to others, in what they watch and read, in having more joy and peace. We can hope that demonstrating a better way of life (from the heart, not just for show) will have a positive impact on unbelievers.

Lesson 10

1. Membership in the church is a result of one's being a Christian. Church can become a social activity when people are concerned about being seen at church, how they are dressed, or only concerned about being with their friends.
2. Christians and church leaders should approach such people lovingly (Galatians 6:1) and teach them the truth. If they will not submit to such teaching, the process of Matthew 18:15-20 should be followed.

Lesson 14

They had to return to following God's Law and they had to restore the observance of the Feast of Booths.

Lesson 15

History. The family studies show that how we live can affect our family for generations, both for good and for ill.

English. 1. Sins of the community and others: judgmentalism, hypocrisy; Dimmesdale was hypocritical and did not confess his sin; Chillingworth was cruel. 2. Symbolism of Hester's home: Hester's life was on the border between light and darkness. She had committed a great sin, but she was trying to do what was right thereafter.

3. Comparison to John 8:1-11: In each case, a woman was caught in adultery and the community leaders condemned her. In John, Jesus pointed out the leaders' sin and gave the woman hope and instruction.

Bible. 1. Not being hypocritical: be honest with yourself; accept instruction and correction from others about how you act; honestly study the Bible and let its message change you.

2. How respond to someone: show love toward that person, help her see her wrong, kindly encourage her repentance, help her start over

3. How the story could have been different: Hester and her child could have made positive contributions to the community, the community leaders could have grown and been different, Dimmesdale's life might have been spared.

4. Risk by that leader: A leader who showed a Christ-like attitude might have been condemned by others.

5. "Your sin will find you out": The sins of the main characters were revealed and they had to suffer the consequences for them.

Lesson 21

(1) By walking in the law of the Lord (2) By keeping it according to God's Word (3) So that he might not sin against God (4) He rejoices in it; it is his delight. (5) God's Word

Lesson 22

More valuable than thousands of gold and silver pieces

Lesson 23

(1) All day (2) It is a lamp to his feet and a light to his path.

Lesson 24

1. Law, commandments, testimonies, ways, precepts, statutes, ordinances.

2. Answers will vary, but we hope they will be positive!

3. Answers will vary.

4. Have a regular time to study; read through the Bible regularly; study books of the Bible individually and more intensely; pray to put into practice what you read; be accountable to someone for your actions.

5. Divisions over interpretations of certain passages; doctrines that emerge from one person's private interpretation; other answers possible

Lesson 26

1. Matthew 22:15-22—Jesus wanted His followers to focus on the more important issue, which was submission to God. Paying taxes to Caesar did not prevent that.

2. Romans 13:1-7—Paul did not want the Christian movement to get bogged down in a political battle over secular government. He saw

even pagan government as a help to the furthering of the gospel.

Lesson 27

1. By understanding the teachings and patterns in Scripture and by knowing what is really at stake in the issue, namely whether obeying the government in this issue is really disobeying God

2. A public official must serve and represent people with many different beliefs. He wants to be fair to all while maintaining his own principles. He might be tempted to downplay his faith in order to appeal to a broader segment of the population.

Lesson 28

1. Various answers possible, including liberal theology, denial of God and of the inspiration and authority of Scripture; Eastern religions, New Age ideas, secular philosophy.

2. The gospel tells those who do not have much in this life that they are valuable and worthwhile. Those who are wealthy and powerful in this life are challenged to give up what they have.

Lesson 29

1. Philippians 2:14-16. Christians are bombarded with ungodly messages and influenced by friends and prominent people to abandon their faith and follow the world.

2. It helps in that people are familiar with the gospel, but it hurts in that many people think they are just fine with God just by being in that society.

Lesson 32

For each passage, tell the period

during which it took place, what the religious error was, and who led the call for restoration.

Exodus 32—during the exodus from Egypt; the worship of the golden calf; Moses

Judges 2:11-23—during the period of the judges; the worship of Baal and other pagan deities; the judges

2 Kings 12—In Judah during the divided kingdom; the need to repair the temple and restore the proper worship practices; King Jehoash (or Joash)

Lesson 33

For each passage, tell the period during which it took place, what the religious error was, and who led the call for restoration.

2 Kings 18:1-6—Late kingdom of Judah, worship of pagan idols; Hezekiah

2 Kings 22:1-23:25—Late kingdom of Judah; failure to know or follow the Law; Josiah

Ezra 3:1-13, 6:13-22, chapters 9 and 10—return from exile; not worshipping at the temple according to the Law and marrying people of the land; Ezra

Lesson 34

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Matthew 21:12-13—the ministry of Jesus; buying and selling in the temple; Jesus

Hebrews 10:32-36—during persecution in the church; a lack of faith; the author of Hebrews

Revelation 2:1-7—Ephesus; they had grown weary and left their first love; Jesus

Lesson 36

1 John 2:23—Perhaps they think that Christianity is old-fashioned and that the modern age should have more modern answers; perhaps they have seen failings in how Christianity has been practiced and feel a need to look elsewhere; perhaps they pridefully want to be “in the know” as part of a new thought world.

Lesson 37

2 Corinthians 10:12—It is attractive because it is comfortable and can change as we change. If man is our standard, we will always be right! It is dangerous, however, because one person cannot see clearly enough to set everyone’s standard; standards of society change; and we would wind up saying that some things are right which are actually wrong and vice versa.

Lesson 38

Matthew 24:36—We find it difficult to trust something that we do not know or do not have a grasp of. We like to have inside information. Sometimes a person who tries to set the date wants to sell something or to control other people.

Lesson 39

Hebrews 13:9—(1) Some people find it hard to accept that Christ is the single answer. Certain aspects of other systems are attractive to some people. (2) We can avoid being enticed by knowing the Bible well and grounding our beliefs firmly in God and His Word.

Lesson 40

(1) Because people are sinful and cannot create a perfect community.
(2) In the early church, people were more concerned about giving than about getting. They did not have man’s rules imposed on them.

Lesson 41

1. Thankful for America, its past, its natural beauty, the blessings it offers; offers a prayer to God to protect the country.
2. The song combines faith in God with patriotic feeling.

Lesson 42

Attributes of God: Creator of the universe; Giver of life, hope, truth, and love

Lesson 45

1. Appeals to emotion: Webster appealed to fears of a difficult future in the U.S.; Holmes appealed to the shame of scrapping the *Constitution*; Thoreau appealed to anger at slavery.
2. Appeals to reason: Webster showed the illogic of nullification; Holmes showed how scrapping the ship didn’t make sense; Thoreau showed the inconsistency of opposing slavery but accepting the fruits of slavery.
3. How is each effective: Webster would be effective for people with a sense of history; Holmes would appeal to people with pride in history and the Navy; Thoreau was appealing to those concerned about justice.
4. Which is most effective: answers will vary

Lesson 46

Philippians 3:2-11—(1) Answers might include: right family, right nationality, hard worker, good reputation, right educational background, appearance, financial status. (2) They are shallow because they do not deal with the inner person and they are all subject to perishing. They are not things that God considers important.

Lesson 47

Luke 16:19-31—We can avoid living for self and our own comforts. We can realize that the opinions of others can change. We can understand the passing nature of everything in this world. We can devote ourselves to seeking what is important to God.

Lesson 48

John 19:10-11—(1) Pilate appeared to have more power than Jesus, but Jesus had a relationship with God. (2) At the time, Caesar had more earthly power and more followers. (3) We now see Jesus as more successful because His cause continues while the Roman Empire is gone. Rome existed for worldly power, which is passing, while Jesus lived for eternity.

Lesson 49

1. Economic success in America led to inequality between rich and poor, the rich using workers for their own gain, pressures to succeed financially, and leisure time that was sometimes spent in sinful activities.
2. Immigrants might have come to define success as achieving the

American way of life (socially and economically), although some probably defined it in terms of personal, political, and religious freedom.

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Lesson 51

Romans 12:3-8. (1) An attitude of humility. (2) An analogy of the body. (3) We can recognize and honor the differences among us as we use our various gifts to serve others.

Lesson 52

Romans 14:1-23: (1) Accept those who have different opinions. (2) Different opinions about eating meat and observing special days. (3) All Christians answer to the Lord. (3) Not to cause a brother to stumble. (4) We would be more likely to accept those who have different ideas and not be so quick to divide over relatively minor matters.

Lesson 53

1 Corinthians 12-13: (1) The Holy Spirit. (2) For the common good, or to build up one another. (3) An analogy of the members of the human body. (4) All are necessary; the parts

that are not as obvious have vital purposes; the different parts help and support each other. (5) The way of love.

Lesson 54

1. 1 Peter 3:7—Since men and women are different physically, emotionally, and in the way they think, husbands should accept these differences, appreciate them, and cherish their wives for who they are.

2. 1 Peter 4:10-11—Christians have different gifts, and they should use their gifts to honor God and to bless others.

Lesson 56

These questions might be difficult to answer since they involve using principles from Scripture that do not directly address the issue. The questions are, however, good ones to think about.

Lesson 57

In the Old Testament, God sometimes commanded Israel to go to war. However, the prophets spoke of a day in which war would cease (for instance, Isaiah 2:4). Jesus spoke of turning the other cheek and loving one's enemy (Matthew 5:39, 44). Paul urged prayers for government leaders so that people could live in peace (1 Timothy 2:1-2). God was accomplishing His will for the nation of Israel, while Jesus was speaking of interpersonal relationships. The situations are not directly parallel. As Christians, we should take our pattern for life primarily from the New Testament.

Lesson 58

Good that has come from these wars: American Revolution—a country was begun that offered religious freedom; World War II—aggression and killing were stopped and a zeal for missionary work was ignited; Vietnam—the U.S. learned that its power had limits, and some in Vietnam became Christians; war on terrorism—the killing of innocent people has been resisted.

Lesson 59

Answers will vary.

Lesson 61

Luke 7:2-10—The centurion was well-respected in the community. He showed humility in that he did not consider himself worthy enough to go to Jesus or for Jesus to come to his house. Jesus said that the centurion showed greater faith than any Jesus had seen in Israel.

Lesson 62

Luke 23:47—The centurion at the cross praised God and said that he believed Jesus was innocent.

Lesson 63

Acts 10:1-48—(1) Cornelius is described as a devout, God-fearing man who helped the Jewish people and prayed to God continually. (2) Cornelius fell down and worshiped Peter and said that he was waiting to hear all that Peter had been commanded by the Lord. (3) Cornelius and the others listening received the Holy Spirit and were baptized.

Lesson 64

Acts 11:1-18—Jewish believers in Jerusalem did not like the fact that Peter went to uncircumcised men and ate with them. Peter explained that it was all done by God's leading and so it had to be right.

Lesson 70

Like Nehemiah, the Radicals had a clear goal they wanted to implement. On the other hand, the Radicals imposed their plan and did not try to gain the support of the people. They lorded it over the South by forcing their vision on the region.

Lesson 71

The world defines success in terms of money, popularity, material accomplishments and possessions, fame, beauty, and sometimes athletic or artistic ability.

Lesson 72

Opposite directions: able to own more, but able to go deeper in debt; able to communicate more rapidly and widely, but able to communicate things that are not worth being shared; able to heal people better, but also able to take more lives; able to travel more widely and more rapidly, but often travel for selfish reasons or no reason; able to own more clothes, but often clothes are immodest; other answers possible.

Lesson 73

Answers will vary.

Lesson 74

(1) transportation and travel—taking the gospel to more people; help-

ing people (2) communication—teaching the gospel to more people, developing better Bible knowledge (3) medical and agricultural technology—helping people have a better quality of life (4) the relative wealth of churches and Christians—using money to support evangelists and missionaries and to help the poor

Lesson 77

Psalm 8—The name of God is displayed in creation. The heavens are the work of God's fingers. God created man to rule over the created world.

Lesson 78

Psalm 139:13-14—Every human is knit together by God in the womb and is a wondrous creation.

Lesson 79

Romans 1:20—God's invisible attributes: His eternal power and divine nature

Lesson 81

Leviticus 19:9-37—with compassion, consideration, honesty, and love

Lesson 82

Isaiah 1:16-17 and Amos 4:1-3—seek justice, defend those who cannot defend themselves, resist oppressing the poor and needy

Lesson 83

1. Isaiah 58:6-7—Helping the poor, homeless, and defenseless says that you care about them because God cares about them. Such actions say something about your character. We must be guided by God's character

and not society's standards.

2. Mark 10:23-25—Riches do not necessarily indicate God's approval. God sometimes allows people to accumulate wealth even if they do not follow God's will.

Lesson 84

Matthew 25:31-46—The test is whether people have helped those in need whom they have had the opportunity to help. Church activities are not included (they are supposed to equip us for doing the real work of service in Jesus' name).

Lesson 86

(1) No (2) He is referring to his struggle against sin that he is well aware of. (3) His own giving in to sin

Lesson 87

1. Through Jesus Christ
2. To set his mind on the things of the Spirit
3. By the Spirit putting to death the deeds of the flesh

Lesson 91

Central Bible doctrines—Wording and specific Scriptures might vary somewhat, but should include ideas about Jesus and the gospel (possible passages include 1 Corinthians 15:1-5 and John 1:1-18), Scripture (2 Timothy 3:16-17), and Bible teachings such as faith (Hebrews 11:6) and the Christian life (Mark 8:34-38). A wide range of topics could be listed as matters of opinion.

Lesson 92

The church has often conformed to the world in terms of being con-

cerned about appearance, money, and power; the lives of Christians often look much like the lives of people in the world; and as a result the church's influence and ability to help people change their lives has been diminished.

Lesson 93

Some hollow philosophies and deceptions of men include pragmatism, materialism, atheism, New Age doctrines, and deceptions of wealth.

Lesson 94

1. Christian businessmen should be honest, kind, treat customers and workers the way they want to be treated, and so forth.
2. Workers should do what is expected of them (and more!) and be honest and trustworthy. If they cannot work in good conscience in a job, they need to find another job or work for themselves. Continuing in a job where they are treated wrongly enables bad behavior by the employer.

Lesson 98

The gospel spread to Samaritans, a God-fearing Gentile and his household, and Greeks (or Gentiles), all of whom were people that the Jews disliked.

Lesson 99

Christ enabled people from various ethnic groups to see each other as one new kind of person: Christians.

Lesson 101

"Take every thought captive to the obedience of Christ" (2 Corinthians

10:5); remember that “The fear of the Lord is the beginning of knowledge” (Proverbs 1:7); approach the study of science believing that God created everything and His truth is eternal and must be the standard.

Lesson 102

Stay calm, be kind, and be confident in God, whether you understand the issue well or not. Your opponent might be talking loudly to cover his own doubts.

Lesson 103

Answers will vary. It seems that a Christian should know something about the basic issues involved to be able to state his beliefs and not let attacks go unchallenged.

Lesson 104

Challenges include the acceptance of evolution, the denial of the inspiration and authority of the Bible, worldliness, rejection of Biblical morality and absolutes. Christians need to be strong in their knowledge of the Word and in their faith in God. They need to show by their lives that they have a better way to live than what the world offers.

Lesson 106

Answers will vary, but might include: Why does suffering exist? Why do innocent people suffer? How can an all-powerful God allow suffering to exist? How can a just God allow good people to suffer and bad people to get away with evil and not suffer?

Lesson 107

Hebrews 12:4-11—Discipline (suffering) is from the Lord because He loves us and is training us to maturity. James 1:2-3—We should face trials with joy because testing produces endurance, again helping us to mature.

Lesson 108

Answers will vary.

Lesson 109

We can live by faith even without all of the answers we would like to have about suffering. There is much we can know, and we can know enough to be saved and to live faithfully for the Lord, but we will not have all the answers in this life.

Lesson 111

The non-material weapons include learning, arguments, conviction, persuasive speech, and so forth. The battle is taking place when Christians train their children and others in the truth of Christ, in making appeals on the basis of the Christian faith in the marketplace of ideas, and so forth. It takes place in one’s own mind when a person studies the Word and resists the arguments of Satan. Answers will vary on the last two questions.

Lesson 112

God’s armor: gird loins with truth—gives solid foundation; breastplate of righteousness—defense against attacks on your heart and vital organs; feet shod with preparation of the gospel of peace—helps you get where you need to go; shield of

faith—wards off arrows the enemy shoots at you; helmet of salvation—protects the mind and therefore your entire ability to function; sword of the Spirit, the word of God—what you use to attack the enemy

Lesson 113

Fighting the good fight of faith includes living by faith, standing for the truth, prayer and Bible study, being strong in the grace that is in Christ Jesus, and other matters. You can be in the fight by being respectful of others and aware of your own struggles but firm in your faith in God.

Lesson 114

2 Timothy 2:1-7—(1) A soldier does not need to entangle himself in civilian life; an athlete has to compete according to the rules; a hard-working farmer can receive the bounty of his crop. (2) A soldier might try to carry his civilian belongings with him, or he might be preoccupied with relationships with civilians. (3) A Christian must avoid being entangled with things of the world so that he can serve effectively in the Lord's army.

Lesson 116

Answers will vary.

Lesson 118

Matthew 22:15-22—Respect for one's government is an element of a Christian's following the teachings of Scripture, although loyalty to one's country is not the same as loyalty to God. We can be thankful for our blessings in America and for

the examples of good traits we see. Psalm 146:3—Parents should not depend on the state for training their children. Parents have the responsibility for training their children. If the state does anything that helps this, so much the better; but parents need to be aware of things the state (or public schools) might do that would negatively affect the parents' training.

Lesson 119

Advantages: ability to worship and teach as we see fit without persecution; disadvantages: can get comfortable in our freedom and take it for granted, might not have a strong faith if it is dependent on religious freedom provided by the government

Lesson 121

Luke 12:48—We have been entrusted with greater prosperity, health, and educational opportunities, and greater ability for communication and travel. We need to use these well for the Lord.

Lesson 123

1 Timothy 2:9-10—People often want to be liked and accepted by their peers, so they try to conform to their peers' speech and habits, the way they dress, the clothes they wear, the kinds of houses in which they live, the cars they drive, and so forth. The world tempts us to follow its ways because it looks successful.

Lesson 124

Challenges: Opposing false teachers, challenging the predominant life-

style on Crete, the temptation that people faced to continue living this way when they became Christians; other answers possible. Emphases: Titus needed to emphasize the transforming power of grace, self-discipline, godly living, and “loving what is good.”

Lesson 126

Luke 4:18-19—He saw His mission as reaching out to the weak, the have-nots, and the people that society rejected.

Lesson 127

Luke 6:1-11—Jesus challenged their attitudes, their teachings, their religious system, and their position of power. He might challenge today’s leaders on their wealth and worldly lifestyles, divisions within Christendom, the focus on church finances, and the lack of concern for the poor. Other answers possible.

Lesson 128

Various answers possible. Answers might include the poor, the uneducated, the handicapped, the immigrant, and the Muslim.

Lesson 129

An attitude of repentance would prevent many interpersonal confrontations and judgmental attitudes toward others. People would be more sympathetic toward what others were going through. Other answers possible.

Lesson 131

Psalms 139:13-16—The unborn child is created by God, is precious in His

sight, and is known intimately by Him.

Lesson 132

Luke 1:41—According to the Bible, an unborn child is a baby, a person.

Lesson 133

Exodus 4:11—This verse says that the unborn child and the child’s physical abilities are created by God.

Lesson 134

More interest in profits than in treating people right, departure from God’s Word with the development of cults, the failings listed by Solzhenitsyn

Lesson 136

Philippians 1:12-18—Paul was in prison, and his imprisonment for the gospel had become known throughout the praetorian guard and to everyone else. In addition, others were emboldened to speak the word of God without fear. Some preached out of poor motives, but at least Christ was proclaimed.

Lesson 137

Philippians 1:18-21—Answers will vary.

Lesson 138

Philippians 1:22-26—Paul knew that he would either be released or be executed. He preferred to depart and be with Christ, but he believed that he would be released. This would mean that he would be able to come to the Philippians and continue his ministry.

Lesson 139

Philippians 2:1-15—(1) Answers will vary. (2) Complaining says that you don't trust God in circumstances that you don't like. (3) Answers will vary.

Lesson 141

2 Samuel 11-12—David committed adultery, he had Uriah killed, and he tried to cover up his wrongs. He recovered when he confessed his wrongs and repented of them.

Lesson 142

Romans 7:14-25—Answers will vary. Romans 8:1—The answer is that there is no condemnation for those who are in Christ Jesus.

Lesson 143

1 Timothy 1:12-16—God accepts us by His grace when we trust in him, despite our failings. God even puts us into His service, even though we had failed Him!

Lesson 144

We respect Peter despite his failings because he repented of his sins and because his basic stance was one of faith in Christ despite his failings. Peter did not let his failings define him. Instead, he let Christ change him.

Lesson 146

Romans 8:18-25—Answers will vary, but might include persecution of Christians, physical suffering, and the turn by much of society against Christianity.

Lesson 147

Answers will vary.

Lesson 148

Answers will vary.

Lesson 149

Answers will vary.

Lesson 150

Answers will vary.

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