

Discovering New Worlds

THROUGH LITERATURE



STUDENT EXERCISES

CHRISTIAN LIBERTY PRESS

Discovering New Worlds

T H R O U G H L I T E R A T U R E

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INTRODUCTION

Christian Liberty Press has developed the *Discovering New Worlds Through Literature* course, a colorful anthology of literature. Readers will be introduced to classic and new authors. In addition, this course provides students with a better understanding of literature through various genre—historical fiction, true stories, biographical accounts, quotes from famous people, and poetry.

This *Student Exercises* workbook for *Discovering New Worlds Through Literature* provides extension activities that are mentioned at the end of a number of selections in the reader. These activities allow the student to take a deeper look at certain readings and to reflect on what he has learned. This companion workbook will guide the student in completing these activities.

We are confident that students will find this course to be both enjoyable and informative. More importantly, we trust that it will help them to gain a better understanding of how the events and personalities throughout the world affect the lives of people, then and now.

May God bless you and your students in the use of *Discovering New Worlds Through Literature*.

The Staff of Christian Liberty Press

Extension Activities

Unit 1—Discovering a World of Adventure

Extension Activity 1—In the Beginning God

Discover a world of adventure. Using the six days of creation, make a list of adventures that would interest you involving each of the different forms of creation represented for each day. These do not have to be adventures that you will go on at this time, just adventures that you would like to go on at some time in your life.

*For example, an adventure that you could associate with God's creation on the first day could be a visit to the home of Thomas Edison and his Menlo Park laboratory where he developed the light bulb. What other adventures might you associate with **Day One's** creation of day and night and dark and light? Maybe you could visit an electrical plant, a local manufacturer of lamps, or a lighthouse. For **Day Two** you could consider astronomy adventures, or interview your pastor about heaven. And for **Day Three**, consider fishing adventures. For **Day Four** consider a local astronomical observatory. **Day Five** could be a visit to an area where there are interesting bird sightings, and **Day Six** might be an adventure to an Indian reservation, maybe even a local ethnic restaurant, and so on. Let your imagination take you to many adventurous possibilities for each of God's days of creation. But remember ... on the seventh day, God rested.*

Day One Adventures: _____

Day Two Adventures: _____

Day Three Adventures: _____

Day Four Adventures: _____

Day Five Adventures: _____

Day Six Adventures: _____

Extension Activity 2—Queen Isabella’s Resolve: One Act Play

Let’s make a time line of famous explorers around the time of Columbus. Below are some explorers to include. Alternately, make a time line of the dates of the explorers’ voyages instead of their life spans.

On the six and a half inch line below, use your ruler to divide the line into quarter-inch marks. Starting with 1450, each quarter inch would represent ten years. If you wish, use this as a rough draft and make a final draft on larger paper with pictures.

1450

| _____

- ⇒ Christopher Columbus (1451–1506)
- ⇒ John Cabot (1450–c. 1499)
- ⇒ Amerigo Vespucci (1454–1512)
- ⇒ Vasco da Gama (1460–1524)
- ⇒ Ferdinand Magellan (1480–1521)
- ⇒ Giovanni da Verrazzano (1485–1528)
- ⇒ Sir Francis Drake (1545–1596)

- Consider researching specific dates of their voyages and color code each one differently.
- A research source for creating time lines can be found at the following internet source: <www.teach-nology.com/web_tools/materials/timelines>. However, there are also excellent sources at your library. Most history books include time lines.

Or, you could make a time line of your life. You could also include family members and special events from your life. And you could expand it to include world events that have occurred in your lifetime, too.

On the six and a half inch line below, use your ruler to divide the line into quarter-inch marks. For yourself, start with your birth year. If you are including family members, such as your parents, you will need to choose an earlier starting date. Each quarter inch equals six months, and a half inch equals one year. If you wish, use this as a rough draft and make a final draft on larger paper with pictures.

20__

| _____

Extension Activity 3—I Go to Bristol: From *Treasure Island*

Let's make a treasure map using the layout of your home, neighborhood, or a local park.

- ⇒ Think about the map you want to make. It could be a treasure map using only pictures; for its path, use household furniture from your home, or landmarks from your neighborhood or a local park. Or, the map could use words and pictures that include directions and distances.
- ⇒ Make sure the start is easy to find, and the treasure is hidden somewhere where it won't be disturbed until the treasure hunters find it.
- ⇒ Use a piece of white paper and draw your map. Include the compass points and any written clues needed by the hunters to find the treasure. Different colored permanent inks work fine; some pencils or crayons will work, as well.
- ⇒ Tear the edges off the page, to make it look like a treasure map.
- ⇒ When your map is finished, wipe a damp tea bag over both sides of the page. The page will turn a light brown color. The page should be soaked through by the time you are finished.
- ⇒ Crumple it into a ball and let dry overnight.
- ⇒ Gently open the map, and wipe both sides with cooking oil. Blot off the excess with paper towels.

Extension Activity 4—The True Story of My Life, Part 1

The five elements of a story, or what action happens in the plot: introduction, rising action, climax, falling action, and resolution.

Plot Diagram

1. **Introduction or Exposition**—setting, characters, main conflicts are introduced to the reader; this is the beginning of a novel or story and may be short or long
2. **Rising Action**—the characters are developed, the conflicts are increased and acted out in many ways, motives are introduced, things happen; generally, the major part of a novel or story
3. **Climax**—the major conflicts erupt in some kind of final showdown or the turning point.
4. **Falling Action**—the events immediately following the climax
5. **Resolution**—where everything ends; there is a sense of “closure,” or the reader may be asked to think about what might come next; in fairy tales, the “happy ending”

