

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

Geography



Weekly Lesson Schedule



Extra Optional Projects



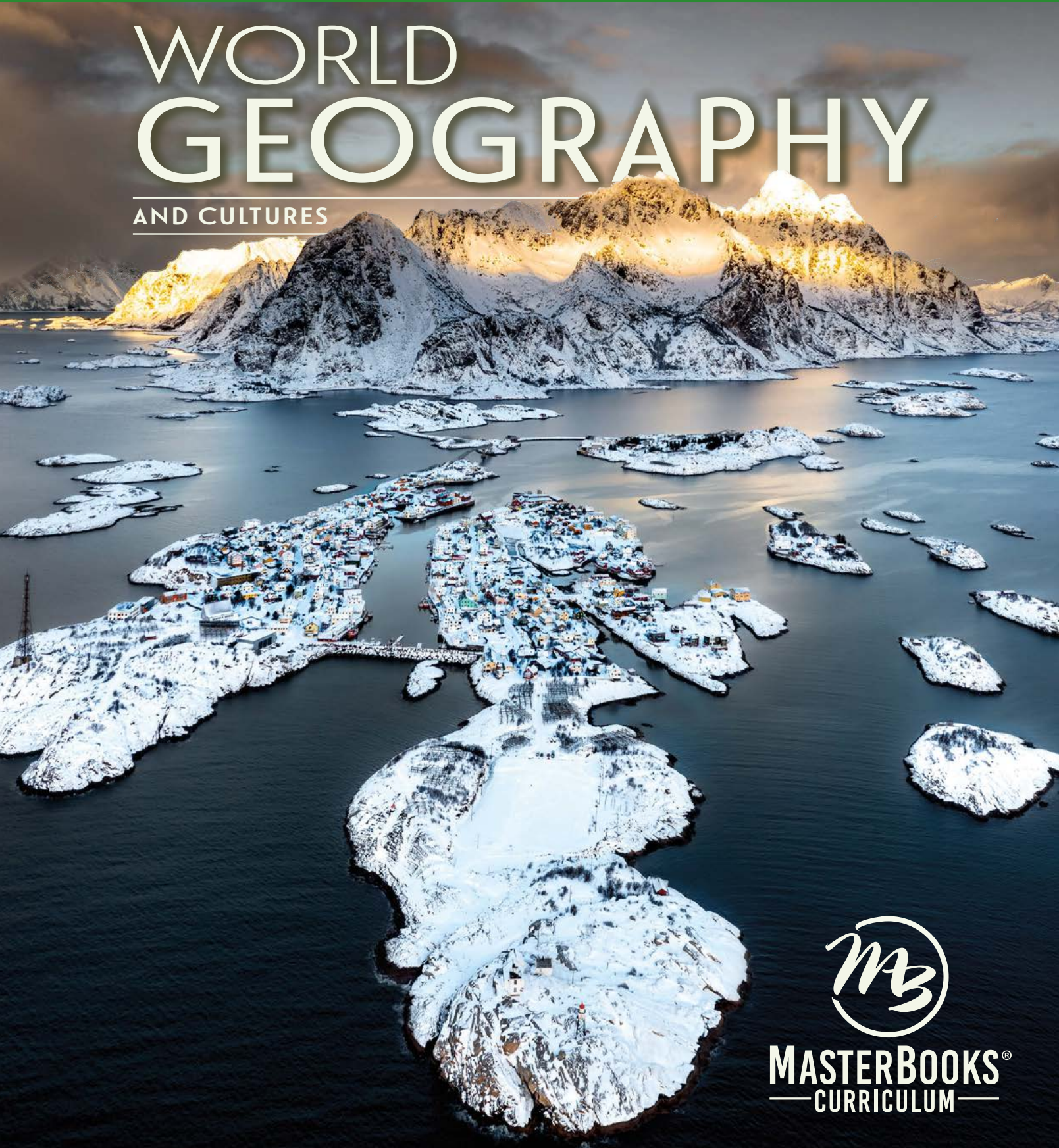
Cognitive Thinking



Answer Key

WORLD GEOGRAPHY

AND CULTURES



MASTERBOOKS[®]
— CURRICULUM —



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and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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Lisa Knight is a veteran homeschool mom with almost two decades of experience. She has a passion for meaningful, life-giving education and experience in curriculum design and editing. Lisa is also a certified transformational coach and enjoys helping families discover resources

that support their unique educational goals.

She and her family reside Northern California, where she serves on ministry teams at her local church and pours her love for faith, family, and education into all she does.

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Course Description

World Geography and Cultures begins with the conviction that God is the Creator of the earth and all who inhabit it. Students are invited to explore the world He made—its landforms since the Flood, climates, oceans, resources, and peoples—while developing an understanding of how geography shapes human life, culture, and history.

The course moves region by region, combining physical and human geography with maps, photographs, and narrative text. Students examine how people interact with their environments, how geographic features influence settlement and movement, and how belief systems and cultural traditions develop within specific places. Thoughtful questions and optional projects encourage careful observation, critical thinking, and meaningful engagement with the material.

Written from a Christian worldview, this course affirms that Creation reflects order and purpose, while also acknowledging the effects of a fallen world. Students are encouraged to consider themes of stewardship, responsibility, and compassion as they study the diverse regions of the globe. Optional projects provide flexibility, allowing students to pursue topics in greater depth according to their interests and learning style.

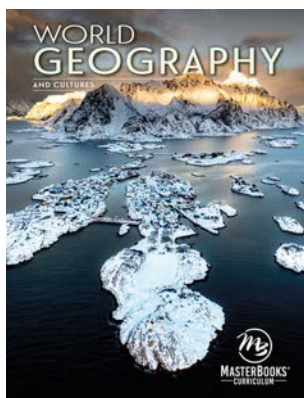
FEATURES

	Target Level	High school, Grade 9 and up, 1 Social Studies credit
	Flexible 180-Day Schedule	Approximately 45 minutes per exercise, five days a week
	Open & Go	Convenient daily schedule, Well-designed lessons
	Engaging Application	Critical thinking, Faith tie-ins, Extension activities
	Assessments	Reviews, Map Work, Answer Keys

OBJECTIVES

- ▶ Students build geographic awareness through consistent map work and regional study.
- ▶ Physical geography is examined to understand how land, water, and resources shape life.
- ▶ Culture, economy, and government are explored to recognize regional patterns and differences.
- ▶ Students consider people, cultures, and regions in light of biblical truth and God’s design.
- ▶ Review Days reinforce learning and provide an opportunity for assessment.

Required Resource



World Geography and Cultures Student Book

Placement

This course is designed for high school students and meets typical transcript requirements for a full-year World Geography or Social Studies credit. No prior geography course is required. Students should be able to read independently, follow written directions, and complete basic map work, daily worksheets, and optional projects.

Supply List

No special materials are required; however the following may be helpful for the map work:

- Colored pencils (light colors work best)
- Eraser
- Fine-tip pen (for labeling)
- Ruler (for neat lines and arrows)
- Binder or folder for storing completed maps

TEACHER AND COURSE INFORMATION

Welcome to *World Geography and Cultures*. As veteran homeschool mothers, we know how discouraging it can be to use a curriculum that feels dry, disconnected, or uninspiring. We believe it is our responsibility as parents and educators to spark curiosity and interest in learning—and just as importantly, to protect that curiosity as students grow older.

That belief shaped how this course was built. From the beginning, it mattered to us that this curriculum would include discovery-based learning, with room for students to explore what captures their interest. Our hope is that learning feels alive, inviting imagination, encouraging questions, and giving students space to engage with the world in a meaningful way.

We also believe we have a responsibility to know the world God has given us and the people He has placed within it. Geography is not only about landforms and locations but also about understanding lives, cultures, and needs. It is our prayer that as students learn about the world, their hearts are stirred with compassion, perspective, and a growing desire to pray for and care about others beyond their own experience.

Finally, our hope for this course is that it finds the perfect balance—not so easy that it becomes boring but not so difficult that it becomes frustrating. The goal is a course that challenges students just enough to stretch them, while keeping curiosity, wonder, and imagination front and center.

A great deal of heart, time, and care has gone into this project. We sincerely hope it blesses both parents and students and serves as a meaningful foundation for future learning and discovery.

With gratitude,

Jennifer & Lisa

Course Overview

Each lesson in *World Geography and Cultures* is organized into five exercises designed to guide students through regional study in a clear and consistent way. Lessons combine reading, map work, and written responses to build geographic understanding over time. While each exercise has a distinct focus, they work together to help students observe carefully, think critically, and make meaningful connections between physical geography, human activity, and culture.

Exercise 1 introduces the regional countries through brief country overviews and bullet-point features. Students use a regional map and occasional geographic features to build context. Continental labeling activities help students gain a macro view of the region by placing countries within the larger continental framework. Lesson work also includes multiple-choice, matching, and critical-thinking questions. Maps from Exercise 1 will be used throughout the continental study.

Exercise 2 focuses on prominent physical features of the region, usually highlighting two to four key landforms or natural systems. Mapping activities include labeling countries in the region and the physical features studied

that day, along with multiple-choice, matching, and critical-thinking questions. Maps from this exercise will be used for Exercises 3 and 4.

Exercise 3 focuses on human geography, with an emphasis on economy, culture, and government. Mapping activities include marking and labeling national capitals and major water features to strengthen spatial understanding.

Exercise 4 addresses religion, social issues, and key historical events through a regional timeline. Mapping activities include labeling neighboring countries to help students understand location and regional relationships. Students also engage in prayer and reflection from a biblical perspective.

Exercise 5 highlights additional engaging and unique features of the region. Student work includes multiple-choice questions on new material, along with a cumulative review of the week that incorporates map work and review questions. Review exercises may be used for informal review or formal assessment at the discretion of the parent or instructor.

Review Day on the Worksheets

Each week includes a Review Day designed to reinforce learning and help students reflect on material from throughout the week. This lesson includes a small set of questions related to new material, along with review map work and a larger set of questions drawn from earlier lessons. Answers for questions tied to new material are included in the Exercise Answers section,

allowing students to check or self-grade their work if desired. If parents choose to use the review portion as an assessment, complete answers for the cumulative review questions and map work are provided separately in the Review Answers section, which may be removed or kept apart for parent use.

Research and Projects

While this course is designed to be fully complete using the daily lessons and worksheets alone, optional projects are included to enrich the learning experience for students who enjoy exploring ideas more deeply. These projects are offered as an invitation rather than a requirement and may be used at the parent's discretion. Families are free to decide how and when projects are completed—selecting an occasional project, aiming for one per week, saving projects for enrichment or extra credit, or skipping them entirely as needed. Project options are available throughout the week, with Day 5 projects designed specifically as optional extra credit. Students are encouraged to follow their interests, work at a comfortable pace, and even pursue original project ideas of their own. Whether a student completes projects occasionally or explores them often, these opportunities

are intended to spark curiosity, foster delight, and allow learning to extend naturally beyond the page. Research and project assignments may also be used to satisfy other writing, presentation, or enrichment requirements at the parent's or instructor's discretion.

While many students complete projects independently or with their families, these activities also translate well to group settings such as homeschool co-ops or classrooms. Projects may be completed collaboratively, adapted for group discussion, or used as shared enrichment at the discretion of the parent or instructor. In addition to projects, parents or instructors may choose to award bonus credit for thoughtful effort, discussion, or enrichment activities.

A Note on Map Work

Map work is an important part of this course and is designed to build familiarity with places over time. Students will receive clear map instructions each day and will often work with the same map across multiple lessons, allowing understanding to grow through repeated use rather than one-time completion. Answers to map work are found on the backs of the maps. Students should be encouraged to complete the map before checking the answers.

The following suggestions are optional and meant to support good habits, not limit creativity. Some students may prefer simple, functional maps, while others may enjoy adding detail and color. Either approach is acceptable. Students are always welcome to do more than what is required, but no map needs to be decorative to be effective.

Labels may be written directly on a feature or placed beside the map with a line or arrow pointing to the correct location, depending on space and preference. Light coloring can be helpful for distinguishing land and water, as long as labels remain easy to read. Students are encouraged to refer to the maps in the *Student Book* as their primary guide.

Maps should be placed in a binder or folder and kept throughout the course. Looking back at earlier maps can help students see patterns, connections, and growth in their geographic understanding.

The Magnifying Glass Icon



In the *Student Book*, a small magnifying glass appears in the corner of some images. It does not point to a specific detail or provide extra information. Instead, it is a visual reminder to pause and observe.

The magnifying glass encourages students to look closely at an image and think about size and scale. Students may notice a person, a vehicle, a building, or another familiar object that helps them judge how large or small a place or feature really is.

In some exercises, students will be asked to look for these clues and describe what they observe. The goal is not to find a “right” detail but to practice estimating scale and thinking about how images represent real-world size.

Over time, this habit of observation helps students better understand distance, height, and proportion—key skills in geographic thinking.

A Note on Data Charts

Throughout this course, students will work with data charts that include information such as population, economy, language, and religion. These charts are meant to show patterns and comparisons, not to test memorization of exact numbers. The goal is to understand what the data represents and how it helps explain life in a region.

Numbers in the charts represent real people and real communities. For that reason, students should focus on

the overall meaning of the data—such as growth, decline, concentration, or contrast—rather than the precise figures themselves. Many numbers are rounded to keep charts readable and appropriate for student use, and totals may not equal 100 percent because of rounding.

When students use the charts to ask good questions or make thoughtful observations, they are using them correctly. The emphasis is on geographic understanding, not mathematical precision.

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Due Date	✓	Grade	
▶ First Semester-First Quarter					
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 5–6 • World Geography Student Book (WG) Lesson 1 • Exercise 1 • Pages 19–20 • World Geography Teacher Guide (TG)			
	Day 2	Lesson 1 • Exercise 2 • Pages 7–8 • (WG) Lesson 1 • Exercise 2 • Pages 21–22 • (TG)			
	Day 3	Lesson 1 • Exercise 3 • Pages 9–10 • (WG) Lesson 1 • Exercise 3 • Pages 23–24 • (TG)			
	Day 4	Lesson 1 • Exercise 4 • Pages 11–12 • (WG) Lesson 1 • Exercise 4 • Pages 25–26 • (TG)			
	Day 5	Lesson 1 • Exercise 5 • Pages 13–14 • (WG) Lesson 1 • Review • Pages 27–28 • (TG)			
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 15–18 • (WG) Lesson 2 • Exercise 1 • Pages 29–30 • (TG)			
	Day 7	Lesson 2 • Exercise 2 • Pages 19–20 • (WG) Lesson 2 • Exercise 2 • Pages 31–32 • (TG)			
	Day 8	Lesson 2 • Exercise 3 • Pages 21–22 • (WG) Lesson 2 • Exercise 3 • Pages 33–34 • (TG)			
	Day 9	Lesson 2 • Exercise 4 • Pages 23–24 • (WG) Lesson 2 • Exercise 4 • Pages 35–36 • (TG)			
	Day 10	Lesson 2 • Exercise 5 • Pages 25–26 • (WG) Lesson 2 • Review • Pages 37–38 • (TG)			
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 27–28 • (WG) Lesson 3 • Exercise 1 • Pages 39–40 • (TG)			
	Day 12	Lesson 3 • Exercise 2 • Pages 29–30 • (WG) Lesson 3 • Exercise 2 • Pages 41–42 • (TG)			
	Day 13	Lesson 3 • Exercise 3 • Pages 31–32 • (WG) Lesson 3 • Exercise 3 • Pages 43–44 • (TG)			
	Day 14	Lesson 3 • Exercise 4 • Pages 33–34 • (WG) Lesson 3 • Exercise 4 • Pages 45–46 • (TG)			
	Day 15	Lesson 3 • Exercise 5 • Pages 35–36 • (WG) Lesson 3 • Review • Pages 47–48 • (TG)			
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	Day 17	Lesson 4 • Exercise 2 • Pages 39–40 • (WG) Lesson 4 • Exercise 2 • Pages 51–52 • (TG)			
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	Day 20	Lesson 4 • Exercise 5 • Pages 45–46 • (WG) Lesson 4 • Review • Pages 57–58 • (TG)			

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	Day 22	Lesson 5 • Exercise 2 • Pages 49–50 • (WG) Lesson 5 • Exercise 2 • Pages 61–62 • (TG)			
	Day 23	Lesson 5 • Exercise 3 • Pages 51–52 • (WG) Lesson 5 • Exercise 3 • Pages 63–64 • (TG)			
	Day 24	Lesson 5 • Exercise 4 • Pages 53–54 • (WG) Lesson 5 • Exercise 4 • Pages 65–66 • (TG)			
	Day 25	Lesson 5 • Exercise 5 • Pages 55–56 • (WG) Lesson 5 • Review • Pages 67–68 • (TG)			
Week 6	Day 26	Lesson 6 • Exercise 1 • Pages 57–58 • (WG) Lesson 6 • Exercise 1 • Pages 69–70 • (TG)			
	Day 27	Lesson 6 • Exercise 2 • Pages 59–60 • (WG) Lesson 6 • Exercise 2 • Pages 71–72 • (TG)			
	Day 28	Lesson 6 • Exercise 3 • Pages 61–62 • (WG) Lesson 6 • Exercise 3 • Pages 73–74 • (TG)			
	Day 29	Lesson 6 • Exercise 4 • Pages 63–64 • (WG) Lesson 6 • Exercise 4 • Pages 75–76 • (TG)			
	Day 30	Lesson 6 • Exercise 5 • Pages 65–66 • (WG) Lesson 6 • Review • Pages 77–78 • (TG)			
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Calendar		Assignment	Due Date	✓	Grade
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	Day 48	Lesson 10 • Exercise 3 • Pages 103–104 • (WG) Lesson 10 • Exercise 3 • Pages 113–114 • (TG)			
	Day 49	Lesson 10 • Exercise 4 • Pages 105–106 • (WG) Lesson 10 • Exercise 4 • Pages 115–116 • (TG)			
	Day 50	Lesson 10 • Exercise 5 • Pages 107–108 • (WG) Lesson 10 • Review • Pages 117–118 • (TG)			
Week 2	Day 51	Lesson 11 • Exercise 1 • Pages 109–110 • (WG) Lesson 11 • Exercise 1 • Pages 119–120 • (TG)			
	Day 52	Lesson 11 • Exercise 2 • Pages 111–112 • (WG) Lesson 11 • Exercise 2 • Pages 121–122 • (TG)			
	Day 53	Lesson 11 • Exercise 3 • Pages 113–114 • (WG) Lesson 11 • Exercise 3 • Pages 123–124 • (TG)			
	Day 54	Lesson 11 • Exercise 4 • Pages 115–116 • (WG) Lesson 11 • Exercise 4 • Pages 125–126 • (TG)			
	Day 55	Lesson 11 • Exercise 5 • Pages 117–118 • (WG) Lesson 11 • Review • Pages 127–128 • (TG)			
Week 3	Day 56	Lesson 12 • Exercise 1 • Pages 119–120 • (WG) Lesson 12 • Exercise 1 • Pages 129–130 • (TG)			
	Day 57	Lesson 12 • Exercise 2 • Pages 121–122 • (WG) Lesson 12 • Exercise 2 • Pages 131–132 • (TG)			
	Day 58	Lesson 12 • Exercise 3 • Pages 123–124 • (WG) Lesson 12 • Exercise 3 • Pages 133–134 • (TG)			
	Day 59	Lesson 12 • Exercise 4 • Pages 125–126 • (WG) Lesson 12 • Exercise 4 • Pages 135–136 • (TG)			
	Day 60	Lesson 12 • Exercise 5 • Pages 127–128 • (WG) Lesson 12 • Review • Pages 137–138 • (TG)			
Week 4	Day 61	Lesson 13 • Exercise 1 • Pages 129–130 • (WG) Lesson 13 • Exercise 1 • Pages 139–140 • (TG)			
	Day 62	Lesson 13 • Exercise 2 • Pages 131–132 • (WG) Lesson 13 • Exercise 2 • Pages 141–142 • (TG)			
	Day 63	Lesson 13 • Exercise 3 • Pages 133–134 • (WG) Lesson 13 • Exercise 3 • Pages 143–144 • (TG)			
	Day 64	Lesson 13 • Exercise 4 • Pages 135–136 • (WG) Lesson 13 • Exercise 4 • Pages 145–146 • (TG)			
	Day 65	Lesson 13 • Exercise 5 • Pages 137–138 • (WG) Lesson 13 • Review • Pages 147–148 • (TG)			
Week 5	Day 66	Lesson 14 • Exercise 1 • Pages 139–140 • (WG) Lesson 14 • Exercise 1 • Pages 149–150 • (TG)			
	Day 67	Lesson 14 • Exercise 2 • Pages 141–142 • (WG) Lesson 14 • Exercise 2 • Pages 151–152 • (TG)			
	Day 68	Lesson 14 • Exercise 3 • Pages 143–144 • (WG) Lesson 14 • Exercise 3 • Pages 153–154 • (TG)			
	Day 69	Lesson 14 • Exercise 4 • Pages 145–146 • (WG) Lesson 14 • Exercise 4 • Pages 155–156 • (TG)			
	Day 70	Lesson 14 • Exercise 5 • Pages 147–148 • (WG) Lesson 14 • Review • Pages 157–158 • (TG)			

Calendar		Assignment	Due Date	✓	Grade
Week 6	Day 71	Lesson 15 • Exercise 1 • Pages 149–150 • (WG) Lesson 15 • Exercise 1 • Pages 159–160 • (TG)			
	Day 72	Lesson 15 • Exercise 2 • Pages 151–152 • (WG) Lesson 15 • Exercise 2 • Pages 161–162 • (TG)			
	Day 73	Lesson 15 • Exercise 3 • Pages 153–154 • (WG) Lesson 15 • Exercise 3 • Pages 163–164 • (TG)			
	Day 74	Lesson 15 • Exercise 4 • Pages 155–156 • (WG) Lesson 15 • Exercise 4 • Pages 165–166 • (TG)			
	Day 75	Lesson 15 • Exercise 5 • Pages 157–158 • (WG) Lesson 15 • Review • Pages 167–168 • (TG)			
Week 7	Day 76	Lesson 16 • Exercise 1 • Pages 159–160 • (WG) Lesson 16 • Exercise 1 • Pages 169–170 • (TG)			
	Day 77	Lesson 16 • Exercise 2 • Pages 161–162 • (WG) Lesson 16 • Exercise 2 • Pages 171–172 • (TG)			
	Day 78	Lesson 16 • Exercise 3 • Pages 163–164 • (WG) Lesson 16 • Exercise 3 • Pages 173–174 • (TG)			
	Day 79	Lesson 16 • Exercise 4 • Pages 165–166 • (WG) Lesson 16 • Exercise 4 • Pages 175–176 • (TG)			
	Day 80	Lesson 16 • Exercise 5 • Pages 167–168 • (WG) Lesson 16 • Review • Pages 177–178 • (TG)			
Week 8	Day 81	Lesson 17 • Exercise 1 • Pages 169–170 • (WG) Lesson 17 • Exercise 1 • Pages 179–180 • (TG)			
	Day 82	Lesson 17 • Exercise 2 • Pages 171–172 • (WG) Lesson 17 • Exercise 2 • Pages 181–182 • (TG)			
	Day 83	Lesson 17 • Exercise 3 • Pages 173–174 • (WG) Lesson 17 • Exercise 3 • Pages 183–184 • (TG)			
	Day 84	Lesson 17 • Exercise 4 • Pages 175–176 • (WG) Lesson 17 • Exercise 4 • Pages 185–186 • (TG)			
	Day 85	Lesson 17 • Exercise 5 • Pages 177–178 • (WG) Lesson 17 • Review • Pages 187–188 • (TG)			
Week 9	Day 86	Lesson 18 • Exercise 1 • Pages 179–182 • (WG) Lesson 18 • Exercise 1 • Pages 189–190 • (TG)			
	Day 87	Lesson 18 • Exercise 2 • Pages 183–184 • (WG) Lesson 18 • Exercise 2 • Pages 191–192 • (TG)			
	Day 88	Lesson 18 • Exercise 3 • Pages 185–186 • (WG) Lesson 18 • Exercise 3 • Pages 193–194 • (TG)			
	Day 89	Lesson 18 • Exercise 4 • Pages 187–188 • (WG) Lesson 18 • Exercise 4 • Pages 195–196 • (TG)			
	Day 90	Lesson 18 • Exercise 5 • Pages 189–190 • (WG) Lesson 18 • Review • Pages 197–198 • (TG)			
		Mid-Term Grade			

Calendar		Assignment	Due Date	✓	Grade
▶ Second Semester-Third Quarter					
Week 1	Day 91	Lesson 19 • Exercise 1 • Pages 191–192 • (WG) Lesson 19 • Exercise 1 • Pages 199–200 • (TG)			
	Day 92	Lesson 19 • Exercise 2 • Pages 193–194 • (WG) Lesson 19 • Exercise 2 • Pages 201–202 • (TG)			
	Day 93	Lesson 19 • Exercise 3 • Pages 195–196 • (WG) Lesson 19 • Exercise 3 • Pages 203–204 • (TG)			
	Day 94	Lesson 19 • Exercise 4 • Pages 197–198 • (WG) Lesson 19 • Exercise 4 • Pages 205–206 • (TG)			
	Day 95	Lesson 19 • Exercise 5 • Pages 199–200 • (WG) Lesson 19 • Review • Pages 207–208 • (TG)			
Week 2	Day 96	Lesson 20 • Exercise 1 • Pages 201–202 • (WG) Lesson 20 • Exercise 1 • Pages 209–210 • (TG)			
	Day 97	Lesson 20 • Exercise 2 • Pages 203–204 • (WG) Lesson 20 • Exercise 2 • Pages 211–212 • (TG)			
	Day 98	Lesson 20 • Exercise 3 • Pages 205–206 • (WG) Lesson 20 • Exercise 3 • Pages 213–214 • (TG)			
	Day 99	Lesson 20 • Exercise 4 • Pages 207–208 • (WG) Lesson 20 • Exercise 4 • Pages 215–216 • (TG)			
	Day 100	Lesson 20 • Exercise 5 • Pages 209–210 • (WG) Lesson 20 • Review • Pages 217–218 • (TG)			
Week 3	Day 101	Lesson 21 • Exercise 1 • Pages 211–212 • (WG) Lesson 21 • Exercise 1 • Pages 219–220 • (TG)			
	Day 102	Lesson 21 • Exercise 2 • Pages 213–214 • (WG) Lesson 21 • Exercise 2 • Pages 221–222 • (TG)			
	Day 103	Lesson 21 • Exercise 3 • Pages 215–216 • (WG) Lesson 21 • Exercise 3 • Pages 223–224 • (TG)			
	Day 104	Lesson 21 • Exercise 4 • Pages 217–218 • (WG) Lesson 21 • Exercise 4 • Pages 225–226 • (TG)			
	Day 105	Lesson 21 • Exercise 5 • Pages 219–220 • (WG) Lesson 21 • Review • Pages 227–228 • (TG)			
Week 4	Day 106	Lesson 22 • Exercise 1 • Pages 221–222 • (WG) Lesson 22 • Exercise 1 • Pages 229–230 • (TG)			
	Day 107	Lesson 22 • Exercise 2 • Pages 223–224 • (WG) Lesson 22 • Exercise 2 • Pages 231–232 • (TG)			
	Day 108	Lesson 22 • Exercise 3 • Pages 225–226 • (WG) Lesson 22 • Exercise 3 • Pages 233–234 • (TG)			
	Day 109	Lesson 22 • Exercise 4 • Pages 227–228 • (WG) Lesson 22 • Exercise 4 • Pages 235–236 • (TG)			
	Day 110	Lesson 22 • Exercise 5 • Pages 229–230 • (WG) Lesson 22 • Review • Pages 237–238 • (TG)			
Week 5	Day 111	Lesson 23 • Exercise 1 • Pages 231–232 • (WG) Lesson 23 • Exercise 1 • Pages 239–240 • (TG)			
	Day 112	Lesson 23 • Exercise 2 • Pages 233–234 • (WG) Lesson 23 • Exercise 2 • Pages 241–242 • (TG)			
	Day 113	Lesson 23 • Exercise 3 • Pages 235–236 • (WG) Lesson 23 • Exercise 3 • Pages 243–244 • (TG)			
	Day 114	Lesson 23 • Exercise 4 • Pages 237–238 • (WG) Lesson 23 • Exercise 4 • Pages 245–246 • (TG)			
	Day 115	Lesson 23 • Exercise 5 • Pages 239–240 • (WG) Lesson 23 • Review • Pages 247–248 • (TG)			

Calendar		Assignment	Due Date	✓	Grade
Week 6	Day 116	Lesson 24 • Exercise 1 • Pages 241–242 • (WG) Lesson 24 • Exercise 1 • Pages 249–250 • (TG)			
	Day 117	Lesson 24 • Exercise 2 • Pages 243–244 • (WG) Lesson 24 • Exercise 2 • Pages 251–252 • (TG)			
	Day 118	Lesson 24 • Exercise 3 • Pages 245–246 • (WG) Lesson 24 • Exercise 3 • Pages 253–254 • (TG)			
	Day 119	Lesson 24 • Exercise 4 • Pages 247–248 • (WG) Lesson 24 • Exercise 4 • Pages 255–256 • (TG)			
	Day 120	Lesson 24 • Exercise 5 • Pages 249–250 • (WG) Lesson 24 • Review • Pages 257–258 • (TG)			
Week 7	Day 121	Lesson 25 • Exercise 1 • Pages 251–254 • (WG) Lesson 25 • Exercise 1 • Pages 259–260 • (TG)			
	Day 122	Lesson 25 • Exercise 2 • Pages 255–256 • (WG) Lesson 25 • Exercise 2 • Pages 261–262 • (TG)			
	Day 123	Lesson 25 • Exercise 3 • Pages 257–258 • (WG) Lesson 25 • Exercise 3 • Pages 263–264 • (TG)			
	Day 124	Lesson 25 • Exercise 4 • Pages 259–260 • (WG) Lesson 25 • Exercise 4 • Pages 265–266 • (TG)			
	Day 125	Lesson 25 • Exercise 5 • Pages 261–262 • (WG) Lesson 25 • Review • Pages 267–268 • (TG)			
Week 8	Day 126	Lesson 26 • Exercise 1 • Pages 263–264 • (WG) Lesson 26 • Exercise 1 • Pages 269–270 • (TG)			
	Day 127	Lesson 26 • Exercise 2 • Pages 265–266 • (WG) Lesson 26 • Exercise 2 • Pages 271–272 • (TG)			
	Day 128	Lesson 26 • Exercise 3 • Pages 267–268 • (WG) Lesson 26 • Exercise 3 • Pages 273–274 • (TG)			
	Day 129	Lesson 26 • Exercise 4 • Pages 269–270 • (WG) Lesson 26 • Exercise 4 • Pages 275–276 • (TG)			
	Day 130	Lesson 26 • Exercise 5 • Pages 271–272 • (WG) Lesson 26 • Review • Pages 277–278 • (TG)			
Week 9	Day 131	Lesson 27 • Exercise 1 • Pages 273–274 • (WG) Lesson 27 • Exercise 1 • Pages 279–280 • (TG)			
	Day 132	Lesson 27 • Exercise 2 • Pages 275–276 • (WG) Lesson 27 • Exercise 2 • Pages 281–282 • (TG)			
	Day 133	Lesson 27 • Exercise 3 • Pages 277–278 • (WG) Lesson 27 • Exercise 3 • Pages 283–284 • (TG)			
	Day 134	Lesson 27 • Exercise 4 • Pages 279–280 • (WG) Lesson 27 • Exercise 4 • Pages 285–286 • (TG)			
	Day 135	Lesson 27 • Exercise 5 • Pages 281–282 • (WG) Lesson 27 • Review • Pages 287–288 • (TG)			

Calendar		Assignment	Due Date	✓	Grade
▶ Second Semester-Fourth Quarter					
Week 1	Day 136	Lesson 28 • Exercise 1 • Pages 283–284 • (WG) Lesson 28 • Exercise 1 • Pages 289–290 • (TG)			
	Day 137	Lesson 28 • Exercise 2 • Pages 285–286 • (WG) Lesson 28 • Exercise 2 • Pages 291–292 • (TG)			
	Day 138	Lesson 28 • Exercise 3 • Pages 287–288 • (WG) Lesson 28 • Exercise 3 • Pages 293–294 • (TG)			
	Day 139	Lesson 28 • Exercise 4 • Pages 289–290 • (WG) Lesson 28 • Exercise 4 • Pages 295–296 • (TG)			
	Day 140	Lesson 28 • Exercise 5 • Pages 291–292 • (WG) Lesson 28 • Review • Pages 297–298 • (TG)			
Week 2	Day 141	Lesson 29 • Exercise 1 • Pages 293–294 • (WG) Lesson 29 • Exercise 1 • Pages 299–300 • (TG)			
	Day 142	Lesson 29 • Exercise 2 • Pages 295–296 • (WG) Lesson 29 • Exercise 2 • Pages 301–302 • (TG)			
	Day 143	Lesson 29 • Exercise 3 • Pages 297–298 • (WG) Lesson 29 • Exercise 3 • Pages 303–304 • (TG)			
	Day 144	Lesson 29 • Exercise 4 • Pages 299–300 • (WG) Lesson 29 • Exercise 4 • Pages 305–306 • (TG)			
	Day 145	Lesson 29 • Exercise 5 • Pages 301–302 • (WG) Lesson 29 • Review • Pages 307–308 • (TG)			
Week 3	Day 146	Lesson 30 • Exercise 1 • Pages 303–306 • (WG) Lesson 30 • Exercise 1 • Pages 309–310 • (TG)			
	Day 147	Lesson 30 • Exercise 2 • Pages 307–308 • (WG) Lesson 30 • Exercise 2 • Pages 311–312 • (TG)			
	Day 148	Lesson 30 • Exercise 3 • Pages 309–310 • (WG) Lesson 30 • Exercise 3 • Pages 313–314 • (TG)			
	Day 149	Lesson 30 • Exercise 4 • Pages 311–312 • (WG) Lesson 30 • Exercise 4 • Pages 315–316 • (TG)			
	Day 150	Lesson 30 • Exercise 5 • Pages 313–314 • (WG) Lesson 30 • Review • Pages 317–318 • (TG)			
Week 4	Day 151	Lesson 31 • Exercise 1 • Pages 315–316 • (WG) Lesson 31 • Exercise 1 • Pages 319–320 • (TG)			
	Day 152	Lesson 31 • Exercise 2 • Pages 317–318 • (WG) Lesson 31 • Exercise 2 • Pages 321–322 • (TG)			
	Day 153	Lesson 31 • Exercise 3 • Pages 319–320 • (WG) Lesson 31 • Exercise 3 • Pages 323–324 • (TG)			
	Day 154	Lesson 31 • Exercise 4 • Pages 321–322 • (WG) Lesson 31 • Exercise 4 • Pages 325–326 • (TG)			
	Day 155	Lesson 31 • Exercise 5 • Pages 323–324 • (WG) Lesson 31 • Review • Pages 327–328 • (TG)			
Week 5	Day 156	Lesson 32 • Exercise 1 • Pages 325–326 • (WG) Lesson 32 • Exercise 1 • Pages 329–330 • (TG)			
	Day 157	Lesson 32 • Exercise 2 • Pages 327–328 • (WG) Lesson 32 • Exercise 2 • Pages 331–332 • (TG)			
	Day 158	Lesson 32 • Exercise 3 • Pages 329–330 • (WG) Lesson 32 • Exercise 3 • Pages 333–334 • (TG)			
	Day 159	Lesson 32 • Exercise 4 • Pages 331–332 • (WG) Lesson 32 • Exercise 4 • Pages 335–336 • (TG)			
	Day 160	Lesson 32 • Exercise 5 • Pages 333–334 • (WG) Lesson 32 • Review • Pages 337–338 • (TG)			

Calendar		Assignment	Due Date	✓	Grade
Week 6	Day 161	Lesson 33 • Exercise 1 • Pages 335–336 • (WG) Lesson 33 • Exercise 1 • Pages 339–340 • (TG)			
	Day 162	Lesson 33 • Exercise 2 • Pages 337–338 • (WG) Lesson 33 • Exercise 2 • Pages 341–342 • (TG)			
	Day 163	Lesson 33 • Exercise 3 • Pages 339–340 • (WG) Lesson 33 • Exercise 3 • Pages 343–344 • (TG)			
	Day 164	Lesson 33 • Exercise 4 • Pages 341–342 • (WG) Lesson 33 • Exercise 4 • Pages 345–346 • (TG)			
	Day 165	Lesson 33 • Exercise 5 • Pages 343–344 • (WG) Lesson 33 • Review • Pages 347–348 • (TG)			
Week 7	Day 166	Lesson 34 • Exercise 1 • Pages 345–348 • (WG) Lesson 34 • Exercise 1 • Pages 349–350 • (TG)			
	Day 167	Lesson 34 • Exercise 2 • Pages 349–350 • (WG) Lesson 34 • Exercise 2 • Pages 351–352 • (TG)			
	Day 168	Lesson 34 • Exercise 3 • Pages 351–352 • (WG) Lesson 34 • Exercise 3 • Pages 353–354 • (TG)			
	Day 169	Lesson 34 • Exercise 4 • Pages 353–354 • (WG) Lesson 34 • Exercise 4 • Pages 355–356 • (TG)			
	Day 170	Lesson 34 • Exercise 5 • Pages 355–356 • (WG) Lesson 34 • Review • Pages 357–358 • (TG)			
Week 8	Day 171	Lesson 35 • Exercise 1 • Pages 357–358 • (WG) Lesson 35 • Exercise 1 • Pages 359–360 • (TG)			
	Day 172	Lesson 35 • Exercise 2 • Pages 359–360 • (WG) Lesson 35 • Exercise 2 • Pages 361–362 • (TG)			
	Day 173	Lesson 35 • Exercise 3 • Pages 361–362 • (WG) Lesson 35 • Exercise 3 • Pages 363–364 • (TG)			
	Day 174	Lesson 35 • Exercise 4 • Pages 363–364 • (WG) Lesson 35 • Exercise 4 • Pages 365–366 • (TG)			
	Day 175	Lesson 35 • Exercise 5 • Pages 365–366 • (WG) Lesson 35 • Review • Pages 367–368 • (TG)			
Week 9	Day 176	Lesson 36 • Exercise 1 • Pages 367–368 • (WG) Lesson 36 • Exercise 1 • Pages 369–370 • (TG)			
	Day 177	Lesson 36 • Exercise 2 • Pages 369–370 • (WG) Lesson 36 • Exercise 2 • Pages 371–372 • (TG)			
	Day 178	Lesson 36 • Exercise 3 • Pages 371–372 • (WG) Lesson 36 • Exercise 3 • Pages 373–374 • (TG)			
	Day 179	Lesson 36 • Exercise 4 • Pages 373–374 • (WG) Lesson 36 • Exercise 4 • Pages 375–376 • (TG)			
	Day 180	Lesson 36 • Exercise 5 • Pages 375–376 • (WG) Lesson 36 • Review • Pages 377–378 • (TG)			
		Final Grade			



Pull out the **Map Basics** map on page 383. Sketch and label the Pacific Plate, North American Plate, South American Plate, African Plate, and Eurasian Plate. Keep this map handy as you will add to it during the week.

Multiple Choice: Circle the best answer according to the text.

- What event reshaped the land, carved valleys, and buried fossils?
 - An earthquake in Iceland
 - The Tower of Babel
 - Noah's Flood
 - The Ice Age
- Which passage says that creation groans under the weight of sin?
 - Romans 8:22
 - Acts 4:12
 - Genesis 1:9
 - Ecclesiastes 3:11
- Which of the following is NOT listed as a skill geography builds?
 - Reading maps
 - Memorizing poetry
 - Spotting patterns
 - Understanding global events
- What term do scientists use for the early connected landmass?
 - Pangea
 - Atlantis
 - Eurasia
 - Gondwana
- Earthquakes, volcanoes, and tsunamis often happen:
 - In rainforests
 - In deserts
 - At the poles
 - Where plates meet

Matching: Match the word with its description.

- | | |
|----------------------|---|
| 1. _____ Pangea | a. Massive supercontinent likely before the Flood |
| 2. _____ Ancient | b. Created when tectonic plates meet; violent shaking of the ground |
| 3. _____ Earthquakes | c. Early centuries after Noah's Flood |
| 4. _____ Volcanoes | d. Giant waves triggered by underwater earthquakes |
| 5. _____ Tsunamis | e. Mountains that form from molten rock erupting |

Critical Thinking: Think about each question then write out your answer.

- How does studying geography from a Christian worldview change the way we understand Earth's history?

- How does the Bible's account of Noah's Flood challenge the idea of slow continental drift over millions of years?

- What might be some dangers of ignoring the biblical account when studying earth science?



Teacher's Discretion

- No Yes Due Date: _____ **Watching Pangea Move:** With a parent's permission, find a website or animation that shows how the continents may have moved over time from the supercontinent known as Pangea. Watch how the landmasses shift and separate, and then write a short paragraph describing what you noticed about the movement and how Earth's surface has changed.
- No Yes Due Date: _____ **Building Your Own Pangea Model:** Using a world map, carefully cut out the continent shapes and arrange them into the way scientists think Pangea once looked. Then move the pieces into their modern positions to see how far they appear to have shifted. Write a few sentences describing what you observed and what was most interesting about comparing Pangea to today's world map. **(Save project for Day 5)**
- No Yes Due Date: _____ **How Natural Disasters Change Geography:** Choose one natural event—volcanoes, earthquakes, or tsunamis—and research how it affects the physical geography of the regions it impacts. Always get a parent's permission before using the internet for research. Write a short paragraph explaining how this event can change the land, whether the effects are temporary or permanent, and how long those changes may last. Finish by sharing one detail or example that stood out to you. Always get a parent's permission before using the internet for research.



On the **Map Basics** map on page 383, label the following:

Equator

International Date Line

Latitude

Longitude

Prime Meridian

Tropic of Cancer

Tropic of Capricorn

Multiple Choice: Circle the best answer according to the text.

- Which direction do longitude lines run?
 - East–west
 - Diagonal
 - North–south
 - In circles around the poles
- Which line marks where a new calendar day begins?
 - Equator
 - Tropic of Cancer
 - Prime Meridian
 - International Date Line
- What is the most accurate way to compare land size?
 - Globe
 - Atlas
 - Mercator map
 - Relief map
- Which map reduces distortions and more accurately shows the true sizes of continents?
 - AuthaGraph map
 - Political map
 - Shaded Relief map
 - Mercator Projection map
- What do latitude lines measure?
 - How high a mountain is
 - How far north or south a place is
 - How close a place is to the ocean
 - How many continents a region touches
- What is the equator?
 - The line dividing east and west
 - A line marking the coldest regions
 - The main latitude line around the middle of the earth
 - A line that separates continents
- The Tropic of Cancer and Tropic of Capricorn mark what area?
 - The Arctic Circle
 - The world’s highest mountains
 - The deepest ocean trenches
 - The warm tropical zone
- What does the Prime Meridian represent?
 - The hottest part of the world
 - The line where each new day starts
 - The central line of longitude
 - The boundary between continents
- What does a landmass map highlight?
 - The borders of countries
 - The real size of continents
 - Major shipping routes
 - Elevation changes

Matching: Match the word with its description.

- | | |
|------------------------------|---|
| 1. _____ Mercator Projection | a. The true shortest route over the sphere of Earth |
| 2. _____ AuthaGraph | b. Round model of Earth, most accurate for size |
| 3. _____ Globe | c. Map type that stretches northern areas larger than reality |
| 4. _____ Great circle | d. Map type that reduces distortions |

Critical Thinking: Think about each question then write out your answer.

- Why do you think traditional flat maps like the Mercator became so common, even with their distortions?

Continued on the next page.

2. How does understanding different types of maps help you see the world more clearly? Which type of map do you personally find most helpful and why?

3. How might distortions in maps affect how people perceive different countries or regions?



Teacher's Discretion

No Yes Due Date: _____ **Understanding Map Distortion Through Country Size**

Comparison: Print out several types of world maps (such as Mercator, Robinson, and Peters). Compare how large countries appear on each map. Then research the actual land area of two countries on different continents—for example, the United States and Spain. Divide the land area of the smaller country (Spain) by the land area of the larger (USA) to calculate what percentage it represents. Finally, compare that percentage with how the countries look on each printed map. Does the visual size match the real-world ratio? Why or why not? Write a short explanation of what you discovered about map distortion. Always get a parent's permission before using the internet for research.



On the **Map Basics** map on page 383, label these continents:

Africa

Asia

Australia

Europe

North America

South America

Multiple Choice: Circle the best answer according to the text.

1. What does Real GDP measure?
 - a. The value of a nation's total gold reserves
 - b. The total population of a country
 - c. The yearly value of goods and services produced
 - d. The amount of imports a country receives
2. A positive GDP growth rate means:
 - a. The economy is shrinking
 - b. The population is declining
 - c. The government is in debt
 - d. The economy is growing
3. How many known languages exist in the world?
 - a. About 1,000
 - b. About 7,000
 - c. About 20,000
 - d. About 100,000
4. People in countries with clean water, stable food, and good healthcare:
 - a. Are richer
 - b. Are smarter
 - c. Usually live longer
 - d. Die more quickly
5. According to the text, how many ethnic and cultural groups exist in the world today?
 - a. Over 17,000
 - b. About 150
 - c. About 700
 - d. Around 2,000

Matching: Match the word with its description.

- | | |
|-----------------------|---|
| 1. _____ Democracy | a. A king or queen rules, sometimes sharing power with parliament |
| 2. _____ Republic | b. People vote to choose leaders; majority rules |
| 3. _____ Monarchy | c. A type of democracy where representatives are elected |
| 4. _____ Dictatorship | d. Government owns property, one political party in control |
| 5. _____ Communism | e. Rule by one person with total control |
| 6. _____ Theocracy | f. Religious leaders or religious law governs |

Critical Thinking: Think about each question then write out your answer.

1. How does Macau's story show the risks of relying on only one industry for a nation's economy?

2. Why do you think geography has such a strong influence on the types of jobs people do?

Continued on the next page.

3. Why might a high Real GDP not always mean that most people in a country are wealthy?

4. Why might communication and education be more challenging in countries with many languages?



Teacher's Discretion

- No Yes Due Date: _____ **Planning for the Future—How Can a Country Prepare?** Choose a country (such as Macau) and research ways it can protect itself from unexpected events—like economic downturns, natural disasters, or sudden changes in tourism or trade. Look for ideas such as building emergency reserves, strengthening infrastructure, or diversifying the economy. Always get a parent's permission before using the internet for research. Next, read Genesis 41 and examine how Joseph helped Egypt prepare for seven years of famine. Using both your research and Joseph's example, create a proposal that explains your plan for how the country should prepare for the future. Your proposal should clearly outline the steps the country should take and why those steps would be effective.
- No Yes Due Date: _____ **Exploring Cultures in Your Community:** Research the different cultures represented in your community and learn how each one contributes to the area's strength and resilience. Explore important traditions or Christian beliefs, shared values, celebrations, and everyday practices that shape each group. Pay special attention to how these cultural groups support one another and the wider community, especially during unexpected events or difficult times. Create a short presentation—written, visual, or digital—that explains what you learned about at least two cultural groups. Your presentation should describe their key traditions or beliefs, explain how they help strengthen the community, and reflect on what your community can learn from them about preparing for the future. Always get a parent's permission before using the internet for research.



On the **Map Basics** map on page 383, label the following oceans (refer to Page 13 of the *Student Book* if needed):

Arctic

Atlantic

Indian

Pacific

Southern

Multiple Choice: Circle the best answer according to the text.

- According to Ecclesiastes 3:11, God has put _____ into man’s heart.
 - Eternity
 - Wisdom
 - Love
 - Strength
- Which verse declares, “There is salvation in no one else”?
 - Romans 8:22
 - Acts 4:12
 - Genesis 1:9
 - John 3:16
- What major biblical event caused people to scatter and develop different languages?
 - The Flood
 - The Exodus
 - The Tower of Babel
 - Pentecost
- What happened in A.D. 30 according to the timeline?
 - Christianity became legal in Rome
 - The Tower of Babel event
 - The Ice Age
 - The death and Resurrection of Jesus Christ
- Which geographic change followed the Flood?
 - Land bridges and the Ice Age
 - The Exodus
 - The Industrial Revolution
 - The invention of maps

Matching: Match the word with its description.

- | | | |
|----------|--------------|---|
| 1. _____ | c. 4004 B.C. | a. The Age of Exploration Redraws the Map |
| 2. _____ | c. 2348 B.C. | b. Tower of Babel and People Groups Scatter |
| 3. _____ | c. 2248 B.C. | c. Eruption of Krakatoa in Indonesia |
| 4. _____ | c. A.D. 30 | d. Noah’s Flood Reshapes the Earth |
| 5. _____ | 535 | e. God Creates the World |
| 6. _____ | 1400s–1600s | f. Death and Resurrection of Jesus Christ |

Critical Thinking: Think about each question then write out your answer.

- Why do people everywhere seem to search for something greater than themselves?

- Why is it important to remember that statistics about religion represent real people?

Continued on the next page.

3. Why do you think God scattered people at Babel instead of letting them stay united?

4. How did events like the Ice Age or Krakatoa eruption affect the whole earth, not just one region?



Teacher's Discretion

- No Yes Due Date: _____ **Timeline Investigation:** Choose one event from this week's timeline and research it further. Write a short ½- to 1-page paper explaining what happened, when and where it took place, and why it is important to the region you are studying. Describe any key people groups involved, how the event influenced geography or culture, and why it still matters today. Conclude with one question the event raises for you or one connection you noticed with another event on the timeline. Always get a parent's permission before using the internet for research.

- No Yes Due Date: _____ **Missionaries and Christian Work in the Region:** Each week, you will have an opportunity to research one Christian missionary, mission organization, or Christian ministry working in each week's region. Do you have a favorite missionary or mission organization? For this week, choose a missionary or mission organization from anywhere in the world. Identify where they serve, what kind of work they do, and whom they are helping. Explain one challenge Christians face in that region and how this ministry responds. Present your findings as a short written report or a simple visual display. Always get a parent's permission before using the internet for research.

- No Yes Due Date: _____ **Ice Age Fossils and a Biblical Worldview:** Research one or two Ice Age fossils—such as mammoths or giant ground sloths—and write a short ½- to 1-page paper explaining what these fossils are, where they were found, and why they are important. Describe how these fossils fit within a biblical worldview, especially the idea that the Ice Age occurred shortly after the global Flood when the climate was rapidly changing. Finally, explain what these fossils help us understand about how the world changed after the Flood and how animals may have adapted to survive in a new environment. Always get a parent's permission before using the internet for research.



Earth's Oceans

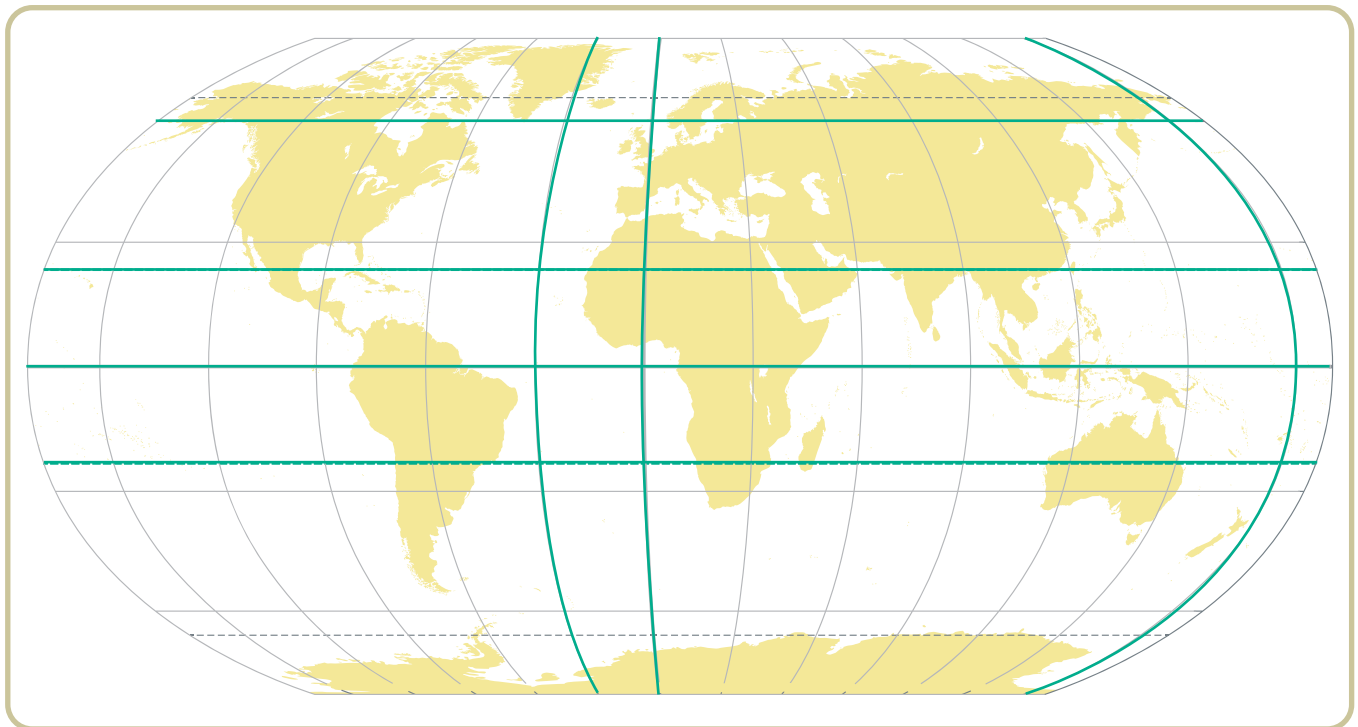
Matching: Match the word with its description.

- | | | |
|----------|----------------|---|
| 1. _____ | Pacific Ocean | a. Ocean that stays warm year-round, major trade route |
| 2. _____ | Atlantic Ocean | b. Smallest and coldest ocean, covered in ice most of the year |
| 3. _____ | Indian Ocean | c. Largest and deepest ocean, site of the Mariana Trench |
| 4. _____ | Southern Ocean | d. Surrounded by Antarctica, helps regulate Earth's temperature |
| 5. _____ | Arctic Ocean | e. Has the longest shipping routes linking Europe, Africa, and the Americas |

Review

Map Work: Use the word bank to fill in the map below.

- | | | | | |
|---|--|--|--|---|
| <input type="checkbox"/> Arctic Ocean | <input type="checkbox"/> Atlantic Ocean | <input type="checkbox"/> Indian Ocean | <input type="checkbox"/> Pacific Ocean | <input type="checkbox"/> Southern Ocean |
| <input type="checkbox"/> Equator | <input type="checkbox"/> International Date Line | <input type="checkbox"/> Latitude | <input type="checkbox"/> Longitude | <input type="checkbox"/> Prime Meridian |
| <input type="checkbox"/> Tropic of Cancer | <input type="checkbox"/> Tropic of Capricorn | <input type="checkbox"/> Africa | <input type="checkbox"/> Antarctica | <input type="checkbox"/> Asia |
| <input type="checkbox"/> Australia | <input type="checkbox"/> Europe | <input type="checkbox"/> North America | <input type="checkbox"/> South America | |



Review: Answer the following questions.

1. What is the name of the farthest point from land on Earth, located in the Pacific Ocean?

2. What supercontinent does the lesson describe as once containing all the land on Earth? _____
3. What type of map shows country borders and major cities? _____

Continued on the next page.

4. What imaginary line circles the middle of the earth from east to west? _____
5. What term describes the total value of goods and services a country produces each year? _____
6. What economic activity involves farming and raising crops or livestock? _____
7. What term refers to groups of people who share language, traditions, and history? _____
8. According to Ecclesiastes 3:11, what has God placed in the human heart? _____
9. What underwater mountain range runs down the center of the Atlantic Ocean? _____
10. What is a deep crack in the ocean floor, often found near tectonic plate boundaries, called? _____



Teacher's Discretion

Review Extra Credit (optional)

- No Yes Due Date: _____ **Evidence of a Powerful and Designed Ocean:** Research the Mariana Trench—Earth's deepest known point—and write a short ½- to 1-page explanation describing where it is, how deep it reaches, and why it is so unique. Include how scientists explore it, what kinds of creatures survive in such extreme conditions, and one fact that surprised you. From a biblical worldview, consider how the depth, complexity, and mystery of the trench point to the power of God's Creation and remind us how little of the ocean humans have truly explored (Job 38:16). Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Ring of Fire—Understanding Earth's Movement Through God's Design:** Research the Ring of Fire, the major zone of volcanoes and earthquakes circling the Pacific Ocean, and write a short ½- to 1-page summary explaining where it is and why so much geological activity happens there. Describe how the movement of tectonic plates shapes this region and give one example of a well-known volcano within the Ring of Fire. From a biblical perspective, consider how Earth's shifting plates reflect a world that has changed since the Flood and also reveal God's orderly design in the structure of our planet. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Ocean That Shapes the World:** Choose one of the world's five oceans and create a 1-page visual or digital presentation, explaining how it affects climate, weather, travel, or life on land. Include at least one current, one landform (such as a ridge or trench), and one way people depend on that ocean today. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Exploring the Deep—Life Where Humans Can't Go:** Research one extreme deep-ocean feature, such as the Mariana Trench, hydrothermal vents, or Point Nemo. Explain why this place is difficult to reach, what scientists have discovered there, and what it reveals about Earth's oceans and God's creative design. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **One Place, Many Maps:** Select one real location in the world (city, island, or region) and find at least three different types of maps of that place (political, satellite, shaded relief, etc.). If using online resources, always have a parent's permission. Write a short explanation of what each map reveals and why no single map tells the whole story of a place.



Pull out the **Africa** map on page 385, color and label the North African countries. Keep this map handy as you will use it during the study of Africa.

Multiple Choice: Circle the best answer according to the text.

- How many countries are in Africa?
a. 44 b. 50 c. 54 d. 60
- Africa’s approximate population is:
a. 500 million b. 1.4 billion c. 2.5 billion d. 3.2 billion
- About how many languages are spoken across Africa?
a. 200 b. 2,000+ c. 10,000 d. 20,000
- The Nile River flows:
a. East b. South c. North d. West
- Which country contains over 80% Sahara coverage?
a. Morocco b. Algeria c. Egypt d. Libya
- What geographic feature helps connect Egypt to Asia?
a. Lake Victoria b. The Sahara Plateau c. The Sinai Peninsula d. The Atlas Mountains
- Libya is described as:
a. One of the wettest countries in Africa c. One of the driest countries in the world
b. Rugged and forested d. Filled with volcanic lakes

Matching: Match the feature with its description.

- | | |
|-------------------------------|---|
| 1. _____ Maghreb | a. A mountain range in northern Africa |
| 2. _____ Sossusvlei dunes | b. Natural desert waterhole, vital for camels and rare wildlife |
| 3. _____ Atlas Mountain Range | c. Home to ancient rock art of swimming, hunting, and animals |
| 4. _____ Western Sahara | d. Western part of the Arab world |
| 5. _____ Ol Doinyo Lengai | e. Nicknamed “Mountain of God,” produces rare natrocarbonatite lava |
| 6. _____ Guelta d’Archei | f. A desert region in Namibia with roaring sand dunes |
| 7. _____ Tassili n’Ajjer | g. A disputed territory along the Atlantic coast |

Critical Thinking: Think about each question then write out your answer.

- What can we learn about regional history from the rock art in Tassili n’Ajjer?

- Look closely at the image on page 4 of the *Student Book*. What small detail helps you understand how large the mountain landscape is? Describe what you notice and explain how it gives you a sense of scale.

Continued on the next page.

3. Look closely at the image of the Guelta d'Archei on page 16 of the *Student Book*. What object(s) in this image helps you understand the size or scale of the landform, and what does it show you about how large it is?

Teacher's Discretion



- No Yes Due Date: _____ **Researching a Country From the Lesson:** Choose one country (or two, if you prefer to compare) from this week's lesson and research the key features highlighted in your reading. Explore its major landforms, climate, natural resources, culture, and any unique characteristics that make it stand out in the region. Describe what you learned about how geography affects daily life in that country and include at least one detail that surprised you or helped you understand the region more deeply. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Relief Mapping Africa (Ongoing Project):** Plan out a relief map of the continent of Africa based on the *Student Book*, showing major landforms such as deserts, plateaus, mountains, and rivers. You may create a salt map, illustrated map, or another creative format, and you will continue adding details to this map each week during our Africa study.
- No Yes Due Date: _____ **Lines of Latitude That Shape the Earth:** Research the significance and history of the Tropic of Cancer, the equator, and the Tropic of Capricorn. Explain how these lines affect climate and seasons, and present what you find to your parent. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **From Noah's Family to the Nations:** Create a map showing the dispersion of Noah's descendants after the Flood. Use arrows, labels, or color-coding to show where different family groups settled and explain how this movement shaped early regions and cultures. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Saharan Air Layer and Storms:** Research how the Saharan Air Layer influences the development of hurricanes and tropical storms. Explain how the dry, dusty air can weaken storms or sometimes prevent them from forming altogether. Include an example of a year or storm season when the Saharan Air Layer played a major role and explain why understanding this phenomenon helps scientists predict weather more accurately. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Ancient Stories in Stone—Tassili n'Ajjer Cave Art:** Research the ancient cave art found in Tassili n'Ajjer and choose one section of artwork that stands out to you. Describe what you think the art shows and create a short story from a biblical worldview, imagining what life may have been like for the people who created it. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Natural Stone Sculptures of the Sahara:** Research the rock arches in Tassili n'Ajjer National Park and explore the many shapes and formations found there. Sketch several examples and describe what you notice about their structure, size, and appearance. Always get a parent's permission before using the internet for research.

4. What can oases teach us about God’s provision even in hard places?



Teacher’s Discretion

- No Yes Due Date: _____ **The Sahara on the Big Screen:** With a parent’s permission, choose a movie that takes place in the Sahara Desert and watch it. Write a short paragraph describing the different desert features you notice—such as ergs (sand dunes), hamada (rocky plateaus), or regs (gravel plains). Explain where these features appear in the film and what they help you understand about life and travel in the Sahara.

- No Yes Due Date: _____ **Building a Salt Flat Model:** Research salt flats and learn how they form, then choose one simple salt-flat experiment to create on your own. After completing the experiment, write a short paragraph explaining what you did, what happened, and how your model shows the way real salt flats develop in dry regions like North Africa. Always get a parent’s permission before using the internet for research.

- No Yes Due Date: _____ **Planning a Journey into the Sahara:** Several guided travel groups offer short desert trips into the Sahara. Imagine you are preparing for a three-day journey and write a short paragraph describing what you would need to bring and why. Include practical items for survival, comfort, and safety, and explain how each choice would help you handle the extreme temperatures and dry conditions of the desert. Always get a parent’s permission before using the internet for research.



On the **North Africa** map on page 387, label the capital cities and following water features:

Atlantic Ocean

Lake Nasser

Mediterranean Sea

Nile River

Red Sea

Sebou River

Senegal River

Multiple Choice: Circle the best answer according to the text.

- Which North African country earns most of its income from petroleum exports?
 - Egypt
 - Tunisia
 - Libya
 - Morocco
- Which North African country has a literacy rate of about 67%?
 - Tunisia
 - Algeria
 - Libya
 - Mauritania
- The Berbers, also called the Amazigh, are connected to which biblical family line?
 - Japheth
 - Ham
 - Shem
 - Abraham
- Which type of government does Morocco have today?
 - Military dictatorship
 - Parliamentary constitutional monarchy
 - Presidential republic
 - Theocracy
- In 2019, Egypt changed its law to extend the presidential term to:
 - 2 years
 - 4 years
 - 6 years
 - 10 years
- What is one hallmark of Berber culture?
 - Carved wooden idols
 - Desert salt mining
 - Colorful woven fabrics and oral storytelling
 - Written poetry in Arabic only

Matching: Match the word with its description.

- | | |
|------------------------------|--|
| 1. _____ Zohr gas field | a. Industry centered in Morocco |
| 2. _____ Automotive industry | b. Presidential republic with Arab-Amazigh population |
| 3. _____ Phosphate mining | c. Major North African port city connecting Africa to Europe |
| 4. _____ Offshore drilling | d. Large natural gas discovery boosting Egypt's economy |
| 5. _____ Tamazight | e. Key mineral mined in Morocco |
| 6. _____ Alexandria | f. Method of extracting oil and gas from under the sea |
| 7. _____ Algeria | g. Indigenous language with unique script |

Critical Thinking: Think about each question then write out your answer.

- How has Morocco's location near Europe influenced its culture and economy?

- Why do you think literacy rates are important indicators of a nation's health and growth?



Teacher's Discretion

- No Yes Due Date: _____ **Mapping Africa's Economy—GDP at a Glance:** Maps and charts help us visualize data in meaningful ways. Begin creating a Real GDP map of Africa by shading or labeling countries based on their economic output as noted in the economic chart of today's lesson, and note any patterns or contrasts you observe across the continent. You may use a copy of the Africa continent map on page 385.
- No Yes Due Date: _____ **Writing Africa in Arabic Script:** Research the Modern Standardized Arabic alphabet. Use the alphabet to write out the name of a country you are learning about this week. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Africa's Resources on the Map—A Commodity Study:** Research commodity maps—maps that show where natural resources and major products are found—and then begin creating your own commodity map for Africa using a blank Africa outline (you may use a copy of the Africa continent map on page 385). Add symbols or labels to show important resources and continue to update the map over the next few weeks as you learn more. Create a simple map key that explains the symbols you used. Always get a parent's permission before using the internet for research.



On the **North Africa** map on page 387, label these countries that border the North Africa region:

Chad

Israel

Mali

Niger

Senegal

Spain

Sudan

Multiple Choice: Circle the best answer according to the text.

- In many parts of North Africa, following Jesus openly can lead to:
 - Political office
 - Serious danger and persecution
 - Free education
 - Financial rewards
- Which branch of Islam is dominant in North Africa?
 - Shia Islam
 - Sunni Islam
 - Sufi Islam
 - Druze Islam
- Which early Christian leader came from North Africa?
 - Paul
 - Augustine
 - Timothy
 - Peter
- What percentage of Western Sahara's population is Muslim?
 - 50%
 - 75%
 - 100%
 - 90%
- Before Islam spread in the 600s, North Africa had:
 - No major religions
 - Strong Christian roots
 - Hindu culture
 - Buddhist communities

Matching: Match the word with its description.

- | | | |
|----------|---------------|--|
| 1. _____ | c. 2000 B.C. | a. Dispute Over Western Sahara |
| 2. _____ | A.D. 40s–300s | b. Algerian War for Independence |
| 3. _____ | 600s | c. Ottoman Empire Takes Control of Egypt and Surrounding Lands |
| 4. _____ | 1517 | d. Desertification Expands in the South |
| 5. _____ | 1954–1962 | e. Islam Spreads Rapidly Through North Africa |
| 6. _____ | 1975–Present | f. Christianity Spreads Across North Africa |
| 7. _____ | 1980s–Present | g. Abraham Visits Egypt During a Famine |

Critical Thinking: Think about each question then write out your answer.

- Why might Islam have spread so quickly through the region in the 600s?

- How can Christians outside North Africa support believers there?

Continued on the next page.



Choose one people group or country from this region. Find a Scripture that connects to a need or challenge they face. Write the Scripture in the space provided, then write a prayer for that group, asking God to work in their lives and make His truth known.

PEOPLE GROUP OR COUNTRY: _____

SCRIPTURE: _____

PRAYER: _____



Teacher's Discretion

- No Yes Due Date: _____ **Timeline Investigation:** Choose one event from this week's timeline and research it further. Write a short ½- to 1-page paper explaining what happened, when and where it took place, and why it is important to the region you are studying. Describe any key people groups involved, how the event influenced geography or culture, and why it still matters today. Conclude with one question the event raises for you or one connection you noticed with another event on the timeline. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Mapping the Nations We Are Praying For:** Choose one country from this week's region. Add it to your world map. Label the country and include a brief note explaining why it needs prayer or support today. This may include challenges related to religion, poverty, conflict, or access to the gospel. Your map may be hand-drawn or digital (with a parent's permission) and should be neat and clearly labeled. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Missionaries and Christian Work in the Region:** Research one Christian missionary, mission organization, or Christian ministry working in this week's region. Identify where they serve, what kind of work they do, and whom they are helping. Explain one challenge Christians face in that region and how this ministry responds. Present your findings as a short written report or a simple visual display. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **God's Word in Every Language:** Not all countries have access to a Bible translation, even though the Bible is for all people everywhere. Research whether the countries you are studying this week have a Bible available in their main language. If they do, try to find John 3:16 in that translation and copy it into a notebook. Begin collecting samples from different languages around the world as you go through this course. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Daily Life for Christians in North Africa:** In many countries, it can be dangerous for Christians to openly share or practice their faith. Research what travel or daily life is like for Christians in the countries you are learning about this week. Write a short paragraph explaining what challenges believers might face, how they show their faith, and anything that stood out to you. Discuss your findings with a parent or teacher to better understand the importance of religious freedom around the world. Always get a parent's permission before using the internet for research.



North Africa Features

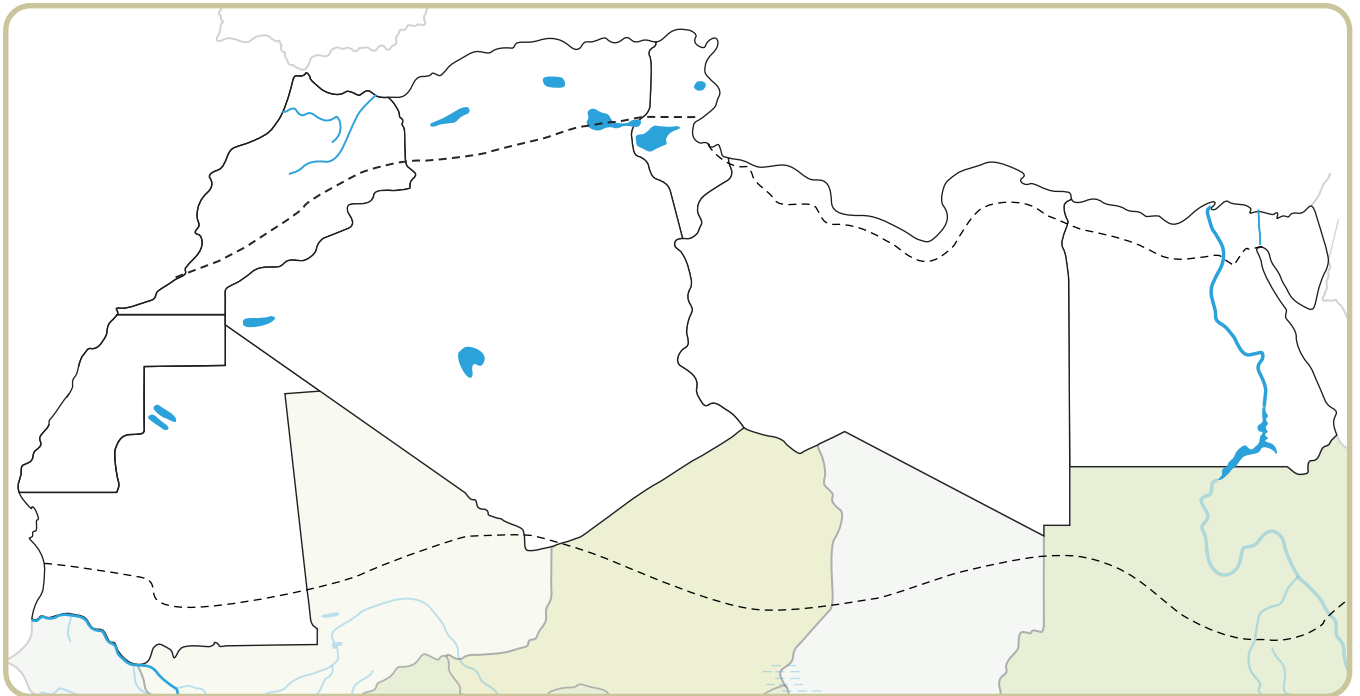
Multiple Choice: Circle the best answer according to the text.

1. What is the Richat Structure also called?
a. The White Desert b. The Eye of the Sahara c. The Black Desert d. The Great Rift Valley
2. The White Desert is filled with rock formations made of:
a. Basalt b. Chalk c. Granite d. Sandstone
3. The Black Desert is made of:
a. Chalk b. Limestone c. Basalt volcanic rock d. Coral stone
4. The Nile River stretches over:
a. 2,000 miles b. 3,000 miles c. 4,100 miles d. 5,500 miles
5. What dangerous feature lies beside the Western Sahara Wall?
a. Active volcanoes c. Tallest dunes in Africa
b. Largest minefield in the world d. A salt sea

Review

Map Work: Use the word bank to fill in the regional map.

- | | | | | |
|----------------------------------|---|---------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Algeria | <input type="checkbox"/> Egypt | <input type="checkbox"/> Libya | <input type="checkbox"/> Mauritania | <input type="checkbox"/> Morocco |
| <input type="checkbox"/> Tunisia | <input type="checkbox"/> Western Sahara | <input type="checkbox"/> Sahara | <input type="checkbox"/> Atlantic Ocean | <input type="checkbox"/> Nile River |



Continued on the next page.

Review: Answer the following questions.

1. How many countries are in Africa? _____
2. What two major bodies of water surround North Africa?
a. _____ b. _____
3. Which desert spreads over 11 countries? _____
4. What fraction or percentage of Africa does this large desert cover? _____
5. Which country in North Africa has the largest population? _____
6. What is the main industry of Libya? _____
7. What is the main religion in the countries of North Africa? _____
8. What famous pyramid complex includes the pyramids of Khufu, Khafre, and Menkaure?

9. What is your favorite feature from this week's lesson and why?

10. Which country from this week's lesson would you most like to visit and why?



Teacher's Discretion

Review Extra Credit (optional)

- No Yes Due Date: _____ **The Aswan High Dam—Costs and Benefits:** Research the construction of the Aswan High Dam and learn about its agricultural and economic effects—both positive and negative. Explain what you discovered and give your opinion on whether building the dam was a good choice for Egypt, supporting your reasoning with examples from your research. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **How the Egyptian Pyramids Were Built:** Research the building of the Egyptian pyramids and explore how they were constructed, who built them, and the purpose they served. Describe what you learned and highlight any details about their design, engineering, or tools that stood out to you. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Nile River Basin and Life in Northeast Africa:** Research the Nile River basin to learn which regions it flows through and why it is essential for life in northeastern Africa. Sketch the basin on your Africa map and describe its importance for agriculture, transportation, settlement, and the history of the region. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Mapping River Basins—The Nile:** Using a world map, sketch, color, and label the reach of the basin. Keep the map to add other river basins as you study them. How much land is covered by rivers and river basins?



On the **Asia** map on page 397, color and label the Arabian Peninsula countries. Keep this map as you will continue to use it during the study of Asia.

Multiple Choice: Circle the best answer according to the text.

- How many countries are in Asia?
a. 39 b. 49 c. 59 d. 69
- What is Asia's total population?
a. 2.7 billion b. 3.5 billion c. 4.7 billion d. 5.3 billion
- What is the highest point on Earth?
a. Mount Ararat b. Mount Fuji c. Mount Everest d. Mount Kilimanjaro
- The Dead Sea is the _____ point on Earth.
a. highest b. lowest c. coldest d. driest
- Between which two countries is the Dead Sea located?
a. Israel and Jordan b. Iran and Iraq c. India and Pakistan d. China and Mongolia
- What covers most of the Arabian Peninsula?
a. Forests b. Mountains c. Deserts d. Ice fields
- Most of Asia's population lives in which regions?
a. Central Asia and Siberia c. Middle East and Pacific Islands
b. South, East, and Southeast Asia d. Northern and Western Asia
- What are the three major bodies of water surrounding the Arabian Peninsula?
a. Mediterranean Sea, Indian Ocean, and Red Sea c. Caspian Sea, Black Sea, and Arabian Sea
b. Red Sea, Arabian Sea, and Persian Gulf d. Gulf of Aden, Red Sea, and Mediterranean Sea

Matching: Match the word with its description.

- | | |
|------------------|---|
| 1. _____ Bahrain | a. Southern tip country; rugged mountains, plateaus, and long coastline |
| 2. _____ Kuwait | b. Small island nation using desalinated seawater |
| 3. _____ Oman | c. Small country at the northwest corner of the Persian Gulf |
| 4. _____ Qatar | d. Country stretching from the Persian Gulf to the Arabian Sea |
| 5. _____ Yemen | e. Nation rich in gas and oil, surrounded by water on three sides |

Critical Thinking: Think about each question then write out your answer.

- Why do most of Asia's people live in the same general region?

- What can we learn about ancient trade from the kingdom of Sheba—both from the ruins of Sheba and the biblical account of the Queen of Sheba visiting King Solomon?



Teacher's Discretion

- No Yes Due Date: _____ **Researching a Country From the Lesson:** Choose one country (or two, if you prefer to compare) from this week's lesson and research the key features highlighted in your reading. Explore its major landforms, climate, natural resources, culture, and any unique characteristics that make it stand out in the region. Describe what you learned about how geography affects daily life in that country and include at least one detail that surprised you or helped you understand the region more deeply. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Queen of Sheba—Power, Wealth, and a Legendary Kingdom:** Research the queen of Sheba and the ancient kingdom she ruled, exploring the biblical accounts in 1 Kings 10 and 2 Chronicles 9 alongside historical and archaeological information. Learn what made her kingdom influential in the ancient world, especially in areas of wealth, trade, and diplomacy. Describe what you discovered about her journey to meet King Solomon, the treasures exchanged, and what this story reveals about the culture and power of Sheba. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Trade, Treasure, and Travel—The Ancient Trade Routes of Sheba:** Investigate the ancient trade routes that passed through the kingdom of Sheba, including the famous incense and spice trade that brought great wealth to the region. Explore the types of goods that moved along these routes—such as frankincense, myrrh, gold, textiles, and exotic animals—and how these goods connected Sheba with Africa, Arabia, and beyond. Explain what you learned about how geography, climate, and location helped Sheba become a major trading center in the ancient world. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Engineering an Empire—The Ruins of Ma'rib and the Great Dam of Sheba:** Research the ruins of ancient Ma'rib, the historic capital of the kingdom of Sheba, and learn about its temples, walls, and especially the famous Ma'rib Dam. Explore how this city once served as a political, religious, and economic center, and how engineering feats like the dam supported agriculture and trade. Describe the features of Ma'rib that stood out to you and what these ruins reveal about the skills, beliefs, and daily life of the people who lived there. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Living in the Desert—Historic Homes and Survival in Oman:** Research the historic houses found in the desert regions of Oman and explore how people designed and built homes to survive the harsh climate. Look into the materials used, the layout or structure of the houses, and how these homes reflect the culture and traditions of the communities who lived there. Describe what you discover about the challenges of desert living and how these historic houses show creativity, resourcefulness, and adaptability in this environment. Always get a parent's permission before using the internet for research.



Pull out the **Arabian Peninsula** map on page 399 and label the Arabian Peninsula countries. Sketch in the boundaries of the Rub' al Khali and color it. Keep this map handy as you will add to it during the week.

Multiple Choice: Circle the best answer according to the text.

- Where is the Rub' al Khali located?
 - The Arabian Peninsula
 - Northern Africa
 - Central Asia
 - Eastern India
- How far can some sand dunes move each year?
 - 10 feet
 - 50 feet
 - 100 feet
 - 200 feet
- How deep can the sand be in the Rub' al Khali?
 - 100 feet
 - 500 feet
 - 3,000 feet
 - 5,000 feet
- About what percent of the world's sea trade travels through the Red Sea?
 - 5%
 - 10%
 - 15%
 - 25%
- What connects the Red Sea to the Indian Ocean?
 - Suez Canal
 - Strait of Hormuz
 - Bab el Mandeb Strait
 - Both a and c
- What process forms new ocean floor at the Red Sea Rift?
 - Subduction
 - Seafloor spreading
 - Glacial movement
 - Folding and faulting
- How fast do the African and Arabian plates move apart each year?
 - 1 inch
 - 1/2 inch
 - 2 inches
 - 3 inches
- The Red Sea lies between which two regions?
 - North America and Europe
 - Northeast Africa and the Arabian Peninsula
 - India and the Pacific Islands
 - China and Russia

Matching: Match the word with its description.

- | | |
|-----------------------------|--|
| 1. _____ Rub' al Khali | a. Deepest part of the Red Sea, reaching 8,200 feet |
| 2. _____ Red Sea Rift | b. Process where magma cools and forms new ocean floor |
| 3. _____ Seafloor spreading | c. World's largest continuous sand desert, also called the Empty Quarter |
| 4. _____ Ubar | d. Ancient trade city believed to be buried under the sand |
| 5. _____ Suakin Trough | e. Tectonic boundary between African and Arabian plates |

Critical Thinking: Think about each question then write out your answer.

- What do the fossils found beneath the sand reveal about Earth's history?

- How do shifting dunes affect life and travel in the desert?



Teacher's Discretion

- No Yes Due Date: _____ **Plates in Motion—Measuring Earth's Slow but Powerful Shifts:** The African and Arabian plates move about $\frac{1}{2}$ inch per year. Research how satellites measure tectonic plate movement. Consider how this slow but steady movement may affect the region over time and what future changes scientists think could occur as the plates continue to shift. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Crossing the Red Sea—Exploring Scripture and Science Together:** Read Exodus 14 in the Bible about the Israelites crossing the Red Sea. Some explorers have suggested that a shallow underwater ridge in the Gulf of Aqaba (part of the Red Sea) might relate to the route of the Exodus. Divers have photographed coral shapes that resemble wheels or axles. Research and compare the scientific evidence and the biblical account. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life Beneath the Red Sea—A Coral Reef Study:** The coral reef in the Red Sea is very rich in sea life. Research the variety of fish and other life in this area. Create a notebook with room for comparison to the Great Reef Barrier, noting similarities and differences in species, conditions, and location. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **The Lost City of Ubar—Legend, Archaeology, and Desert Trade:** Research the Lost City of Ubar—sometimes called “Iram of the Pillars”—and explore the history, legends, and archaeological discoveries connected to it. Look into how this ancient trading center was described in historical or cultural records, what scientists and explorers have found in the region, and why Ubar is often referred to as a “lost” city. Describe what you discover about its possible location, why it may have disappeared, and what makes Ubar an important part of Arabian history and mystery. Always get a parent's permission before using the internet for research.



On the **Arabian Peninsula** map on page 399, label the capital cities and following water features:

Arabian Sea
Persian Gulf

Gulf of Aden
Red Sea

Gulf of Oman

Multiple Choice: Circle the best answer according to the text.

- What has been the main source of modern wealth on the Arabian Peninsula?
 - Tourism
 - Oil and gas
 - Fishing
 - Manufacturing
- How many Olympic-size pools could Saudi Arabia's daily oil output fill?
 - 300
 - 3,000
 - 30,000
 - 300,000
- Which country produces over 1.5 million tons of dates annually?
 - Oman
 - Yemen
 - Saudi Arabia
 - Bahrain
- What animals did Bedouins travel with?
 - Camels, sheep, and goats
 - Horses and donkeys
 - Cattle and chickens
 - Mules and oxen
- What ethnic group makes up 90% of Saudi Arabia's population?
 - African
 - Asian
 - Arab
 - Indian
- What is the official language of all Arabian Peninsula countries?
 - Farsi
 - English
 - Urdu
 - Arabic

Matching: Match the word with its description.

- | | |
|-----------------------------------|---|
| 1. _____ Oil reserves | a. Source of wealth and modern development in the Arabian Peninsula |
| 2. _____ Saudi Arabia | b. Nomadic desert people known for hospitality and poetry |
| 3. _____ Bedouins | c. Tent made of goat hair for desert living |
| 4. _____ Sheikh | d. Government made up of several kingdoms ruled by monarchs |
| 5. _____ Bayt al-sha'ar | e. Country producing over 1.5 million tons of dates each year |
| 6. _____ United Arab Emirates | f. Ruler or tribal leader who settles disputes |
| 7. _____ Federation of monarchies | g. Nation of seven emirates ruled by royal families |

Critical Thinking: Think about each question then write out your answer.

- How did oil discoveries change life on the Arabian Peninsula?

- What cultural values do Bedouins still honor today?



Teacher's Discretion

- No Yes Due Date: _____ **Mapping Asia's Economy—GDP at a Glance:** Maps and charts help us visualize data in meaningful ways. Begin creating a Real GDP map of Asia by shading or labeling countries based on their economic output as shown in the economic charts on page 73 of the *Student Book*. Note any patterns or contrasts you observe across the continent. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Measuring Quality of Life—Literacy and Life Expectancy Across Regions:** Compare the literacy rates and life expectancy in the Arabian Peninsula to the countries in Africa you just studied. Write a paragraph of your findings.
- No Yes Due Date: _____ **From Tree to Table—The Date Palm and Desert Life:** Create a drawing, labeled diagram, or model of a date palm tree showing its main parts and how each part is used. Research how dates are grown and harvested, how many varieties exist, and why date palms thrive in desert climates. Then, taste at least one variety of dates and describe its flavor, texture, and sweetness, connecting your experience to why dates have been so valuable in desert cultures past and present. Create an infographic or 1- to 2-page report. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life on the Move—The Traditional and Modern World of the Bedouins:** Research the traditional and modern lifestyle of Bedouins, many of whom still live in tents, raise animals, and travel seasonally across the Arabian deserts. Explore how Bedouins adapt to life in harsh environments, their hospitality customs, their clothing, and their deep cultural traditions. Describe what you discover about their daily routines, values, and how Bedouin culture continues to shape the identity of the Arabian Peninsula today. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Shelter in the Sands—The Bedouin Tent:** Create a diorama, sketch, or model of a traditional Bedouin tent (called a *bayt al-sha'ar*) and the items commonly found around it, such as cooking tools, saddles, or woven carpets. Label the parts of the tent and show how its design helps Bedouins live comfortably in desert conditions. Always get a parent's permission before using the internet for research.



On the **Arabian Peninsula** map on page page 399, label these countries that border the Arabian Peninsula region:

Egypt

Iraq

Israel

Jordan

Multiple Choice: Circle the best answer according to the text.

- Where did Islam begin?
 - Jerusalem
 - Damascus
 - Mecca
 - Medina
- Who founded Islam?
 - Abraham
 - Muhammad
 - Moses
 - Solomon
- What is forbidden in many Arabian Peninsula countries?
 - Trade with Israel
 - Sharing the gospel
 - Using cell phones
 - Owning property
- What risk can believers face for owning a Bible or attending a house church?
 - Losing a job
 - Paying a fine
 - Deportation only
 - Imprisonment or punishment
- What does the “Man in White” say in visions reported by some Muslims?
 - “Peace be with you.”
 - “Follow Me.”
 - “Do not be afraid.”
 - “Go and tell others.”
- What event in Exodus took place near the Arabian Peninsula?
 - The Flood
 - The Tower of Babel
 - The fall of Jericho
 - The parting of the Red Sea
- What discovery brought rapid growth to the Arabian Peninsula?
 - Gold
 - Oil
 - Coal
 - Natural gas
- Why do many foreign workers move to the Arabian Peninsula?
 - Better education
 - To escape war
 - To find jobs and send money home
 - To become citizens

Matching: Match the word with its description.

- _____ c. 2000 B.C. a. Portuguese and Ottomans Compete for Ports
- _____ c. 1000 B.C. b. Traders Cross Arabia with Spices and Incense
- _____ 1500s–1800s c. Yemen Caught in Civil War and Crisis
- _____ 1932–1938 d. The Queen of Sheba Visits King Solomon
- _____ 2015–Present e. Saudi Arabia Becomes a Kingdom and Discovers Oil

Continued on the next page.



Choose one people group or country from this region. Find a Scripture that connects to a need or challenge they face. Write the Scripture in the space provided, then write a prayer for that group, asking God to work in their lives and make His truth known.

PEOPLE GROUP OR COUNTRY: _____

SCRIPTURE: _____

PRAYER: _____



Teacher's Discretion

No Yes Due Date: _____ **Timeline Investigation:** Choose one event from this week's timeline and research it further. Write a short ½- to 1-page paper explaining what happened, when and where it took place, and why it is important to the region you are studying. Describe any key people groups involved, how the event influenced geography or culture, and why it still matters today. Conclude with one question the event raises for you or one connection you noticed with another event on the timeline. Always get a parent's permission before using the internet for research.

No Yes Due Date: _____ **Mapping the Nations We Are Praying For:** Choose one country from this week's region. Add it to your world map. Label the country and include a brief note explaining why it needs prayer or support today. This may include challenges related to religion, poverty, conflict, or access to the gospel. Your map may be hand-drawn or digital (with a parent's permission) and should be neat and clearly labeled. Always get a parent's permission before using the internet for research.

No Yes Due Date: _____ **Missionaries and Christian Work in the Region:** Research one Christian missionary, mission organization, or Christian ministry working in this week's region. Identify where they serve, what kind of work they do, and whom they are helping. Explain one challenge Christians face in that region and how this ministry responds. Present your findings as a short written report or a simple visual display. Always get a parent's permission before using the internet for research.



Arabian Peninsula Features

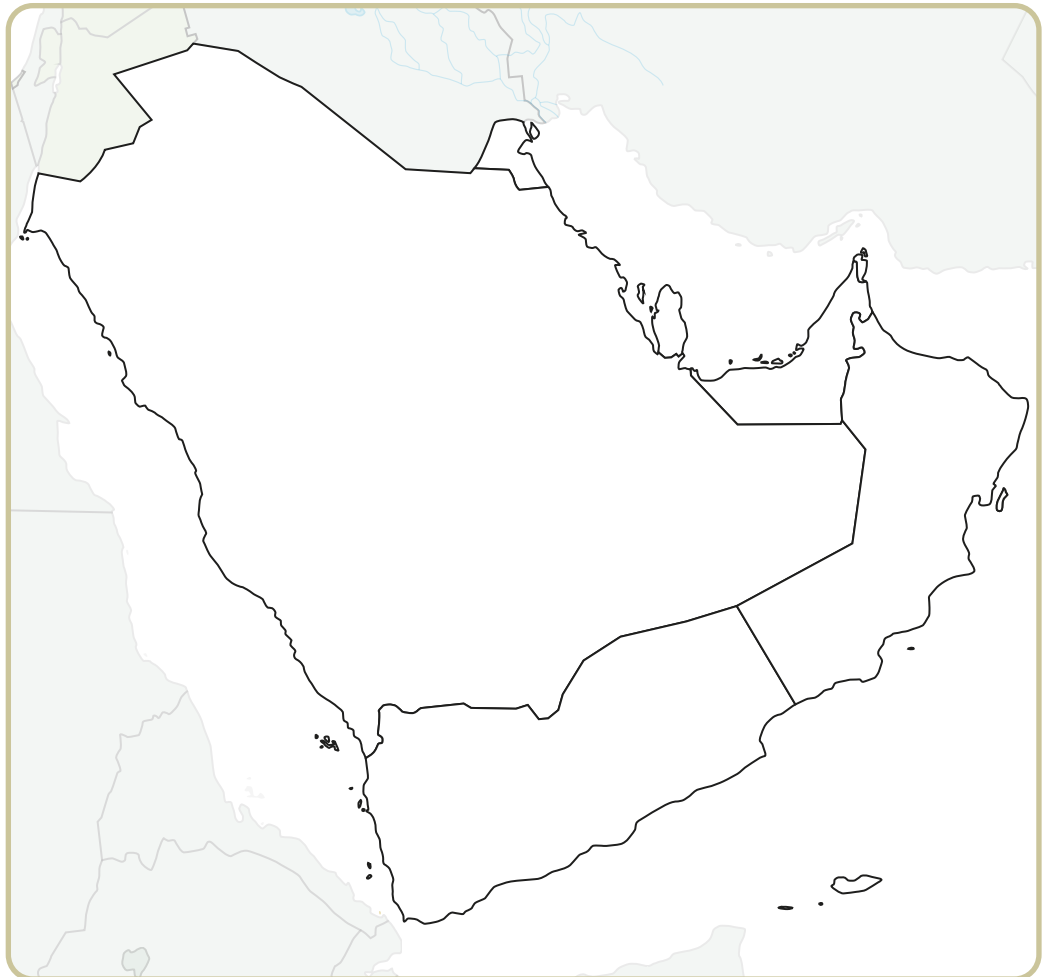
Multiple Choice: Circle the best answer according to the text.

- Where is the Tree of Life located?
 - Oman
 - Bahrain
 - Yemen
 - Qatar
- What are *sabkhas*?
 - Sand dunes
 - Salt flats
 - Coral reefs
 - Caves
- The Dragon's Blood Tree grows only on which island?
 - Bahrain
 - Socotra
 - Zanzibar
 - Crete
- What makes the Tree of Life so remarkable?
 - It grows with no visible water source.
 - It blooms only once every 10 years.
 - It produces fruit for wildlife.
 - It grows on rocky mountains.
- What causes sabkhas to form?
 - Heavy rainfall
 - Evaporation of rainwater in hot, dry climates
 - Ocean waves
 - Underground springs

Review

Map Work: Use the word bank to fill in the regional map.

- Bahrain
- Kuwait
- Oman
- Qatar
- Saudi Arabia
- UAE
- Yemen
- Arabian Sea
- Gulf of Aden
- Gulf of Oman
- Persian Gulf
- Red Sea



Bonus Point: Study the image of the Dragon's Blood Tree on page 78 of the *Student Book*. Identify what helps you understand the size or scale of this tree.

Review: Answer the following questions.

1. How many miles of coastline does the continent of Asia have? _____
2. What is the lowest place on Earth? _____
3. What is the highest place on Earth? _____
4. What is the deepest part of the Red Sea called? _____
5. All of the countries studied this week but one list what as the first industry? _____
6. Which country from the Arabian Peninsula has the smallest Real GDP? _____
7. Ninety-nine percent of the population of Yemen follow which religion? _____
8. What is the name of the strait that is one of the most important oil routes in the world? _____

9. Which country from this week's lesson would you most like to visit and why?

10. What is your favorite feature from this week's lesson and why?



Teacher's Discretion

Review Extra Credit (optional)

- No Yes Due Date: _____ **Engineering the Palm Islands:** Research the man-made palm islands in Dubai and explore how and why they were constructed. Look into the engineering methods used to build them, the challenges involved in creating artificial islands, and how these islands have changed the coastline and economy of the region. Describe what you discover about their design, purpose, and impact, and explain which part of the project you found most interesting or surprising. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Frankincense—A Resource of Trade, Culture, and History:** Research frankincense and explore why it has been such a valuable resource in the Arabian Peninsula for thousands of years. Look into where it comes from, how it is harvested, and how it has been used in trade, worship, medicine, and everyday life. Describe what you discover about its cultural and historical importance, and explain which part of the frankincense story you found most interesting. If you can, find some frankincense oil to smell. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life Beneath the Sea—Pearl Diving in the Arabian Gulf:** Research the history of pearl diving in the Arabian Gulf and learn what life was like for the divers who worked in this demanding trade. Explore how pearl diving was done, why it became such an important part of the region's economy, and how it shaped the culture and communities along the coast. Describe what you discover about the skills, risks, and traditions of pearl diving, and explain what stood out to you the most. Always get a parent's permission before using the internet for research.



On the **Europe** map on page 421, color and label the Eastern Europe countries. Keep this map as you will continue to use it during the study of Europe.

Multiple Choice: Circle the best answer according to the text.

- According to the Europe overview, Europe covers about how many square miles?
 - 3.9 million square miles
 - 39 million square miles
 - 390,000 square miles
 - 3.9 billion square miles
- Europe is home to three major language families with over how many languages?
 - 50 languages
 - 100 languages
 - 200 languages
 - 500 languages
- How many countries are there in Europe?
 - 24
 - 44
 - 54
 - 74
- In the hills of North Yorkshire, what balances surprisingly on a thin pedestal of stone?
 - El Tornillo
 - Idol Rock
 - Pravčická brána
 - Trolltunga
- Trolltunga is described as a thin rock ledge that juts out from a high cliff in which country?
 - Czech Republic
 - England
 - Norway
 - Spain
- Pravčická brána is the largest natural sandstone arch in Europe and spans over how many feet?
 - 50 feet
 - 75 feet
 - 85 feet
 - 185 feet
- Belarus is described in the text as a mostly flat, landlocked country located between which two nations?
 - Germany and Ukraine
 - Latvia and Lithuania
 - Lithuania and Poland
 - Russia and Poland
- El Tornillo is located in southern Spain's Torcal de Antequera nature reserve and looks like what?
 - A bridge stretched across a gorge
 - A tongue jutting out from a cliff
 - A stack of flat stones twisted into a spiral
 - A wide slab balanced on a pedestal

Matching: Match the country with its description.

- | | |
|--------------------|---|
| 1. _____ Belarus | a. Home to Gauja National Park and the sandstone Gutmanis Cave |
| 2. _____ Estonia | b. Largest and southernmost of the Baltic States |
| 3. _____ Latvia | c. Mostly flat, landlocked country between Russia and Poland |
| 4. _____ Lithuania | d. Northernmost of the Baltic States with over 2,000 islands |
| 5. _____ Moldova | e. Small country located between Romania and Ukraine |
| 6. _____ Ukraine | f. The Carpathian Mountains stretch across the western part of this country |

Critical Thinking: Think about each question then write out your answer.

- How does the Chernobyl Exclusion Zone show the long-term relationship between human choices and the natural environment in Eastern Europe?

Continued on the next page.

2. Why might the Chernobyl Exclusion Zone be considered both a warning and a reminder of hope, based on the text?



Teacher's Discretion

- No Yes Due Date: _____ **Researching a Country From the Lesson:** Choose one country (or two, if you prefer to compare) from this week's lesson and research the key features highlighted in your reading. Explore its major landforms, climate, natural resources, culture, and any unique characteristics that make it stand out in the region. Describe what you learned about how geography affects daily life in that country and include at least one detail that surprised you or helped you understand the region more deeply. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Creating a Tourism Brochure:** Imagine you work for a tourism office in one of the countries studied today. Research places visitors might want to see, including natural features, historic sites, or cultural traditions. Design a tourism brochure that invites others to visit and highlights what makes the country worth exploring. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life Near the Baltic Sea:** Choose one Baltic country mentioned in the lesson. Research how access to the sea influences daily life, trade, food, or traditions. Present what you discover through a written narration, creative display, or visual presentation. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Europe's Unusual Landscapes—A Natural Wonder Investigation:** Choose one of the European natural wonders mentioned in the text—such as Trolltunga, El Tornado, Pravčická brána, or Idol Rock. Explore photographs, maps, and descriptions to discover how this landform was shaped and why it captures people's attention. Share what you discover through a drawing, model, narrated explanation, or visual presentation that helps someone else "see" this place. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Nature's Return—Life in the Chernobyl Exclusion Zone:** Investigate what scientists and photographers have observed about plants and animals living in the Chernobyl Exclusion Zone today. Focus on what has surprised researchers rather than on the disaster itself. Share what you discover through a narrated report, illustrated journal entry, or visual comparison that shows change over time. Always get a parent's permission before using the internet for research.



On the **Eastern Europe** map on page 423, color and label the Eastern Europe countries. Label the Carpathian Mountains. Keep this map handy as you will add to it during the week.

Multiple Choice: Circle the best answer according to the text.

- What is a peat bog?
 - A desert basin
 - A forested hillside
 - A volcanic field
 - A wetland area
- Peat holds water most like which material?
 - Blanket
 - Sand
 - Soil
 - Sponge
- The Carpathian Mountains stretch across several countries, including Ukraine, Romania, Slovakia, and which other nation named in the text?
 - Austria
 - Hungary
 - Poland
 - Serbia
- What is peat in a peat bog made from?
 - Animal remains
 - Dark, partially decayed plants
 - Mineral-rich clay
 - Sand and gravel
- According to the text, what is the “real difference” between a bog and a swamp or marsh?
 - How many trees grow there
 - How much sunlight reaches the ground
 - What lies under your feet
 - Whether the water is salty
- How does peat help stabilize soil and plant life?
 - It adds nutrients quickly.
 - It blocks erosion with stone.
 - It hardens when dry.
 - It stores large amounts of carbon.
- Peat bogs often form in which type of landscape?
 - Flat lowland areas where water gets trapped
 - High mountain valleys
 - Rocky deserts
 - Steep coastal cliffs
- What is Mount Hoverla best known for?
 - Being an active volcano
 - Being Ukraine’s highest peak
 - Containing glaciers
 - Hosting ancient ruins

Matching: Match the word with its description.

- _____ Peat bog
- _____ Dniester Basin
- _____ Carpathian Mountains
- _____ Hutsul region
- _____ Mount Hoverla
- a. A cultural area where people farm mountain plots and build homes from local timber
- b. A mountain range that curves across Eastern Europe like a green arc
- c. A peak rising to about 6,762 feet
- d. A river drainage area fed by streams flowing out of the Carpathian Mountains
- e. A wetland area where water-logged soil and plants build up over time

Critical Thinking: Think about each question then write out your answer.

- Look closely at the image of Bicaz Canyon on page 184 of the *Student Book*. What object(s) in this image helps you understand the size or scale of the landform, and what does it show you about how large it is?



Teacher's Discretion

- No Yes Due Date: _____ **Peat Bogs—A Closer Look:** Peat bogs may look quiet and ordinary, but they are some of the most unusual landscapes in Europe. Study the photographs and text about peat bogs and explore what makes them different from other wet places. Show what you learn through a drawing, written narration, model, or creative explanation that helps someone else understand why peat bogs matter. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Walking on Wooden Planks:** In the peat bog images, raised wooden walkways allow people to cross the soggy ground. Explore why these planks are needed and how they protect both people and the land. Create a short explanation, diagram, or design showing how boardwalks help people move through wetlands without damaging them. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life of the Hutsul Shepherds:** The Carpathian Mountains are home to the Hutsul people, known for shepherding and mountain traditions. Research Hutsul shepherds and learn how they live, work, and use the land. Share what you discover through a narrated report, illustration, or creative project that highlights how geography shapes their way of life. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Exploring Bicaz Canyon:** The image of Bicaz Canyon shows steep rock walls and a narrow road far below. Research Bicaz Canyon to learn how it was formed and what human life looks like in and around the canyon today. Present your findings in a way that helps explain how people adapt to dramatic landscapes. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Mountains That Shape Life:** The Carpathian Mountains are described as gently guiding how people settle, travel, and work. Choose one way the mountains influence daily life—such as farming, building homes, transportation, or traditions. Share your observations and discoveries through writing, artwork, or another creative format.



On the **Eastern Europe** map on page 423, label the capital city and the following water features:

- | | | | | |
|----------------|-------------|-----------------|-------------|---------------|
| Baltic Sea | Black Sea | Daugava River | Desna River | Dniro River |
| Dniester River | Gauja River | Gulf of Finland | Lake Peipse | Nemunas River |
| Pripyat River | Sea of Azov | | | |

Multiple Choice: Circle the best answer according to the text.

- Which industry benefits most directly from Latvia’s extensive forests?
 - Fishing
 - Timber
 - Tourism
 - Transportation
- Which practice shows Latvia’s careful stewardship of its forests?
 - Banning all logging
 - Leaving all forests unmanaged
 - Clearing forests for farming
 - Replanting trees after harvesting
- Which country listed has the highest Real GDP according to the table?
 - Belarus
 - Latvia
 - Lithuania
 - Ukraine
- Which country listed has the largest population?
 - Belarus
 - Latvia
 - Lithuania
 - Ukraine
- Which country has the highest life expectancy according to the table?
 - Belarus
 - Estonia
 - Latvia
 - Lithuania
- Why are forests considered one of Latvia’s greatest natural resources?
 - Forests attract large numbers of tourists.
 - Forests prevent flooding.
 - Forests cover nearly half the country.
 - Forests support major industries and jobs.
- What type of government does Latvia have?
 - Authoritarian presidential republic
 - Parliamentary republic
 - Monarchy
 - Semi-presidential republic
- What do all six Eastern European countries listed have in common according to the data table?
 - All have a 100% literacy rate.
 - All share the same official language.
 - All have growing populations.
 - All have a life expectancy greater than 70 years.

Matching: Match the word with its description.

- | | |
|--------------------|--|
| 1. _____ Estonia | a. A country known for forestry and forest-based industries |
| 2. _____ Latvia | b. A country where basketball is an important part of national culture |
| 3. _____ Lithuania | c. A country with the highest life expectancy |
| 4. _____ Joninès | d. A traditional midsummer celebration |
| 5. _____ Moldova | e. A country with an unstable parliamentary system |

Critical Thinking: Think about each question then write out your answer.

- Look at the table on page 186. What stands out to you about the countries listed?

Continued on the next page.

2. How might low or negative population growth rates affect these countries in the future, especially in relation to their economies or Real GDP?



Teacher's Discretion

- No Yes Due Date: _____ **Real GDP Mapping Project:** Begin a Real GDP map of Europe. You may use a copy of the Europe continent map. Add this region to the map. Shade each country studied according to its Real GDP and label major patterns you observe. As you update your map, consider how natural resources, terrain, tourism, and agriculture influence economic activity across Europe.
- No Yes Due Date: _____ **The Hill of Crosses:** Research the Hill of Crosses in Lithuania. Explore how it began, why people continue to add crosses, and what the site represents today. Share what you discover in a way that helps explain why this place has become such an important cultural and historical landmark. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Forests and Everyday Life in Latvia:** Latvia's forests play an important role in daily life and the national economy. Explore how forests influence jobs, materials, traditions, or everyday products. Present what you learn through writing, artwork, or another creative format that connects natural resources to daily living. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **From Tree to Product:** Choose a tree commonly found in Latvia's forests. Explore what happens from the time a tree grows to when it is harvested and eventually turned into a product such as furniture, paper, or building materials. Show the journey of the tree through drawings, a labeled sequence, or a narrated explanation. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Basketball and National Identity:** Basketball is mentioned more than once in connection with Lithuania. Explore how a sport can become part of a country's identity. Always get a parent's permission before using the internet for research. What other countries can you think of that have a specific sport tied to their national identity?
- No Yes Due Date: _____ **Experiencing Traditions—Joninės:** Explore how Joninės is celebrated in Lithuania today. Look for music, foods, customs, or activities connected to the celebration. Share what you discover through a creative project that helps bring the tradition to life. Always get a parent's permission before using the internet for research.



On the **Eastern Europe** map on page 423, label the countries that border the Eastern Europe region:

Hungary

Poland

Romania

Russia

Slovakia

Multiple Choice: Circle the best answer according to the text.

- Which religious group makes up the largest percentage of Christians in Belarus, according to the table?
 - Catholic
 - Orthodox
 - Protestant
 - None
- Which country listed has the highest percentage of people identifying with no religion?
 - Belarus
 - Estonia
 - Latvia
 - Ukraine
- Which country has the highest percentage of Catholics, according to the table?
 - Belarus
 - Latvia
 - Lithuania
 - Ukraine
- Which country has the highest percentage of Orthodox Christians listed in the table?
 - Moldova
 - Latvia
 - Lithuania
 - Ukraine
- According to the text, where were churches and monasteries often built in Eastern Europe?
 - Along coastal trade ports
 - Inside fortified castles
 - Near rivers, on hills, or at the heart of towns
 - Only in rural farming areas
- According to the text, how did Orthodox Christianity spread across Eastern Europe?
 - It replaced local traditions.
 - It was enforced during the Soviet era.
 - It followed early trade routes, rivers, and political centers.
 - It spread through colonial settlements.
- What effect did Soviet rule have on religion in Eastern Europe?
 - It encouraged public worship.
 - It replaced Christianity with Islam.
 - It restricted religious practice.
 - It strengthened church authority.
- Why does Islam have a smaller presence in Eastern Europe, according to the text?
 - Climate limited settlement
 - Early empires discouraged trade
 - Modern governments restrict immigration
 - The region is outside major Islamic trade routes

Matching: Match the date with its event.

- | | |
|---------------------|---|
| 1. _____ 800s–1000s | a. Communist Rule Under the USSR (Soviet Union) |
| 2. _____ 1386 | b. Independence from the Soviet Union |
| 3. _____ 1945–1991 | c. Baltic Sea Freezes Along Estonia’s Coast |
| 4. _____ 1986 | d. Chernobyl Nuclear Disaster |
| 5. _____ 1991 | e. Christianity Reaches Eastern Europe |
| 6. _____ 2010 | f. Lithuania Joins Poland in a Christian Union |
| 7. _____ 2022 | g. Russia Invades Ukraine |

Continued on the next page.



Choose one people group or country from this region. Find a Scripture that connects to a need or challenge they face. Write the Scripture in the space provided, then write a prayer for that group, asking God to work in their lives and make His truth known.

PEOPLE GROUP OR COUNTRY: _____

SCRIPTURE: _____

PRAYER: _____



Teacher's Discretion

- No Yes Due Date: _____ **Timeline Investigation:** Choose one event from this week's timeline and research it further. Write a short ½- to 1-page paper explaining what happened, when and where it took place, and why it is important to the region you are studying. Describe any key people groups involved, how the event influenced geography or culture, and why it still matters today. Conclude with one question the event raises for you or one connection you noticed with another event on the timeline. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Mapping the Nations We Are Praying For:** Choose one country from this week's region. Add it to your world map. Label the country and include a brief note explaining why it needs prayer or support today. This may include challenges related to religion, poverty, conflict, or access to the gospel. Your map may be hand-drawn or digital (with a parent's permission) and should be neat and clearly labeled. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Missionaries and Christian Work in the Region:** Research one Christian missionary, mission organization, or Christian ministry working in this week's region. Identify where they serve, what kind of work they do, and whom they are helping. Explain one challenge Christians face in that region and how this ministry responds. Present your findings as a short written report or a simple visual display. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **When the Baltic Sea Freezes:** In 2010, parts of the Baltic Sea froze along Estonia's coast, allowing people to walk across the ice to nearby islands. Research this event or similar sea-freezing events. Explore what conditions made it possible and why it was considered unusual. Present your findings through a short explanation, illustration, or creative display. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life During Conflict:** War affects more than borders; it changes daily life for families and communities. Research how ongoing conflict has affected everyday life in Ukraine, such as schooling, housing, transportation, or access to basic services. Focus on observable changes and human experiences rather than political viewpoints. Share what you learn clearly, respectfully, and factually. Always get a parent's permission before using the internet for research.



Eastern Europe Features

Multiple Choice: Circle the best answer according to the text.

- What makes the Dancing Forest unusual compared to most pine forests?
 - The trees grow in perfectly straight rows.
 - The trees produce thicker bark than normal.
 - The trees grow in twisted loops, spirals, and curved shapes.
 - The forest was planted using a special farming method.
- What makes the Vidzeme Stony Seashore different from many sandy beaches?
 - It formed from coral reefs.
 - It is shaped by volcanic activity.
 - It is covered in large boulders left by glaciers.
 - It was built up by river sediment.
- Why was the Kõpu Lighthouse built on the highest point of the island?
 - To avoid damage from waves
 - To extend its visibility across the Baltic Sea
 - To make construction easier
 - To protect it from winter storms
- Why does spring flooding spread widely across Soomaa National Park?
 - Peat bogs and flat land cannot absorb excess water
 - Heavy winds push water inland
 - Frozen ground blocks drainage
 - River dams release water upstream
- According to the text, what do the limestone layers at the Panga Cliffs suggest about how the land formed?
 - They formed from volcanic lava flows.
 - They were carved only by wind erosion.
 - They were created by human quarrying.
 - They likely formed underwater during the global Flood.

Review

Map Work: Use the word bank to fill in the regional map.

- Belarus
- Estonia
- Latvia
- Lithuania
- Moldova
- Ukraine
- Baltic Sea
- Black Sea
- Dnipro River
- Lake Peipse
- Sea of Azov



Bonus Point: Observe the image of the Tunnel of Love on page 190 of the *Student Book*. What object in this image helps you understand the size or scale of the landform, and what does it show you about its size?

Review: Answer the following questions.

1. What is the name of the balanced rock formation found in North Yorkshire, England? _____
2. What natural feature in the Czech Republic is described as Europe's largest natural sandstone arch?

3. What is the name of Ukraine's highest mountain located in the Carpathians? _____
4. What shepherding culture is associated with the Carpathian Mountains? _____
5. What traditional midsummer celebration is observed in Lithuania? _____
6. Which country listed has the highest Real GDP in the data table? _____
7. What name is given to the seasonal flooding that occurs in Soomaa National Park? _____
8. What natural process shaped the trees into an arch over the Tunnel of Love? _____
9. Which country from this week's lesson would you most like to visit and why?

10. What is your favorite feature from this week's lesson and why?



Teacher's Discretion

Review Extra Credit (optional)

- No Yes Due Date: _____ **Christianity and Daily Life:** Christianity reached Eastern Europe through missionaries such as Cyril and Methodius and became deeply connected to culture and tradition. Explore how Christianity influenced daily life, holidays, or customs in one of the countries studied this week. Present your findings through a narration, creative project, or short report. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Life in the Fifth Season—Soomaa National Park:** In Soomaa National Park, seasonal flooding creates a "fifth season" that reshapes daily life. Using the text and images, explore how people adapt to this yearly flooding rather than trying to stop it. Create a short illustrated report, map annotation, or narrated explanation showing how geography, climate, and tradition work together in Soomaa. Be sure to include how transportation, homes, or routines change during the flood season. Always get a parent's permission before using the internet for research.
- No Yes Due Date: _____ **Navigating the Baltic—Why Kõpu Lighthouse Still Matters:** The Kõpu Lighthouse was built on Estonia's highest hill to guide ships safely through the Baltic Sea long before modern navigation tools existed. Study how elevation, location, and coastal geography made this lighthouse effective. Create a diagram, map-based explanation, or short written report showing how geography helped sailors avoid danger and why lighthouses were essential along rocky northern coasts. Always get a parent's permission before using the internet for research.

Assessments

We have provided a Review on Exercise 5 of each week. Because new material is introduced on this day, that content is not included as part of the review for assessment purposes. The exercise begins with a small set of questions related to new material, followed by review map work and a larger set of questions based on previously learned content. These reviews may be used as quizzes or tests for grading purposes. Parents may choose whether reviews are completed as open-book or closed-book.

Grading Options for This Course

It is always the option of an educator to assess student grades however he or she might deem best. For *World Geography*, the teacher may evaluate whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)

A—Student shows complete mastery of concepts with no errors.

B—Student shows mastery of concepts with minimal errors.

C—Student shows partial mastery of concepts. Review of some concepts is needed.

D—Student shows minimal understanding of concepts. Review is needed.

F—Student does not show understanding of concepts. Review is needed.

WORLD GEOGRAPHY ANSWER KEY

Daily Map Work Note: Exercises 1–4 include map work that should be checked by referring to the reverse side of the maps.

Lesson 1, Exercise 1, Day 1, Page 19

Multiple Choice

- | | |
|------|------|
| 1. c | 4. a |
| 2. a | 5. d |
| 3. b | |

Matching

- | | |
|------|------|
| 1. a | 4. e |
| 2. c | 5. d |
| 3. b | |

Critical Thinking

- Answers will vary. Studying geography from a Christian worldview views Earth's history as purposeful and shaped by God's Creation, human stewardship, and biblical events, rather than as random or purely natural processes. It emphasizes meaning, responsibility, and moral accountability alongside physical geography.
- Answers will vary. The Bible's account of Noah's Flood presents a rapid, global event that could explain large-scale landforms, sediment layers, and fossil deposits forming quickly, rather than through slow continental drift over millions of years. It challenges long time-scale models by emphasizing sudden, catastrophic change in Earth's surface.
- Answers will vary. Ignoring the biblical account can lead to viewing Earth's history as accidental or without purpose and separating earth science from moral responsibility and truth. It may also limit consideration of catastrophic events described in Scripture when interpreting landforms and geological evidence.

Lesson 1, Exercise 2, Day 2, Pages 21–22

Multiple Choice

- | | |
|------|------|
| 1. c | 6. c |
| 2. d | 7. d |
| 3. a | 8. c |
| 4. a | 9. b |
| 5. b | |

Matching

- | | |
|------|------|
| 1. c | 3. b |
| 2. d | 4. a |

Critical Thinking

- Answers will vary. Traditional flat maps like the Mercator became common because they were useful for navigation, easy to reproduce, and allowed straight-line travel routes to be drawn accurately. Their practicality and familiarity often mattered more than representing land size and shape accurately.
- Answers will vary. Understanding different types of maps helps the student recognize that each map highlights certain information while distorting or minimizing other details, leading to a more accurate overall view of the world. Student may identify physical, political, or thematic maps as most helpful, with reasons tied to what information they want to understand or compare.
- Answers will vary. Map distortions can make some countries appear larger, smaller, more central, or more important than they really are, which can influence perceptions of power, significance, or influence. Over time, these visual impressions can shape cultural, political, or geographic assumptions.

Lesson 1, Exercise 3, Day 3, Pages 23–24**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. c |
| 2. d | 5. a |
| 3. b | |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. c | 5. d |
| 3. a | 6. f |

Critical Thinking

- Answers will vary. Macau's story shows that when a nation depends too heavily on one main economic activity, it can become vulnerable to outside changes such as travel restrictions, global slowdowns, or policy shifts. A lack of economic diversity can make recovery more difficult when that single sector is disrupted.
- Answers will vary. Geography influences the types of jobs people do because climate, landforms, natural resources, and location determine what activities are possible or practical in a region. People often adapt their work to what the land, water, and environment provide or limit.
- Answers will vary. GDP measures total economic output, not how evenly money is shared, so wealth may be concentrated among certain industries, regions, or groups of people.
- Answers will vary. Schools, government, and businesses must work across multiple languages, making learning, communication, and Bible translation more complex and time-consuming.

Lesson 1, Exercise 4, Day 4, Pages 25–26**Multiple Choice**

- | | |
|------|------|
| 1. a | 4. d |
| 2. b | 5. a |
| 3. c | |

Matching

- | | |
|------|------|
| 1. e | 4. f |
| 2. d | 5. c |
| 3. b | 6. a |

Critical Thinking

- Answers will vary. People often search for something greater than themselves because they sense a need for meaning, purpose, and truth that goes beyond the physical world. From a biblical perspective, this reflects that humans are created by God and designed to seek Him.
- Answers will vary. Remembering that religious statistics represent real people helps prevent viewing beliefs as numbers alone and encourages empathy and understanding. It reminds the student that faith, culture, and belief systems affect real lives, choices, and communities.
- Answers will vary. God scattered people at Babel to stop human pride and rebellion and to prevent them from trusting their own power instead of Him. This also helped spread people across the earth, fulfilling His plan for the world to be filled rather than centered on one place or purpose.
- Answers will vary. Events like the Ice Age or the Krakatoa eruption affected the whole earth by changing climate patterns, sea levels, weather, and ecosystems far beyond where they occurred. These events show how major natural processes can have global impacts on people, land, and life.

Lesson 1, Exercise 5, Day 5, Page 27**Matching**

- | | |
|------|------|
| 1. c | 4. d |
| 2. e | 5. b |
| 3. a | |

Lesson 2, Exercise 1, Day 6, Pages 29–30**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. c |
| 3. b | 7. c |
| 4. c | |

Matching

- | | |
|------|------|
| 1. d | 5. e |
| 2. f | 6. b |
| 3. a | 7. c |
| 4. g | |

Critical Thinking

- Answers will vary. The rock art shows that the region once had a wetter climate with wildlife, herding, and human settlement, revealing how the environment and ways of life changed over time. It helps historians understand migration, daily life, and long-term climate shifts in the Sahara.
- The small figure of the biker near the lower middle of the image helps show the true size of the mountain. Seeing a person compared to the massive rock face makes the cliffs appear far taller and more dramatic, giving a clear sense of scale.
- The herd of camels compared to the rock face provide a sense of scale.

Lesson 2, Exercise 2, Day 7, Pages 31–32**Multiple Choice**

- | | |
|------|------|
| 1. c | 3. c |
| 2. b | 4. b |

Matching

- | | |
|------|------|
| 1. f | 5. a |
| 2. c | 6. d |
| 3. g | 7. e |
| 4. b | |

Critical Thinking

- Answers will vary. The explanation should include that the Sahara is not just endless sand dunes but includes rocky plateaus, mountains, gravel plains, and even oases and seasonal rivers. This comparison helps correct the common perception of the Sahara as only a flat, sandy desert.

- Answers will vary. The survival of nomads like the Tuareg shows that humans can adapt to extreme environments through knowledge, mobility, and cultural traditions. Their lifestyles demonstrate resilience, resourcefulness, and the ability to live in balance with harsh desert conditions.
- Answers will vary. Landforms like ergs, hamadas, and regs show the power of wind and erosion by revealing how sand is piled into dunes, finer material is blown away, and bare rock or gravel is left behind. Together, they show how wind slowly reshapes the desert surface over time.
- Answers will vary. Oases show that God provides life-giving resources even in harsh and dry environments, allowing people and animals to survive where it seems impossible. They can remind the student that God meets needs in difficult places and often uses natural systems to sustain life.

Lesson 2, Exercise 3, Day 8, Page 33**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. c |
| 2. d | 5. c |
| 3. b | 6. b |

Matching

- | | |
|------|------|
| 1. d | 5. g |
| 2. a | 6. c |
| 3. e | 7. b |
| 4. f | |

Critical Thinking

- Answers will vary. Morocco's closeness to Europe has encouraged trade, travel, and cultural exchange across the Mediterranean and Atlantic. This location has shaped its economy through tourism and commerce and influenced language, architecture, and daily life.
- Answers will vary. Literacy rates often reflect access to education, economic opportunity, and stable institutions. Higher literacy can support workforce skills, informed citizenship, and long-term national growth.

Lesson 2, Exercise 4, Day 9, Page 35**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. b |
| 3. b | |

Matching

- | | |
|------|------|
| 1. g | 5. b |
| 2. f | 6. a |
| 3. e | 7. d |
| 4. c | |

Critical Thinking

- Answers will vary. Islam may have spread quickly because of established trade routes, military expansion, shared language, and political unity across the region. Social structures and the appeal of a unifying belief system also helped it move rapidly between cities and tribes.
- Answers will vary. Christians outside North Africa can support believers there through prayer, learning about their challenges, and encouraging efforts that provide aid, education, and discipleship. Support may also include advocating for religious freedom and showing compassion through global Christian partnerships.

Lesson 2, Exercise 5, Day 10, Page 37**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. b |
| 3. c | |

Lesson 3, Exercise 1, Day 11, Page 39**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. b |
| 2. c | 5. c |
| 3. d | |

Matching

- | | |
|------|------|
| 1. h | 6. g |
| 2. c | 7. i |
| 3. b | 8. d |
| 4. e | 9. a |
| 5. f | |

Critical Thinking

- Answers will vary. Many West African countries depend heavily on rivers because they provide water for farming, transportation routes, fishing, and access to trade. In regions with long dry seasons, rivers are essential for supporting daily life and economic activity.
- Answers will vary. Ghana was called the “Gold Coast” because the region had abundant gold resources that attracted traders and European powers for centuries. Gold mining and trade played a major role in shaping its economy and historical importance.

Lesson 3, Exercise 2, Day 12, Pages 41–42**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. c | 6. b |
| 3. b | 7. c |
| 4. a | |

Matching

- | | |
|------|------|
| 1. e | 4. a |
| 2. d | 5. c |
| 3. b | |

Critical Thinking

- Answers will vary. Desertification in the Sahel can be slowed by protecting vegetation, managing grazing carefully, planting trees, and using better farming and water practices. Community cooperation and sustainable land use can help keep soil healthy and prevent further land loss.
- Answers will vary. The Niger River is vital because it provides water for farming, fishing, transportation, and daily life across several countries. It supports major cities and trade networks in an otherwise dry region.
- Answers will vary. The Sahel’s dry climate limits farming and water access, so populations tend to be smaller and more spread out, often relying on herding or seasonal movement. In contrast, the fertile regions along the Niger River support denser settlements because reliable water allows for farming, fishing, and trade.

Lesson 6, Exercise 3, Day 28, Page 73**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. b |
| 2. c | 6. c |
| 3. c | 7. b |
| 4. b | |

Matching

- | | |
|------|------|
| 1. b | 4. c |
| 2. e | 5. d |
| 3. a | |

Critical Thinking

- Answers will vary. Rising fuel costs can increase the price of farming supplies, transportation, and food distribution, making it harder for farmers to produce and sell crops. Higher costs may lead to reduced production, higher food prices, and greater food insecurity.
- Answers will vary. Modern nations can learn the value of strong community bonds, shared traditions, and clear cultural identity from the Maasai. A strong sense of identity can help people remain resilient and united even as outside pressures and changes occur.

Lesson 6, Exercise 4, Day 29, Page 75**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. a |
| 2. a | 5. b |
| 3. a | |

Matching

- | | |
|------|-------|
| 1. c | 6. f |
| 2. b | 7. d |
| 3. i | 8. j |
| 4. a | 9. h |
| 5. g | 10. e |

Lesson 6, Exercise 5, Day 30, Page 77**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. c |
| 2. b | 5. a |
| 3. b | |

Lesson 7, Exercise 1, Day 31, Page 79**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. a |
| 2. c | 6. c |
| 3. c | 7. b |
| 4. b | 8. b |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. c | 5. a |
| 3. d | |

Critical Thinking

- Answers will vary. Most of Asia's people live in the same general region because fertile river valleys, reliable water, mild climates, and early farming supported dense populations, which continued to grow through organized societies, cultural traditions, and modern development.
- Answers will vary. The ruins of Sheba and the biblical account show that ancient trade networks moved valuable goods like spices, incense, gold, and ideas over long distances. Together, they reveal that Sheba was wealthy, well connected, and strategically located along major trade routes linking Africa, Arabia, and the Mediterranean world.

Lesson 7, Exercise 2, Day 32, Page 81**Multiple Choice**

- | | |
|------|------|
| 1. a | 5. d |
| 2. c | 6. b |
| 3. c | 7. b |
| 4. b | 8. b |

Matching

- | | |
|------|------|
| 1. c | 4. d |
| 2. e | 5. a |
| 3. b | |

Critical Thinking

- Answers will vary. Fossils found beneath the sand reveal that areas now covered by desert once supported plants and animals, showing that Earth's surface and environments have changed over time. They provide evidence of past climates and conditions very different from those seen today.
- Answers will vary. Shifting dunes can bury roads, camps, and water sources, making travel dangerous and unpredictable. They force people and animals to adapt routes, settlements, and survival strategies in the desert.

Lesson 7, Exercise 3, Day 33, Page 83**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. c |
| 3. c | 6. d |

Matching

- | | |
|------|------|
| 1. a | 5. c |
| 2. e | 6. g |
| 3. b | 7. d |
| 4. f | |

Critical Thinking

- Answers will vary. Oil discoveries transformed the Arabian Peninsula by bringing rapid economic growth, modern infrastructure, and new jobs. They also changed lifestyles, increased urbanization, and connected the region more closely to the global economy.
- Answers will vary. Bedouins continue to honor values such as hospitality, loyalty to family and tribe, respect for tradition, and resilience in harsh environments. These values remain important even as many Bedouins have adopted more settled lifestyles.

Lesson 7, Exercise 4, Day 34, Page 85**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. b |
| 2. b | 6. d |
| 3. b | 7. b |
| 4. d | 8. c |

Matching

- | | |
|------|------|
| 1. b | 4. e |
| 2. d | 5. c |
| 3. a | |

Lesson 7, Exercise 5, Day 35, Page 87**Multiple Choice**

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. b | |

Lesson 8, Exercise 1, Day 36, Page 89**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. b |
| 2. b | 5. d |
| 3. a | 6. b |

Matching

- | | |
|------|------|
| 1. e | 5. f |
| 2. d | 6. g |
| 3. a | 7. c |
| 4. b | |

Critical Thinking

- Answers will vary. The Middle East is considered the cradle of faith and civilization because it was home to some of the earliest cities, farming societies, and written laws, as well as the birthplace of major biblical events and figures. Its geography supported early civilizations that shaped religion, culture, and human history.
- Answers will vary. The Bible describes Israel's land based on God's promises and covenant purposes, while modern politics are shaped by borders, conflicts, and international agreements. This difference shows the contrast between biblical theology and changing human political decisions.

Lesson 8, Exercise 2, Day 37, Pages 91–92**Multiple Choice**

- | | |
|------|------|
| 1. c | 5. a |
| 2. a | 6. b |
| 3. b | 7. b |
| 4. c | |

Matching

- | | |
|------|------|
| 1. e | 4. d |
| 2. f | 5. c |
| 3. a | 6. b |

Critical Thinking

- Answers will vary. The Jordan River's path through key biblical regions made it a natural boundary and setting for major events, including crossings, miracles, and baptisms. Its location connects important moments in Israel's history and God's work among His people.
- Answers will vary. The Dead Sea is called "dead" because its extremely high salt content prevents most life from surviving. It is unique because it is one of the saltiest bodies of water on Earth and sits at the lowest land elevation on the planet.
- At the base of the mountain is a village with individual houses visible, giving a sense of scale to the size of the mountain.

Lesson 18, Exercise 1, Day 86, Pages 189–190**Multiple Choice**

- | | |
|------|------|
| 1. a | 5. c |
| 2. c | 6. c |
| 3. b | 7. d |
| 4. b | 8. c |

Matching

- | | |
|------|------|
| 1. c | 4. b |
| 2. d | 5. e |
| 3. a | 6. f |

Critical Thinking

- Answers will vary. The Chernobyl Exclusion Zone shows how human decisions can cause long-lasting environmental damage that affects land, wildlife, and settlement for generations. It demonstrates that technological choices and safety failures can permanently change how people interact with the natural environment.
- Answers will vary. The zone serves as a warning about the serious consequences of human error and unsafe technology, while also offering hope by showing nature's ability to recover when human pressure is removed. Wildlife returning to the area reminds readers that renewal is possible even after great damage.

Lesson 18, Exercise 3, Day 88, Pages 193–194**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. b |
| 2. d | 6. d |
| 3. d | 7. c |
| 4. d | 8. d |

Matching

- | | |
|------|------|
| 1. c | 4. d |
| 2. a | 5. e |
| 3. b | |

Critical Thinking

- Answers will vary. Student may notice the very high literacy rates, low or negative population growth, and similar life expectancy across the countries listed. These patterns can show how closely the countries compare in education, population trends, and overall development.
- Answers will vary. Low or negative population growth can lead to a smaller workforce and higher costs to support aging populations, which may slow economic growth or affect Real GDP. Countries may need to rely more on productivity, technology, or immigration to sustain their economies.

Lesson 18, Exercise 2, Day 87, Page 191**Multiple Choice**

- | | |
|------|------|
| 1. d | 5. c |
| 2. d | 6. d |
| 3. c | 7. a |
| 4. b | 8. b |

Matching

- | | |
|------|------|
| 1. e | 4. a |
| 2. d | 5. c |
| 3. b | |

Critical Thinking

- The road and small vehicles at the bottom of the canyon help show the scale of Bicaz Canyon. Comparing the narrow road to the towering rock walls reveals how steep, tall, and massive the canyon is compared to human-sized features.

Lesson 18, Exercise 4, Day 89, Page 195**Multiple Choice**

- | | |
|------|------|
| 1. b | 5. c |
| 2. b | 6. c |
| 3. c | 7. c |
| 4. a | 8. d |

Matching

- | | |
|------|------|
| 1. e | 5. b |
| 2. f | 6. c |
| 3. a | 7. g |
| 4. d | |

Lesson 18, Exercise 5, Day 90, Page 197**Multiple Choice**

- | | |
|------|------|
| 1. c | 4. a |
| 2. c | 5. d |
| 3. b | |