

TEACHER GUIDE

10th–12th Grade

Includes Student
Worksheets

History



Weekly Lesson Schedule



Student Worksheets



Exams



Answer Key

HISTORY OF THE WORLD: THE TRANSFORMING INFLUENCE OF JESUS CHRIST



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History of the World: The Transforming Influence of Jesus Christ



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MASTERBOOKS
— CURRICULUM —

Table of Contents

Using This Teacher Guide	4
Course Objectives	4
Course Description	5
Grading Options	6
Suggested Daily Schedule	7
Worksheets for <i>Taking the World for Jesus</i>	15
Worksheets for <i>Adventures of Missionary Heroism</i>	119
Exams	187
Answers	197
Appendices	
Maps	229
<i>Taking the World for Jesus</i> Glossary	237
<i>Adventures of Missionary Heroism</i> Glossary	240

Important Note for the Instructor:

The pioneering work of Christian missionaries in the 19th century was often deadly as they encountered cultures with religious rituals and social customs that were shocking to people of faith who valued life and respected the bodies of the dead through burial. While there is great value in learning about these experiences through the words and perspectives of the time by these courageous representatives of the faith, it is important for the reader to realize that much of what we have learned about these cultures and the words used describe them is much different today, having changed over time with greater understanding.

In the century before *Adventures of Missionary Heroism* was originally published, there had been little exploration to remote parts of the world for purposes other than trade. Other cultures had unfamiliar ways of honoring people who had died, even including their enemies. In an effort to preserve the historical record, *Adventures of Missionary Heroism* – originally published in 1912 – is presented in much of its original form. There are clear instances of violence, cannibalism, headhunting, and other paganism touched upon in the book. These were the realities of the cultures that Christian missionaries faced in sharing the Gospel. However, this book is not appropriate for younger readers. We strongly recommend it be used only for mature students in grades 10-12. Therefore, if you are a parent planning to use this book as part of your high school curriculum, it is very important that you take the time to review the material and see if it is appropriate for the needs and sensitivity of your student.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched, so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher on the following day. Assessments that may include worksheets, essays, and examinations are provided, with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets and exams



Worksheets for each chapter



Essays and exams are included to reinforce learning and provide assessment opportunities



Designed for grades 10–12 in one-year course to earn 1 history credit

Course Objectives: Students completing this course will

- ✓ Explore the history of the Church
- ✓ Learn about the lives of courageous missionaries around the world
- ✓ Understand the importance of spreading the Gospel
- ✓ Study current global missions needs
- ✓ Acquire geographical knowledge

Course Description

This rigorous 1-year elective course provides students with the opportunity to study the exciting, inspiring history of the Lord's Church.

In the first semester, students will use *Taking the World for Jesus* as a primary text. It covers the spread of Christianity, starting during the Roman Empire and continuing to the present day. It follows the Church's growth in all corners of the world and encourages students to learn about and pray for current international missions. Students will also learn geography and practice research skills through frequent map assignments.

In the second semester, students will focus their attention on the lives of 21 brave, God-fearing missionaries who worked around the world during the 19th century. These lessons come from *Adventures of Missionary Heroism*, a reprinting of a classic text about missionaries that was originally published in the early 1900s. These stories help students realize the dangers and struggles these missionaries endured for their faith. Students will continue to learn geography and practice research through map exercises.

Vocabulary Study

Having a good vocabulary is essential for students to be effective communicators, thinkers, and readers. It is a skill that is applicable to any academic discipline, including history. Students should be encouraged to look up words that they do not know when they encounter them while reading.

Students will not do formal vocabulary activities in this course, but a glossary has been provided for words that students may find difficult or unfamiliar in the assigned reading. Upon encountering an unknown word, the student should consult the glossary provided at the back of the teacher guide and/or a dictionary. Students should also be aware that many of these words have multiple meanings. It is important that students learn to use the context of these words in the text to help understand their meanings.

Students are encouraged to maintain a list of these words and review them periodically throughout the course. Review could include writing the words and their definitions on index cards to use as flashcards, having students create their own dictionaries, or using the words in sentences. This component of the course is entirely optional, however, and not built into the schedule.

Map Activities and Research

Students will be completing regular map activities as part of their assignments in this course. Maps are provided in the back of the teacher guide for reference, as well as periodically in the textbooks. Students should make use of these resources. However, students will need access to a world atlas or online maps to research locations. Research is a regular component of the map activities and is intended to help students develop their research skills in preparation for the research paper at the end of the course. Students' online research time may be monitored by the teacher or through use of a safe search browser. Students may also want to consider visiting their local library and asking the reference librarian for assistance.

If teachers prefer to substitute the specific map exercises with other research-based activities, we encourage them to consider a wide range of other options, depending on the student's interests. Students can pick a location relevant to the chapter and spend more time researching its history, culture, and geography. Students may want to research the climate/geography of a given location and then determine what items

would be especially useful for missionaries serving in that area. Students can then put together a care package to send to missionaries in the field. They may also research the probable routes that missionaries took to reach remote locations and consider possible challenges that they faced. Students can also be encouraged to delve further into the subject of cartography and its relationship to missionary work. Students who enjoy art may even try their hand at making their own maps of the locations covered in the course.

Using Vintage Books

One of the books included in this course, *Adventures of Missionary Heroism*, was originally published in the early 1900s. There is real value in reading vintage books like this one. These historical texts not only provide us with information but also insight into the attitudes and perceptions of people from that time. It is important to remember that vintage books can express attitudes and use terminology that are no longer considered appropriate.

When students come across these moments in vintage books, it is the perfect opportunity for them to have a discussion with their teacher about this material. Teachers and students can use this opportunity to analyze the differences in attitudes between now and then, as well as to review Biblical principles regarding issues like racism.

These conversations will provide students a context for understanding the attitudes expressed in the text, as well as help them develop their own skills of discernment and critical thinking when it comes to materials they are reading.

Grading Options for This Course:

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

To calculate the percentage of the worksheets and quizzes the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows:

90 to 100 percent = A

80 to 89 percent = B

70 to 79 percent = C

60 to 69 percent = D

0 to 59 percent = F

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Pages 9–16 • Introduction • <i>Taking the World for Jesus</i> • (TWJ)			
	Day 2	Complete Introduction Worksheet 1 • Pages 17–18 • Teacher Guide • (TG)			
	Day 3	Read Pages 19–25 • Chapter 1 to “What Was Going On...” • (TWJ)			
	Day 4	Complete Chapter 1 Worksheet 1 • Pages 19–20 • (TG)			
	Day 5	Read Pages 25–31 • Chapter 1 from “What Was Going On...” to the end of chapter • (TWJ)			
Week 2	Day 6	Complete Chapter 1 Worksheet 2 • Pages 21–22 • (TG)			
	Day 7	Read Pages 33–42 • Chapter 2 to “India and the Rise of Buddhism” • (TWJ)			
	Day 8	Complete Chapter 2 Worksheet 1 • Pages 23–24 • (TG)			
	Day 9	Read Pages 42–49 • Chapter 2 from “India and the Rise of Buddhism” to “Constantine and the Empire Reformed” • (TWJ)			
	Day 10	Complete Chapter 2 Worksheet 2 • Pages 25–26 • (TG)			
Week 3	Day 11	Read Pages 50–56 • Chapter 2 from “Constantine and the Empire Reformed” to end of the chapter • (TWJ)			
	Day 12	Complete Chapter 2 Worksheet 3 • Pages 27–28 • (TG)			
	Day 13	Read Pages 59–64 • Chapter 3 • (TWJ)			
	Day 14	Complete Chapter 3 Worksheet 1 • Pages 29–30 • (TG)			
	Day 15	Read Pages 65–77 • Chapter 3 • (TWJ)			
Week 4	Day 16	Complete Chapter 3 Worksheet 2 • Pages 31–32 • (TG)			
	Day 17	Read Pages 78–85 • Chapter 3 • (TWJ)			
	Day 18	Complete Chapter 3 Worksheet 3 • Pages 33–34 • (TG)			
	Day 19	Read Pages 87–98 • Chapter 4 to “Reaching Eastern Europe...” • (TWJ)			
	Day 20	Complete Chapter 4 Worksheet 1 • Pages 35–36 • (TG)			
Week 5	Day 21	Read Pages 98–106 • Chapter 4 from “Reaching Eastern Europe...” to “Scandinavia” • (TWJ)			
	Day 22	Complete Chapter 4 Worksheet 2 • Pages 37–38 • (TG)			
	Day 23	Read Pages 106–113 • Chapter 4 from “Scandinavia” to end of chapter • (TWJ)			
	Day 24	Complete Chapter 4 Worksheet 3 • Pages 39–40 • (TG)			
	Day 25	Complete Chapter 4 Map Exercise • Pages 41–42 • (TG)			
Week 6	Day 26	Read Pages 115–123 • Chapter 5 to “Reaching the Muslim World” • (TWJ)			
	Day 27	Complete Chapter 5 Worksheet 1 • Page 43–44 • (TG)			
	Day 28	Read Pages 123–129 • Chapter 5 from “Reaching the Muslim World” to end of the chapter • (TWJ)			
	Day 29	Complete Chapter 5 Worksheet 2 • Pages 45–46 • (TG)			
	Day 30	Read Pages 131–141 • Chapter 6 to “Early Missions to North America” • (TWJ)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Complete TWJ Chapter 6 Worksheet 1 • Page 47–48 • (TG)			
	Day 32	Read Pages 141–155 • Chapter 6 from “Early Missions to North America” to end of the chapter • (TWJ)			
	Day 33	Complete TWJ Chapter 6 Worksheet 2 • Pages 49–50 • (TG)			
	Day 34	Complete Chapter 6 Map Exercise • Pages 51–52 • (TG)			
	Day 35	Read Pages 157–166 • Chapter 7 • (TWJ)			
Week 8	Day 36	Complete Chapter 7 Worksheet 1 • Pages 53–54 • (TG)			
	Day 37	Read Pages 167–177 • Chapter 7 to “South Africa” • (TWJ)			
	Day 38	Complete Chapter 7 Worksheet 2 • Pages 55–56 • (TG)			
	Day 39	Read Pages 177–182 • Chapter 7 from “South Africa” to end of chapter • (TWJ)			
	Day 40	Complete Chapter 7 Worksheet 3 • Pages 57–58 • (TG)			
Week 9	Day 41	Complete Chapter 7 Map Exercise • Pages 59–60 • (TG)			
	Day 42	Read Pages 185–198 • Chapter 8 to “The Greatest Century of Christian Missions...” • (TWJ)			
	Day 43	Complete Chapter 8 Worksheet 1 • Pages 61–62 • (TG)			
	Day 44	Read Pages 198–206 • Chapter 8 from “The Greatest Century of Christian Missions...” to “India and the Lands...” • (TWJ)			
	Day 45	Complete Chapter 8 Worksheet 2 • Pages 63–64 • (TG)			
First Semester-Second Quarter					
Week 1	Day 46	Read Pages 206–216 • Chapter 8 from “India and the Lands...” to end of the chapter • (TWJ)			
	Day 47	Complete Chapter 8 Worksheet 3 • Pages 65–66 • (TG)			
	Day 48	Chapter 8 Practical Exercise and Prayer • Page 67 • (TG)			
	Day 49	Read Pages 219–229 • Chapter 9 • (TWJ)			
	Day 50	Complete Chapter 9 Worksheet 1 • Pages 69–70 • (TG)			
Week 2	Day 51	Read Pages 230–239 • Chapter 9 from “William Burns” to “Korea—The Hermit Kingdom” • (TWJ)			
	Day 52	Complete Chapter 9 Worksheet 2 • Pages 71–72 • (TG)			
	Day 53	Read Pages 239–248 • Chapter 9 from “Korea—The Hermit Kingdom” to the end of the chapter • (TWJ)			
	Day 54	Complete Chapter 9 Worksheet 3 • Pages 73–74 • (TG)			
	Day 55	Complete Chapter 9 Map Exercise • Pages 75–76 • (TG)			
Week 3	Day 56	Complete Chapter 9 Practical Exercise and Prayer • Page 77 • (TG)			
	Day 57	Read Pages 251–263 • Chapter 10 • (TWJ)			
	Day 58	Complete Chapter 10 Worksheet 1 • Pages 79–80 • (TG)			
	Day 59	Read Pages 263–276 • Chapter 10 • (TWJ)			
	Day 60	Complete Chapter 10 Worksheet 2 • Pages 81–82 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 4	Day 61	Complete Chapter 10 Map Exercise • Pages 83–84 • (TG)			
	Day 62	Complete Chapter 10 Practical Exercise and Prayer • Page 85 • (TG)			
	Day 63	Read Pages 279–289 • Chapter 11 to “Central and South America Before Christ” • (TWJ)			
	Day 64	Complete Chapter 11 Worksheet 1 • Pages 87–88 • (TG)			
	Day 65	Read Pages 289–296 • Chapter 11 from “Central and South America Before Christ” to “Jesus’ Kingdom...” • (TWJ)			
Week 5	Day 66	Complete Chapter 11 Worksheet 2 • Pages 89–90 • (TG)			
	Day 67	Read Pages 297–311 • Chapter 11 from “Jesus’ Kingdom...” to end of chapter • (TWJ)			
	Day 68	Complete Chapter 11 Worksheet 3 • Page 91–92 • (TG)			
	Day 69	Complete Chapter 11 Map Exercise • Pages 93–94 • (TG)			
	Day 70	Complete Chapter 11 Practical Exercise and Prayer • Page 95 • (TG)			
Week 6	Day 71	Read Pages 313–325 • Chapter 12 to “New Zealand and Australia” • (TWJ)			
	Day 72	Complete Chapter 12 Worksheet 1 • Pages 97–98 • (TG)			
	Day 73	Read Pages 325–337 • Chapter 12 from “New Zealand and Australia” to “Reaching the South Pacific for Christ” • (TWJ)			
	Day 74	Complete Chapter 12 Worksheet 2 • Pages 99–100 • (TG)			
	Day 75	Read Pages 337–347 • Chapter 12 from “Reaching the South Pacific for Christ” to end of the chapter • (TWJ)			
Week 7	Day 76	Complete Chapter 12 Worksheet 3 • Pages 101–102 • (TG)			
	Day 77	Complete Chapter 12 Map Exercise • Pages 103–104 • (TG)			
	Day 78	Complete Chapter 12 Practical Exercise and Prayer • Page 105 • (TG)			
	Day 79	Read Pages 349–359 • Chapter 13 to “The Jews—Circling Back Around” • (TWJ)			
	Day 80	Complete Chapter 13 Worksheet 1 • Pages 107–108 • (TG)			
Week 8	Day 81	Read Pages 359–363 • Chapter 13 from “The Jews—Circling Back Around” to end of the chapter • (TWJ)			
	Day 82	Complete Chapter 13 Worksheet 2 • Pages 109–110 • (TG)			
	Day 83	Complete Chapter 13 Map Exercise • Pages 111–112 • (TG)			
	Day 84	Complete Chapter 13 Practical Application and Prayer • Page 113 • (TG)			
	Day 85	Read Pages 365–371 • Conclusion • (TWJ)			
Week 9	Day 86	Complete Conclusion Worksheet 1 • Pages 115–116 • (TG)			
	Day 87	Complete Conclusion Practical Application and Prayer • Page 117 • (TG)			
	Day 88	Review for exam			
	Day 89	Review for exam			
	Day 90	Complete <i>Taking the World for Jesus</i> Exam • Pages 189–192 • (TG)			
		Mid-Term Grade			

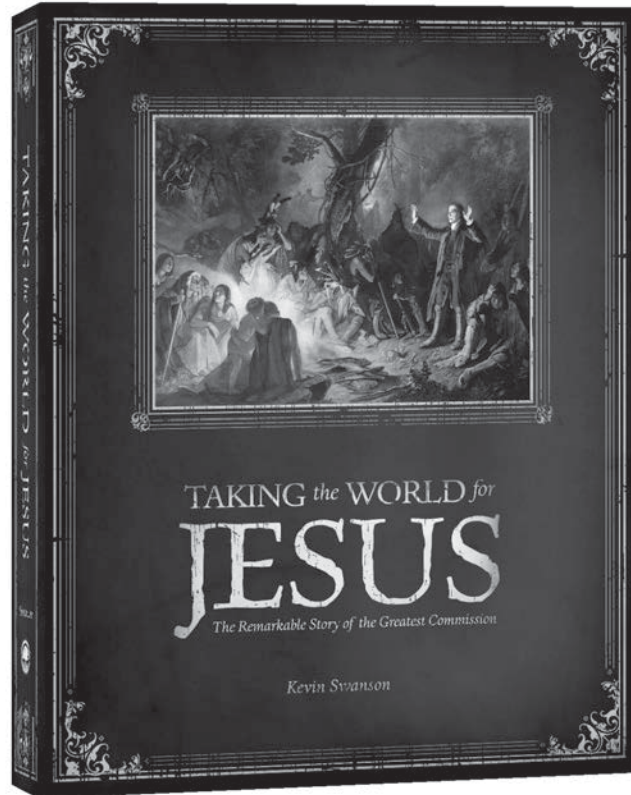
Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Read Pages 3–12 • Chapter 1 to the first full paragraph • <i>Adventures in Missionary Heroism</i> • (AMH)			
	Day 92	Read Pages 12–19 • Chapter 1 from the first full paragraph to the end of the chapter • (AMH)			
	Day 93	Complete Chapter 1 Worksheet 1 • Pages 121–122 • (TG)			
	Day 94	Read Pages 21–29 • Chapter 2 to the first full paragraph • (AMH)			
	Day 95	Read Pages 29–38 • Chapter 2 from the first full paragraph to the end of the chapter • (AMH)			
Week 2	Day 96	Complete Chapter 2 Worksheet 1 • Pages 123–124 • (TG)			
	Day 97	Complete Chapter 2 Map Exercise • Page 125–126 • (TG)			
	Day 98	Read Pages 39–47 • Chapter 3 to the first full paragraph • (AMH)			
	Day 99	Read Pages 47–55 • Chapter 3 from the first full paragraph to the end of the chapter • (AMH)			
	Day 100	Complete Chapter 3 Worksheet 1 • Pages 127–128 • (TG)			
Week 3	Day 101	Read Pages 57–66 • Chapter 4 to the first full paragraph • (AMH)			
	Day 102	Read Pages 66–73 • Chapter 4 from the first full paragraph to the end of the chapter • (AMH)			
	Day 103	Complete Chapter 4 Worksheet 1 • Pages 129–130 • (TG)			
	Day 104	Read Pages 75–83 • Chapter 5 to the first full paragraph • (AMH)			
	Day 105	Read Pages 83–89 • Chapter 5 from the first full paragraph to the end of the chapter • (AMH)			
Week 4	Day 106	Complete Chapter 5 Worksheet 1 • Pages 131–132 • (TG)			
	Day 107	Complete Chapter 5 Map Exercise • Pages 133–134 • (TG)			
	Day 108	Read Pages 93–100 • Chapter 6 to the second full paragraph • (AMH)			
	Day 109	Read Pages 100–109 • Chapter 6 from the second full paragraph to the end of the chapter • (AMH)			
	Day 110	Complete Chapter 6 Worksheet 1 • Pages 135–136 • (TG)			
Week 5	Day 111	Chapter 6 Map Exercise • Pages 137–138 • (TG)			
	Day 112	Read Pages 111–119 • Chapter 7 to the first full paragraph • (AMH)			
	Day 113	Read Pages 119–128 • Chapter 7 from the first full paragraph to the end of the chapter • (AMH)			
	Day 114	Complete Chapter 7 Worksheet 1 • Pages 139–140 • (TG)			
	Day 115	Read Pages 129–134 • Chapter 8 to the first full paragraph • (AMH)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 116	Read Pages 134–140 • Chapter 8, from the first full paragraph to the end of the chapter • (AMH)			
	Day 117	Complete Chapter 8 Worksheet 1 • Pages 141–142 • (TG)			
	Day 118	Read Pages 141–150 • Chapter 9 • (AMH)			
	Day 119	Read Pages 151–157 • Chapter 9 • (AMH)			
	Day 120	Complete Chapter 9 Worksheet 1 • Pages 143–144 • (TG)			
Week 7	Day 121	Complete Chapter 9 Map Exercise • Page 145 • (TG)			
	Day 122	Read Pages 159–169 • Chapter 10 to the first full paragraph • (AMH)			
	Day 123	Read Pages 169–175 • Chapter 10 from the first full paragraph to the end of the chapter • (AMH)			
	Day 124	Complete Chapter 10 Worksheet 1 • Pages 147–148 • (TG)			
	Day 125	Read Pages 179–187 • Chapter 11 to the first full paragraph • (AMH)			
Week 8	Day 126	Read Pages 187–193 • Chapter 11 from the first full paragraph to the end of the chapter • (AMH)			
	Day 127	Complete Chapter 11 Worksheet 1 • Pages 149–150 • (TG)			
	Day 128	Complete Chapter 11 Map Exercise • Page 151–152 • (TG)			
	Day 129	Read Pages 195–203 • Chapter 12 to the first full paragraph • (AMH)			
	Day 130	Read Pages 203–213 • Chapter 12 from the first full paragraph to the end of the chapter • (AMH)			
Week 9	Day 131	Complete Chapter 12 Worksheet 1 • Pages 153–154 • (TG)			
	Day 132	Complete Chapter 12 Worksheet 2 • Pages 155–156 • (TG)			
	Day 133	Complete Chapter 12 Map Exercise • Page 157–158 • (TG)			
	Day 134	Read Pages 215–223 • Chapter 13 to the first full paragraph • (AMH)			
	Day 135	Read Pages 223–230 • Chapter 13 from the first full paragraph to the end of the chapter • (AMH)			
Second Semester-Fourth Quarter					
Week 1	Day 136	Complete Chapter 13 Worksheet 1 • Pages 159–160 • (TG)			
	Day 137	Complete Chapter 13 Map Exercise • Page 161–162 • (TG)			
	Day 138	Read Pages 231–238 • Chapter 14 to the first full paragraph • (AMH)			
	Day 139	Read Pages 238–246 • Chapter 14 from the first full paragraph to the end of the chapter • (AMH)			
	Day 140	Complete Chapter 14 Worksheet 1 • Pages 163–164 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 2	Day 141	Read Pages 247–256 • Chapter 15 to the first full paragraph • (AMH)			
	Day 142	Read Pages 256–265 • Chapter 15 from the first full paragraph to the end of the chapter • (AMH)			
	Day 143	Complete Chapter 15 Worksheet 1 • Pages 165–166 • (TG)			
	Day 144	Complete Chapter 15 Map Exercise • Page 167–168 • (TG)			
	Day 145	Read Pages 267–274 • Chapter 16 to the first full paragraph • (AMH)			
Week 3	Day 146	Read Pages 274–279 • Chapter 16 from the first full paragraph to the end of the chapter • (AMH)			
	Day 147	Complete Chapter 16 Worksheet 1 • Pages 169–170 • (TG)			
	Day 148	Read Pages 293–290 • Chapter 17 • (AMH)			
	Day 149	Read Pages 291–298 • Chapter 17 • (AMH)			
	Day 150	Complete Chapter 17 Worksheet 1 • Pages 171–172 • (TG)			
Week 4	Day 151	Read Pages 299–308 • Chapter 18 to the first full paragraph • (AMH)			
	Day 152	Read Pages 308–316 • Chapter 18 from the first full paragraph to the end of the chapter • (AMH)			
	Day 153	Complete Chapter 18 Worksheet 1 • Pages 173–174 • (TG)			
	Day 154	Read Pages 317–323 • Chapter 19 to the first full paragraph • (AMH)			
	Day 155	Read Pages 323–329 • Chapter 19 from the first full paragraph to the end of the chapter • (AMH)			
Week 5	Day 156	Complete Chapter 19 Worksheet 1 • Pages 175–176 • (TG)			
	Day 157	Complete Part A of Chapter 19 Map Exercise • Page 177–178 • (TG)			
	Day 158	Start Research for Part B of Chapter 19 Map Exercise • Pages 177 • (TG)			
	Day 159	Complete Research for Part B of Chapter 19 Map Exercise and Finish Assignment • Pages 177 • (TG)			
	Day 160	Read Pages 331–339 • Chapter 20 to the first full paragraph • (AMH)			
Week 6	Day 161	Read Pages 339–347 • Chapter 20 from the first full paragraph to the end of the chapter • (AMH)			
	Day 162	Complete Chapter 20 Worksheet 1 • Pages 179–180 • (TG)			
	Day 163	Read Pages 349–353 • Chapter 21 to the first full paragraph • (AMH)			
	Day 164	Read Pages 353–360 • Chapter 21 from the first full paragraph to the end of the chapter • (AMH)			
	Day 165	Complete Chapter 21 Worksheet 1 • Pages 181–182 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 166	Complete Chapter 21 Worksheet 2 • Pages 183–184 • (TG)			
	Day 167	Decide on Essay topic • Pages 185–186 • (TG)			
	Day 168	Start background research on Essay topic			
	Day 169	Continue researching Essay topic			
	Day 170	Continue researching Essay topic			
Week 8	Day 171	Conclude researching Essay topic			
	Day 172	Conclude researching Essay topic			
	Day 173	Start drafting Essay			
	Day 174	Continue drafting Essay			
	Day 175	Conclude drafting Essay			
Week 9	Day 176	Conclude drafting Essay			
	Day 177	Cite sources for Essay			
	Day 178	Revise and polish Essay			
	Day 179	Review for exam			
	Day 180	<i>Adventures of Missionary Heroism</i> Exam • Pages 193–195 • (TG)			
		Final Grade			



Worksheets
for Use with
Taking the World for Jesus



Study Questions

1. What is the most important event in all of earth's history? What is the approximate year when this happened?
2. When was the term AD developed and who came up with the idea?
3. Who is in control of all of history from AD 33 to the present? Use Scripture to prove your point.
4. What is the scope of the Great Commission?
5. What are we supposed to teach the nations, according to the Great Commission?
6. How does Jesus' kingdom grow according to the Parable of the Mustard Seed?
7. How does Jesus' kingdom work according to the Parable of the Leaven or Yeast?

8. Which are the characteristics of Jesus' projects in history and which are characteristics of the projects of the great empires of men?
- a. Building big towers and buildings that eventually fall down.
 - b. Righteousness, Peace, and Joy in the Holy Spirit
 - c. A project that grew from 120 people to 2.2 billion people over 2000 years
 - d. A focus on making money, winning sporting competitions, getting elected to govern powerful nations.
 - e. A focus on discipleship.

Essay Question

What experience do you have with missionary work? Do you know any missionaries? Have you or someone you know participated in a missions trip? Are you interested in doing missionary work in the future? Write a one or two paragraph response answering these questions.



Study Questions

1. When was Jesus Christ born, according to our best estimates?
2. What modern countries did the Roman Empire govern at the time that Jesus was born in Bethlehem?
3. What does “Pax Romana” mean?
4. What is a republic or a republican form of government?
5. When Caesar Augustus called himself “Pontifex Maximus,” what did this mean?
6. What illegitimate powers were given to the father by the Roman concept of “*pater familias*?” Reference Numbers 35:16-18. What does God’s Word say about this power?
7. Why did Herod the Great kill so many babies in Bethlehem?

Essay Question

Spend some time learning about missionary work in a Christian denomination you are familiar with. Where do they work? What kinds of work do they do? Are there special requirements for becoming a missionary? Write a one or two paragraph response answering these questions.



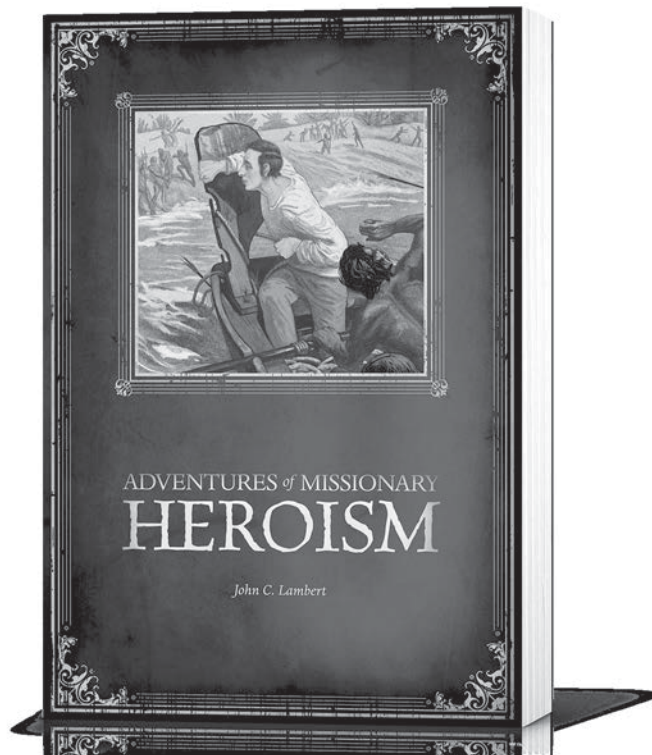
Study Questions

1. When did China become an empire?
2. What did the philosophy of “legalism” do for the Chinese empire?
3. What characterized ancient tribes in Ireland and other far-flung areas outside of these empires?
4. According to Acts 1:8, where were the disciples to take the Gospel message? Which country was first, which second, and so forth?
5. Who is the strong man mentioned by Jesus in Mark 3:27? What happens to people who rob his house?
6. How many miles did the Apostle Paul travel in his first three missionary journeys altogether?
7. RESEARCH! To which churches did Paul write his letters, and in what modern country did these churches reside?

Matching Exercise

Match the Apostle with his legacy or martyrdom found in the second column.

- | | |
|---------------------------|---|
| 1. Paul | a. Crucified in Achaia. |
| 2. Peter | b. Crucified in Hierapolis in Turkey. |
| 3. John | c. Beaten to death in Armenia. |
| 4. Andrew | d. Crucified upside down. |
| 5. James (John's brother) | e. Exiled to Patmos where he wrote a book of the Bible. |
| 6. Phillip | f. Killed by Herod in Judea. |
| 7. Bartholomew | g. Took the Gospel to India, and killed by a spear. |
| 8. Thomas | h. Beheaded by Nero. |
| 9. Simon the Zealot | i. Sawn in pieces somewhere in Iran (Persia). |



Worksheets
for Use with
Adventures of Missionary Heroism



Study Questions

1. What did James Gilmour's father and mother do with him that prepared him for missionary work?
2. How effective was his ministry at bringing about converts?
3. What was it that kept the population low in Mongolia?
4. How did James Gilmour demonstrate "involvement" right away when he reached Mongolia?
5. What did Mongolians buy from the Chinese (which they also used for money)?
6. How many miles did Gilmour walk in one day (average)?
7. How did he adopt the lifestyle of the Mongolians?

8. What were the two dangers Gilmour faced?

Scripture Theme

Psalm 72:5–8

⁵ For He established a testimony in Jacob,
And appointed a law in Israel,
Which He commanded our fathers,
That they should make them known to their children;
⁶ That the generation to come might know them,
The children who would be born,
That they may arise and declare them to their children,
⁷ That they may set their hope in God,
And not forget the works of God,
But keep His commandments;
⁸ And may not be like their fathers,
A stubborn and rebellious generation,
A generation that did not set its heart aright,
And whose spirit was not faithful to God.

Scripture Theme Questions

1. What should parents teach their children?

2. What mighty works has God accomplished in foreign lands that we might share with our children?



Study Questions

1. What are the three major people groups that came into India? To which group did Dr. Chamberlain minister?
2. What was unique about this tribe to which Dr. Chamberlain ministered?
3. Why did Chamberlain give a copy of the Bible to the two patients who could not read?
4. How did the tribe make it known that they would abandon their idolatry?
5. Why did the village fear the serpent?

Bonus

6. Where do we find (in the Bible) the promise that the Seed of the Woman (Jesus) would crush the head of the serpent? [You may need to look this up.]

Scripture Theme

Luke 10:17–18

¹⁷ Then the seventy returned with joy, saying, “*Lord, even the demons are subject to us in Your name.*”

¹⁸ And He said to them, “*I saw Satan fall like lightning from heaven. 19 Behold, I give you the authority to trample on serpents and scorpions, and over all the power of the enemy, and nothing shall by any means hurt you.*”

Scripture Theme Questions

1. Why should Jesus’ disciples not fear the demon world?

Essay Question

You read about how Dr. Chamberlain worked as both a medical doctor and an evangelist. How did he blend those responsibilities? For instance, how did he incorporate evangelism into his medical work? Do you think this is effective? Why or why not? Can you think of how other professionals may blend evangelism with their work? Write a one or two paragraph response answering these questions.



Map Exercise

Where on the following map are the cities in which Dr. Chamberlain worked? (Palamaner, near Chittoor, and then Madanapalle where he built a church). Try to find Hyderabad also. Use maps of India available online or in an atlas.

Also, using *Taking the World for Jesus*, which you read earlier in this course, identify the locations where Henry Martyn, William Carey, Alexander Duff, Charles T.E. Rhenius, and the Apostle Thomas worked in India.

If your church or denomination supports missionaries in India, identify the location of this work on the map, as well.

In what 2 areas was most of the missionary work happening on these maps? Why do you think those areas received so many missionaries as compared to the rest of the country? Why do you think there were so many British missionaries in India?



Exams



Multiple Choice (3 points each)

1. Which nation or city did the Apostles NOT reach in the first century of missions?
 - A. Rome
 - B. Greece
 - C. England
 - D. India
 - E. Egypt
2. The Apostle Paul was martyred in the following city:
 - A. Alexandria, Egypt
 - B. Lyon, France
 - C. Rome
 - D. Corinth
3. Two young boys were kidnapped in the Red Sea, and eventually helped to start the church in _____.
 - A. Ethiopia
 - B. Egypt
 - C. Tarsus
 - D. Spain
4. Which Caesar started organized persecutions against the Christians?
 - A. Augustus
 - B. Nero
 - C. Domitian
 - D. Caligula
5. The first missionaries to China in the 7th Century were called:
 - A. The Methodists
 - B. The Catholics
 - C. The Nestorians
 - D. The Arians
6. During the 300s, 72 Syrian Families moved out to this country to start a Christian church (which is still in place today).
 - A. India
 - B. China
 - C. Japan
 - D. Ukraine

7. Patrick's letter to Coroticus addressed the travesty of:
 - A. Human Sacrifice
 - B. Polygamy
 - C. Cannibalism
 - D. Slavery
8. Which country did the missionary Columbanus NOT visit in his missionary work?
 - A. France (Burgundy)
 - B. Poland
 - C. Germany
 - D. Switzerland
9. Which king stopped the advance of the Muslims at the battle of Tours?
 - A. Charles Martel
 - B. Charlemagne
 - C. Radbod
 - D. Ethelbert of Kent
10. Which of the following FAILED to translate significant portions of the Bible into the common language? (More than one answer is possible.)
 - A. Methodius in Moravia
 - B. Bede in Britain
 - C. The Nestorians in China
 - D. The Roman Catholics in China

Identify the Denomination (2 points each)

Fill in the denomination the following missionary represented:

Anglican	Baptist	Catholic	Nestorian	Plymouth Brethren
Eastern Orthodox	Lutheran	Moravian	Presbyterian	

1. William Carey _____
2. Alexander Duff _____
3. Francis Xavier _____
4. Rabban Sauma _____
5. Methodius _____
6. Bartolomé de las Casas _____
7. Frederick Martin (working on the island of St. Thomas) _____
8. Christian Friedrich Schwartz _____
9. Bishop John Coleridge Patteson _____
10. Frederick Arnot _____

Match the Location Taken for Jesus (2 points each)

- | | |
|-----------------------------|-------------------------------|
| 1. Patrick | a. Armenia |
| 2. Columcille | b. Brazil |
| 3. Apostle Thomas | c. New Zealand |
| 4. Apostle Bartholomew | d. Scotland |
| 5. Augustine of Kent | e. Norway |
| 6. Olaf Tryggvasson | f. England |
| 7. Hans Egede | g. Hawaii |
| 8. Jens Haven | h. Malaysia |
| 9. Captain Allen Gardiner | i. Ireland |
| 10. Robert Reid Kalley | j. Canada–Labrador Coast |
| 11. Melinda Rankin | k. Mexico |
| 12. Johan Heinrich Schmelen | l. India |
| 13. Samuel Dyer | m. Namibia |
| 14. Hiram Bingham | n. Greenland |
| 15. Henry Williams | o. Argentina–Tierra del Fuego |

Short Answer (4 points each)

1. Who discipled Polycarp?
2. What was the first nation to turn to Christ (as a nation)?
3. In which nations and areas today are the Christian churches growing fastest? (Name two.)

4. What were the three worldviews that were in opposition to each other during the 19th Century Missions?

5. Name at least two missionaries who were martyred.

Answers

Taking the World for Jesus Worksheet Answer Keys

Introduction Worksheet 1

1. Jesus died on the cross and rose again on the third day around AD 33.
2. Dionysius the Humble came up with the idea in AD 525.
3. Jesus Christ. Colossians 1:16-17.
4. All nations. The whole world.
5. To obey everything Jesus has commanded in His Word.
6. It grows very slowly, but it grows to be very large.
7. The influence of Jesus' kingdom works its way into every nook and cranny of the world, but does so very quietly and it is hard to detect.
8. Jesus' projects - b, c, e.
Kingdoms of Men projects - a, d.

Essay Question

Answers will vary, but students should be able to identify specific experiences and interests.

Chapter 1 Worksheet 1

1. Between 6 BC and 1 AD.
2. North Africa, modern Spain, France, Germany, Netherlands, Italy, Greece, Turkey, Israel, and Egypt.
3. The peace of Rome.
4. It is a form of government, where representatives are elected to lead the government. They are usually bound by certain coded laws as well.
5. It meant that he was the highest priest, or the most powerful religious person on earth.
6. The father had the right to commit infanticide, if he did not want to keep a newborn child born to his family. The Bible (God's law) requires a penalty for anybody who intentionally murders somebody else, and it does not exempt fathers in this.
7. He wanted to kill the newborn Christ.

Essay Question

Answers will vary, but students should be able to provide specifics about the missions work the denomination does.

Chapter 1 Worksheet 2

1. Around 221 BC.
2. It legitimized (or approved of) powerful, tyrannical governments in China until this present day.
3. Human sacrifice, cannibalism, witchdoctors and spiritism, abject fear, mass starvation, slavery, and ignorance.
4. First to Jerusalem, then to Judea, then Samaria, and then to the uttermost part of the earth.
5. The strong man is the devil. Often, he persecutes people who establish churches in countries where he has ruled for hundreds and thousands of years.
6. 6,900 miles.
7. Romans: Rome, Italy;
1st and 2nd Corinthians – Greece;
Galatians – Turkey;
Ephesians – Turkey;
Philippians - Greece (near border of Bulgaria);
Colossians – Turkey;
Thessalonians - Greece

Matching Exercise

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

Chapter 2 Worksheet 1

1. The Roman Empire persecuted God's people, and the Roman Empire collapsed.
2. Coliseum.
3. AD 404.
4. Ten major persecutions, and over 100,000 were killed.

Adventures of Missionary Heroism Worksheet Answer Keys

Chapter 1 Worksheet 1

1. They read missionary stories to him, and his father conducted family worship for an hour each day.
2. There was “Little fruit.” Records tell us he had 2 converts, although nobody worked harder than James Gilmour. During one eight months’ campaign he saw about 6,000 patients, preached to nearly 24,000 people, sold 3,000 books, distributed 4,500 tracts, and traveled 1,860 miles.
3. At least one male in each family would be a Buddhist priest (and he would not get married.)
4. He lived with and traveled with a Buddhist priest, and began evangelizing him day by day.
5. Large solid blocks of tea.
6. 40.
7. He ate their food and wore their clothing.
8. Wolves and bandits.

Scripture Theme Questions

1. To set their hope in God, the mighty works of God, and to keep the commandments of God.
2. Answers may vary, but students should be able to provide specific examples.

Chapter 2 Worksheet 1

1. The Kolarians, Dravidians, and Aryans. Dr. Chamberlain ministered to the Telugus tribe (part of the Dravidians).
2. They were much more receptive to the Gospel than other tribes in India.
3. They assured him they would find somebody (traveling merchants) to help them read the book.
4. They gave the chief idol to Chamberlain to take away with him.
5. Because it had killed a child and several cows and because they perceived it as a god.
6. Genesis 3:15.

Scripture Theme Questions

1. Because Satan has fallen from heaven, and Jesus has given us authority over the demonic world (serpents and scorpions).

Essay Question

Answers will vary, but students should provide specific examples and reasoning to support their opinion.

Chapter 2 Map Exercise

Martyn: Calcutta, Aldeen (near Serampore), Patna, Cawnpore/Kanpur

Carey: Serampore

Duff: Calcutta

Rhenius: Madras/Chennai; Tinnevely/Tirunelveli

Apostle Thomas: Malabar Coast; Kanyakumari District, Tamil Nadu

Answers may vary, but students should understand the connection between the British colonial presence and missions work.



Taking the World for Jesus Exam Answer Keys

Multiple Choice (3 points each)

1. C
2. C
3. A
4. B
5. C
6. A
7. D
8. B
9. A
10. C, D

Identify the Denomination (2 points each)

1. Baptist
2. Presbyterian
3. Roman Catholic
4. Nestorian
5. Eastern Orthodox
6. Roman Catholic
7. Moravian
8. Lutheran
9. Anglican
10. Plymouth Brethren

Identify the Tribe or Nation Taken for Jesus (2 points each)

1. i
2. d
3. l
4. a
5. f
6. e
7. n
8. j
9. o
10. b

11. k
12. m
13. h
14. g
15. c

Short Answer (4 points each)

1. The apostle John.
2. Armenia
3. China, Nepal, North Africa, Middle Eastern Muslim Countries
4. Pagan Worldview, Christian Worldview, Western Materialist (apostate) Worldview
5. Bishop John Patteson, John Williams, Boniface, Gordons (New Hebrides), Bishop James Hannington, the Apostles, etc. Others may be mentioned.

Adventures of Missionary Heroism Exam Answer Keys

Multiple Choice (6 points each)

1. A, B, D
2. A, C, D
3. B, C, F
4. A, B, D, E
5. B
6. C
7. D
8. A, C, D, F

Short Answer (2.5 points each)

1. The traders.
2. The Muslim slave traders.
3. Roman Catholics.
4. The Fuegians.

Matching 1 (3 points each)

1. Presbyterian
2. Anglican
3. Presbyterian
4. Presbyterian
5. Methodist
6. Anglican
7. Anglican
8. Methodist

Matching Part 2 (3 points each)

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