

# 5th Grade History and Geography

↑ Course Blocks

5th Grade History and Geography focuses on the Middle East and Africa. Study of the Middle East and Africa directly supports the student's study of the Old Testament in Catechesis. During the course of the year, students will memorize the names and locations of the nations and capitals in this area. They will also learn the history of this region, including memorizing important dates in history.

We recommend the students make nation/capital flashcards and important dates flashcards with index cards. This not only makes studying easier, but also makes it portable! Students with mobile devices can download flashcard apps for free or a nominal fee.

Having a globe or current maps available for the student helps the student visualize what they are learning. Here are some links to printable maps if you do not have any currently available.

Helpful maps:

- [Africa on the globe](#)
- [Political map with capitals](#)
- [Geographical map](#)
- [General map](#)
- [Blank political map](#)
- [Africa and Middle East with capitals](#)



[News forum](#)

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## Week 1



### Topics:

- Modern Africa- overview
- African history before Christ- overview

### Words to Remember:

- 3100 B.C.: 1st Egyptian Dynasty
- 2166 B.C.: Abram born
- 1901-1897 B.C. Joseph sold into slavery in Egypt
- 1888-1884 B.C. Joseph enters service in Pharoah's court
- 1750 B.C. Hyksos invade and dominate Egypt
- 1650 B.C. 17th Egyptian Dynasty
- 1580-1570 B.C. Hyksos expelled
- 1570 B.C.: New Kingdom/18th Dynasty
- 1526 B.C.: Moses born
- 1446 B.C.: 1st Passover/The Exodus
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### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals [\(here\)](#).

### Suggested Daily Schedule:

Day 1: Getting the big picture

- Look at the maps of Africa
- Discussion:
  - Where do people live? (compare the political maps with the physical/geographical maps)  
Go through the maps and figure out the pronunciations of all the nations and capitals (feel free to use a dictionary!)  
Are there any trends in terms of the names? (Example- French names, Republic or State in the official name, etc.)
    - How are those trends related to where those nations are located?

- What else do you notice from the maps?  
How big is Africa? (use the scale on the maps)
  - Find out how big the United States is
  - Find out how big your state is
  - How does the size of the United States compare to the size of Africa?
  - To what nation in Africa does the size of your state most closely compare?

#### Day 2: Flashcards

- Make flashcards for all of the nations and capitals in Africa (put the nation on one side and the capital on the other)
  - Put the nation on one side of an index card and the capital on the other
- Begin studying!

#### Day 3: Beginning at the beginning- African history before Christ- an overview

- A brief timeline:
  - 3100 B.C.: 1st Egyptian Dynasty
  - 2890 B.C.: 2nd Egyptian Dynasty
  - 2686 B.C.: 3rd Egyptian Dynasty (and first pyramids are built)
  - 2494 B.C.: 5th Egyptian Dynasty
  - 2345 B.C.: 6th Egyptian Dynasty
  - 2166 B.C.: Abram born
    - Pepy II is Pharaoh
  - 2160-2040 B.C.: Intermediate Period
  - 2040-1786 B.C.: Egyptian Middle Period
  - 1991 B.C. 12th Dynasty
    - 1901-1897 B.C. Joseph sold into slavery in Egypt
    - 1888-1884 B.C. Joseph enters service in Pharaoh's court
      - Sesotris I is Pharaoh
    - 1876 B.C. Jacob goes to Egypt
    - 1859 B.C. Jacob dies
      - Amenemhet I is Pharaoh
    - 1806 B.C. Joseph dies
      - Amenemhet III is Pharaoh
  - 1786-1567 B.C. 2nd Intermediate Period
    - 1750 B.C. Hyksos invade and dominate Egypt
    - 1650 B.C. 17th Egyptian Dynasty
    - 1580-1570 B.C. Hyksos expelled
  - 1570 B.C.: New Kingdom/18th Dynasty
  - 1526 B.C.: Moses born
    - Ahmose is Pharaoh
  - **1446 B.C.: 1st Passover/The Exodus**
    - Thutmose III is Pharaoh
  - Other notable 18th Dynasty Pharaohs
    - Amenhotep II, Thutmose IV, Amenhotep III, Amenhotep IV/Akhenaten, Tutankamun
  - 1379 B.C. The 300 years of judges begins
  - 1375 B.C. Amenhotep IV/Akhenaten introduces monotheistic religious reforms
  - 1332 B.C. 19th Dynasty
    - Rameses II is Pharaoh
  - 1286 BC Battle of Kadesh (between Hittites and Egyptians- Rameses II is defeated)
  - 1275 BC Troy is violently destroyed
  - 1230 BC Sea Peoples (Philistines?) invade Egypt
  - 1200 B.C. 20th Dynasty
    - Rameses III-XI are Pharaohs
  - 1190 B.C. Sea Peoples invade coast of Canaan
  - 1099 B.C. Eli is priest and judge (until 1060 B.C.)
  - 1085 B.C. 21st Dynasty
  - 1060 B.C. Ark of the Covenant in Philistine territory
  - 1050 B.C. Collapse of Mycenaean culture
  - 1048 B.C. Saul reigns over Israel
  - 1009 B.C. David reigns over Israel
  - 970 B.C. Solomon reigns over Israel
  - 945 B.C. 22nd Dynasty
    - Shoshenq I is Pharaoh
  - 931 B.C. Israel is divided under Rehoboam

- 927 B.C. Shoshenq invades Israel
- 898 B.C. Asa's reform
- 853 B.C. Battle of Qarqar
- 813 B.C. Carthage is founded by Phoenicians
- 817 B.C. 23rd Dynasty
- 722 B.C. Samaria falls to Assyrians
- 701 B.C. Sennacherib besieges Jerusalem
- 671 B.C. Syrians occupy Egypt
- 605 B.C. Babylonian exile under Nebuchadnezzar
- 560 B.C. Homer's poems set down in writing
- 343 B.C. 31st Dynasty
  - Artaxerxes III
- 335 B.C. Darius III takes Egypt
- 332 B.C. Alexander proclaimed pharaoh
- 305 B.C. Ptolemy I founds Ptolemaic Dynasty (Greek)
- 217 B.C. Ptolemy IV defeats Antiochus III
- 167 B.C. Antiochus IV Epiphanes at war with Egypt, orders pigs to be sacrificed to Zeus at Jerusalem temple; Maccabean revolt ensues
- 164 B.C. Maccabees retake and purify Jerusalem
- 146 B.C. Rome destroys Carthage
- 30 B.C. Antony and Cleopatra commit suicide
  - Rome rules Egypt until AD 642

Day 4:

- Discuss:
  - The events of history happened in real time and space. For example, working through Scripture (The Lutheran Study Bible is very helpful, here), we see the following:
    - The events of Job occurred between 2200 BC and 1800 BC
      - According to the brief timeline, what else happened during this time?
    - The events of Genesis occurred between 2091 BC and 1804 BC.
      - Which Egyptian Periods existed during the times of Genesis?
    - The events of Exodus occurred between 1526 BC and 1446 BC
      - Who was Pharaoh during the events of Exodus?
    - The events of Leviticus occurred in 1445 BC.
      - What happened the year before?
    - The events of Numbers occurred between 1445 BC and 1407 BC.
    - The events of Deuteronomy occurred in 1407 BC.
    - The events of Joshua occurred between 1406 BC and 1375 BC.
  - Continue looking through the Old Testament books and noting when the events recorded in them occurred.

Day 5:

- Read:
  - In *The Lutheran Study Bible*, look at the Biblical Chronology and World History on p. xcii
- Discuss:
  - Which events happened prior to 3100 B.C.? (Essentially Genesis 1-11)
  - *TLSB* notes that cultures throughout the world have creation and flood accounts as part of their literary canon.
  - Why might this be the case?
  - Where is the only true account of Creation and the Flood?

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## Week 2



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Egyptian dynasties

### Words to Remember:

- 3100 B.C.: 1st Egyptian Dynasty
- 2166 B.C.: Abram born
- 1901-1897 B.C. Joseph sold into slavery in Egypt
- 1888-1884 B.C. Joseph enters service in Pharaoh's court
- 1750 B.C. Hyksos invade and dominate Egypt
- 1650 B.C. 17th Egyptian Dynasty

- 1580-1570 B.C. Hyksos expelled
- 1570 B.C.: New Kingdom/18th Dynasty
- 1526 B.C.: Moses born
- 1446 B.C.: 1st Passover/The Exodus

**Textbook reference and written work:**

- [Map of Ancient Africa \(1450 B.C.\)](#).
- List of African nations and their capitals [\(here\)](#).

**Suggested Daily Schedule:**

- Day 1: Getting the big picture
  - Look at the map of Ancient Africa
  - Discussion:
    - What do you notice?
    - Are there any differences between the maps you observed last week and this map?
      - Note names of cities, etc.
    - Note the date of the map
      - Take a look at your list of dates to remember- what was going on at this time?
- Day 2: Flashcards
  - Study the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Egyptian dynasties
  - Watch The Greatest Pharaohs
  - Have the student take notes on similarities and differences between the list of Dates to Remember and the video. Note: not all differences are discrepancies, some just denote different names/translations, etc.
  - As the video progresses, note especially the historical context and significance of the different pharaohs.
  - Note also the geographical context.



- Day 4: Egyptian dynasties- Worldview of the Ancient Egyptians
  - [Hymn to the Nile](#)
    - Discuss:
      - Why would the Ancient Egyptians write a hymn to the Nile (a river)?
      - What are they asking from the Nile?
      - How is their hymn similar to some Psalms or other passages from the Bible that you have read? How is it different? What is the most significant difference?
      - Read Psalm 20, especially note verse 7.
  - Egyptian Creation Epic (see below)
    - Discuss:
      - How did the Ancient Egyptians believe the world came into being?
      - What are the similarities and differences between how we believe the world came into being and how the Ancient Egyptians believed the world came into being?
      - Which account- the Ancient Egyptian or the Biblical- is easier to believe? Why?
    - Writing assignment:
      - Using Confutation, write a paragraph against the Ancient Egyptian Creation Epic
      - 1. Blame the teller of the story
        2. Give a summary of the story
        3. Attack it as being:
          - obscure
          - incredible
          - impossible
          - illogical

- unfitting, and
  - unprofitable
- Day 5: Egyptian dynasties- The Family Tree (of sorts)
  - The Dynasties (see below)
  - How do we know about the dynasties?
    - Introduction to Hieroglyphics
      - [A brief history of hieroglyphics](#)
      - [Hieroglyphic alphabet](#)
    - Discuss:
      - After reading about hieroglyphics and exploring the abbreviated list of kings and queens in the different dynasties, discuss why there may have been so many similarities in names
        - Example answers: they were related, they had a limited alphabet, etc.



[Egyptian Myth: The Creation Epic](#)

Creation according to the Ancient Egyptians



[The Dynasties](#)

## Week 3



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Literature of the Ancient Egyptians

### Textbook reference and written work:

- [Map of Ancient Africa \(1450 B.C.\)](#)
- List of African nations and their capitals ([here](#)).
- [The Literature of the Ancient Egyptians by Sir E. A. Wallis Budge](#)

### Suggested Daily Schedule:

- Day 1: Reading hieroglyphs for history
  - In Chapter VII of The Literature of the Ancient Egyptians, read "The Legend of Khnemu and a Seven Years' Famine"
  - Read Genesis 41-43
  - Discussion:
    - What do you notice?
    - Are there any differences between the stories?
    - Are there any similarities?
    - How can there be differences between accounts of the same events?
    - How do we know what to believe when it comes to history? Why is it important to study primary sources?
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Reading hieroglyphs for history
  - Look at the map of Ancient Africa- locate Megiddo (hint: it is north of Egypt)
  - In Chapter VIII of The Literature of the Ancient Egyptians, read "Capture of Megiddo by Thothmes III"
    - Note: the events described happened around 1468 B.C. This was shortly before the First Passover in 1446 B.C.
- Day 4: Reading hieroglyphs for history
  - In Chapter VIII of The Literature of the Ancient Egyptians, read "Summary of the Reign of Rameses III"
    - Note: Rameses III reigned after 1186 B.C. Egyptian influence in the world had begun to diminish.
    - In the Bible, this was the time of the Judges in the history of the Israelites, specifically, Gideon. You can read about Gideon beginning in Judges 6:11.
    - Discuss:
      - After reading "Summary of the Reign of Ramses III" and any of the other historical writings in Chapter VIII, ponder and discuss whether the historical writings give an accurate picture of what was going on in Egypt. Specifically, does the Rameses summary sounds like Egyptian influence is in decline? Why or why not?
- Day 5: Reading hieroglyphs for history
  - Read to page 231 of Chapter XIII.
    - Discuss: Does anything in this piece of reading sound familiar? (Think Proverbs or other Poetry books of the Bible) How can there be similarities between this ancient Egyptian literature and the inspired Word of God? This could be a good time to briefly address natural law (what is written on every human's heart, regardless of whether they believe in God)



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## Week 4



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Egyptian Pyramids (week 1)

### Textbook reference and written work:

- [Map of Ancient Africa \(1450 B.C.\)](#).
- List of African nations and their capitals ([here](#)).
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Getting the big picture
  - Look at the map of the pyramid/temple sites in Ancient Egypt
  - Discussion:
    - What do you notice?
    - Are there any differences between the maps you observed last week and this map?
      - Note names of cities, etc.
    - Note the date of the map
      - Take a look at your list of dates to remember- what was going on at this time?
  - Read Pyramids and Mummies (see below)
  - Watch Ancient Wonders: Pyramids (see below)
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: The Step Pyramid
  - Read The Step Pyramid (see below)
  - (Note, there is quite a bit of reading for students on Days 3 and 4. Teachers are encouraged to spread the reading as desired- example: Read The Step Pyramid on Days 2 and 3 and read The Lost Pyramid on Days 4 and 5. Day 5 has been designated a reading day to accomodate for this.)
- Day 4: The Lost Pyramid
  - Read The Lost Pyramid (see below)
- Day 5: Reading Day

 [Pyramids and Mummies](#)

 [Ancient Wonders: Pyramids](#)

 [The Step Pyramid](#)

 [The Lost Pyramid](#)

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## Week 5



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Egyptian Pyramids (week 2)

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Perfecting the Pyramids
  - Read: Seneferu, the World's Greatest Pyramid Builder (see below)
  - Discussion:
    - How did Seneferu improve the pyramids he built as time went on?

- What were some of the most significant changes he made?
- How were the pyramids he made different from the step pyramid about which you read last week?
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Bigger is Better?
  - Begin reading Khufu Built the Big One (see below)
- Day 4: Bigger is Better?
  - Continue reading Khufu Built the Big One
  - Discussion:
    - What did Khufu do that made his big pyramid possible? (think technique)
    - What challenges did he face in his project?
    - What was special about Khufu's pyramid in comparison to other pyramids about which you have read?
- Day 5: Building the Great Pyramid (direction forthcoming)



[Seneferu, the World's Greatest Pyramid Builder](#)



[Khufu Built the Big One](#)

## Week 6



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Joseph and Egyptian history
  - Read: Genesis 37-50 (this can be split among multiple days)
    - Take notes on the characters and locations about which you read
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Joseph and Egyptian History
  - Continue reading Genesis 37-50
  - Begin reading The Glorious Middle Kingdom (see below)
- Day 4: Joseph and Egyptian History
  - Continue reading The Glorious Middle Kingdom (see below)
  - Discuss:
    - What connections do you see between The Glorious Middle Kingdom and Genesis 37-50?
    - Note specifically names, dates, and locations, but general connections are great, too.
- Day 5: View [Unwrapping the Pharaohs Part 3](#)



[The Glorious Middle Kingdom](#)

## Week 7



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Mountains of Africa map](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Moses and Egyptian history
  - Read: Acts 7:1-40
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Moses and Egyptian History
  - Read: Exodus 1-3
    - Think back to the reading from Acts.
    - Discuss:
      - How did Stephen know all these things about Moses?
      - How can studying history help us make "the good confession" about our faith? (This is a big question- feel free to wrestle with this considerably)
- Day 4: Moses and Egyptian History
  - Read Pharaohs of the Oppression (see below)
- Day 5:
  - Continue reading Pharaohs of the Oppression (see below)
  - Writing activity: After reading from Acts, Exodus, and Pharaohs of the Oppression, write a narrative of what happened at this time in history. Feel free to also reference your dynasties list from Week 2
    - Narrative practice: a re-telling of a story from given facts
    - Directions for Composition Take a factual or fictional story from the poets or historians and retell it in your own words, attempting to be clear as to the facts:
      - Who did it
      - What was done
      - When it was done
      - Where it was done
      - How it was done
      - Why it was done



[Pharaohs of the Oppression](#)

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## Week 8



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Lakes of Africa map](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Wrestling with history
  - Last week, the chapter you read (Pharaohs of the Oppression) offered different opinions as to the dates of the same events. The authors claimed archeology as evidence for placing the Exodus in the 12th Dynasty. Yet, our dynasty list (from Week 2) and the Lutheran Study Bible chronology that we follow places the Exodus in the 18th Dynasty (the same dynasty as that which we will be reading about this week).
  - Read Exodus 1 (you read this last week as well)
  - Discuss:
    - According to the chronology we follow, the pharaoh at the beginning of the oppression was Ahmose- he was probably the "king who did not know Joseph" in Exodus 1:8
    - The enemies referenced in Exodus 1:10 were probably the Hyksos (invaders that ruled in Egypt during the 13th and 14th dynasties and had Semitic roots, just like the Israelites)
    - The pharaoh at the time of Moses was Amenhotep I.
    - If the Exodus was in the 12th dynasty, how do you explain the above points? How does "moving" one date in history (like the Exodus) cause many other dates to make less sense?
    - Note: These are big questions with which to wrestle. Students should be reminded to be critical consumers of history (not everything that claims to be history is actually history). Students should also be encouraged to stand firm on the



dates they have been studying since week 1 and the list of dynasties from week 2.

- Wrestle with these questions, but do not become discouraged if everything does not make sense. The point of this exercise was simply to remind students to be critical consumers of history and to reinforce why it is important to memorize dates (so you can question discrepancies when they arise!).
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: The Greatest of All the Pharaohs
  - Begin reading The Greatest of All the Pharaohs (see below)
- Day 4: The Greatest of All the Pharaohs
  - Continue reading The Greatest of All the Pharaohs (see below)
- Day 5:
  - Writing activity: After wrestling with big questions about history and reading The Greatest of All Pharaohs, do the following:
    - Using the steps of refutation, refute the idea that the Exodus happened in the 12th Dynasty
    - ▪ ▪
      1. Blame the teller of the story
      2. Give a summary of the story
      3. Attack it as being: (hint for teacher: Not all of these are applicable for each refutation, but usually several are. Help the student decide which makes most sense in a given situation. This process of deciding may include going through each one and making a case for why a statement or story is obscure, incredible, etc. and then deciding which makes the strongest case.)
        - obscure
        - incredible
        - impossible
        - illogical
        - unfitting, and
        - unprofitable



The Greatest of all the Pharaohs

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## Week 9



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of African rivers](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Wrestling with history
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: The Pharaoh and the Sphinx
  - Begin reading The Pharaoh and the Sphinx (see below)
- Day 4: The Pharaoh and the Sphinx
  - Continue reading The Pharaoh and the Sphinx (see below)
- Day 5:
  - Watch: The Pharaoh who found the Sphinx



The Pharaoh and the Sphinx

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## Week 10



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals [\(here\)](#).
- [Map of Africa](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Finding King Tut
  - The discovery of the tomb of Tutankhamun, the famed "Boy King" from the 18th Dynasty, captured the imagination of people all over world in 1922. Some people claim that Howard Carter stumbled upon King Tut's tomb. Others claim that it was only because of his well-calculated documentation prior to November 1922 that helped him discover the tomb. This week, you will examine his findings before he found King Tut. As you explore his documentation, be thinking about how these discoveries led up to the big discovery of King Tut's tomb. Feel free to make use of other resources such as your dynasties list from Week 2 and your map of pyramid/temple sites.
  - Background of the search:
    - [Carter and Carnarvon](#)
  - 1st Excavation Season
    - [View the maps and journal notes from the 1st Excavation Season](#)
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Finding King Tut: 1915-1922
  - 2nd Excavation Season
    - [View the maps, photos, and journal notes from the 2nd Excavation Season](#)
- Day 4: Finding King Tut: 1915-1922
  - 3rd Excavation Season
    - [View the maps, photos, and journal notes from the 3rd Excavation Season](#)
- Day 5: Finding King Tut: 1915-1922
  - 4th Excavation Season
    - [View the maps, photos, and journal notes from the 4th Excavation Season](#)
  - 5th Excavation Season
    - [View the maps, photos, and journal notes from the 5th Excavation Season](#)

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## Week 11



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals [\(here\)](#).
- [Map of Africa](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Finding King Tut
  - After sifting through almost eight years of Howard Carter's search for King Tut, you are ready to celebrate with Carter as he discovers King Tut!
  - [Begin reading Howard Carter's Diaries and Journals from the First Excavation Season \(October 28-December 31, 1922\)](#).
    - Note: The hyperlinked dates with each entry are merely links to the scan of the original text from Carter's Diaries and Journals. Feel free to take a look at them knowing the transcript is easier to read than the scans.
    - Discuss: How did Carter know he had discovered something special?
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Finding King Tut
  - [Continue reading Howard Carter's Diaries and Journals from the First Excavation Season \(October 28-December 31, 1922\)](#)
- Day 4: Finding King Tut
  - Read [Howard Carter's Diaries and Journals from the First Excavation Season \(January 1- May 31, 1923\)](#)
    - Discuss: The journal entries are relatively all business. What is one thing that happened unrelated to the specifics of the excavation?
- Day 5: Finding King Tut

- Read [Howard Carter's Diaries and Journals from the Second Excavation Season \(October 3, 1923 to February 11, 1924\)](#).  
Discuss: What was Carter's big concern expressed on October 12th? Look back at the January 1-May 31, 1923 journal entries. Does his concern seem legitimate? Why or why not?

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## Week 12



### Topics:

 Hide topic  Highlight this topic as the current topic

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers

### Textbook reference and written work:

- List of African nations and their capitals [\(here\)](#).
- [Map of Africa](#)
- [Map of pyramid/temple sites](#)

### Suggested Daily Schedule:

- Day 1: Finding King Tut
  - After sifting through almost eight years of Howard Carter's search for King Tut, you are ready to celebrate with Carter as he discovers King Tut!
  - [Read Howard Carter's Diaries and Journals from the Third Excavation Season \(January 19 to March 31, 1925\)](#).
    - Discuss: What challenges did Carter face during the Third Excavation Season?
  - [View Photographs by Harry Burton of the work being done \(these photos cover 1923-1925\)](#).
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Finding King Tut
  - [Read Howard Carter's Diaries and Journals from the Fourth Excavation Season \(September 23, 1925 to May 21, 1926\)](#).
    - Discuss: What challenges did Carter face during the Fourth Excavation Season?
    - On October 31, Carter lists multiple passages of Scripture. What was the connection between those verses and what he was doing? What does this potentially say about Carter's relationship with Scripture or his view of Scripture? What assumptions can we not make?
- Day 4: Finding King Tut
  - Read [Howard Carter's Diaries and Journals from the Fifth Excavation Season \(September 22, 1926 to May 3, 1927\)](#).
    - Discuss: Carter's journal from the fifth excavation season contains mention of many objects in King Tut's tomb. Which objects do you find most intriguing?
- Day 5: Finding King Tut
  - Read [Howard Carter's Diaries and Journals from the Sixth Excavation Season \(September 8, 1927 to April 26, 1928\)](#).
  - Read [Howard Carter's Diaries and Journals from the Seventh Excavation Season \(September 20 to December 4, 1928\)](#).
  - Read [Howard Carter's Diaries and Journals from the Eighth Excavation Season \(1929-1930\)](#).
  - Read [Howard Carter's Diaries and Journals from the Ninth Excavation Season \(late 1930\)](#).
    - Discuss: It seems all business in these excavation seasons. Why is it important when studying history to not skip the "uninteresting" bits of history?

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## Week 13



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers- ancient colonization

### Words to Remember:

- Phoenicians: a member of a Semitic people inhabiting ancient Phoenicia and its colonies. The Phoenicians prospered from trade and manufacturing until the capital, Tyre, was sacked by Alexander the Great in 332 BC .
- 1048 B.C. Saul reigns over Israel
- 1009 B.C. David reigns over Israel
- 970 B.C. Solomon reigns over Israel
- 931 B.C. Israel is divided under Rehoboam
- 927 B.C. Shoshenq invades Israel
- 898 B.C. Asa's reform
- 853 B.C. Battle of Qarqar
- 813 B.C. Carthage is founded by Phoenicians
- 722 B.C. Samaria falls to Assyrians
- 701 B.C. Sennacherib besieges Jerusalem
- 671 B.C. Syrians occupy Egypt
- 605 B.C. Babylonian exile under Nebuchadnezzar
- 560 B.C. Homer's poems set down in writing

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of Africa](#)
- [Map of pyramid/temple sites](#)
- [Egypt 1450 B.C.](#)
- [Palestine 1020 B.C.](#)
- [Assyrian Empire 750-625 B.C.](#)
- [Growth of Roman power map](#)

### Suggested Daily Schedule:

Day 1:

- Discuss:
  - King Tut reigned over Egypt from 1333-1323 B.C.
  - Look back at your chronology in Week 1 or look at *The Lutheran Study Bible*. How does the reign of King Tut correspond with The Exodus and the 300 year reign of the judges?
  - Who were the judges over Israel? (see below)
    - Read the passages from Judges noted in the Judges over Israel chart.
    - What events occurred during the time of the judges? (reference your chronology from Week 1)

Day 2: Flashcards

- Continue studying the nation/capital flashcards
- Continue studying African history before Christ dates to remember

Day 3:

- Discuss:
  - As you know and continue to learn, land changed hands quite frequently throughout history.
  - Look at the following maps:
    - [Palestine 1020 B.C.](#)
    - [Assyrian Empire 750-625 B.C.](#)
  - Who were the major land holders during these times?
  - What events occurred between the time of the first map (1020 B.C.) and the second map (625 B.C.)?

Day 4:

- Explore:
  - Carthage was a Phoenician city in ancient Africa established around 813 B.C.
  - It was the center of the Punic Wars, especially the Third Punic War
- Discuss:
  - Who were the Phoenicians?
  - Look again at
    - [Egypt 1450 B.C.](#)
    - [Assyrian Empire 750-625 B.C.](#)
  - Where were the Phoenicians living and exploring according to these maps?
- Read:
  - [Phoenicia by Herodotus](#)

Day 5:-

- Read: [Rome and Carthage compared](#)
- Discuss:
  - What contributed to the differences between Rome and Carthage? (government, geography, etc.)
- Explore:
  - [Greek and Phoenician Settlements map](#)
- Read:
  - [Documents from the founding of Cyrene](#)
- Discuss:
  - Why did the Greeks choose those particular locations to establish colonies?
  - Why was the colonization in Africa so much less than the colonization elsewhere by the Greeks? ([Here is some insight from the Roman colonization of Africa](#))
  - What challenges were faced in the founding of these ancient colonies?

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## Week 14



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Invaders and Travelers- ancient colonization

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of Africa](#)
- [Map of pyramid/temple sites](#)
- [In the Fullness of Time by Paul L. Maier](#)

### Suggested Daily Schedule:

- Day 1:
  - Read Luke 2:1-5
  - Read Chapter 1-3 in In the Fullness of Time
  - Explore: View [The Rise of the Roman Empire map](#)
  - Discuss:
    - What was the extent of the Roman Empire at the time Jesus was born?
    - Why was this significant in terms of fulfilling Old Testament prophecy? (Hosea 11:1, for example)
      - Make a list of Old Testament prophecies that were fulfilled by Jesus' birth (there are many of them, so limiting the list to those with geographical significance might be beneficial: Micah 5:2, for example)
- Day 2: Flashcards
  - Continue studying the nation/capital flashcards
  - Continue studying African history before Christ dates to remember
- Day 3: Read Chapter 4-5 in In the Fullness of Time
  - Explore: View [Palestine Under Roman Rule map](#)
- Day 4: Read Chapter 6-7 in In the Fullness of Time
  - Explore: View [Jesus' Birth and Flight to Egypt map](#)
- Day 5: Read Chapter 8-9 in In the Fullness of Time
  - Explore: View [The Kingdom of Herod the Great map](#)

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## Week 15



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Review

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of Africa](#)
- [African history before Christ dates quiz](#)
- [African history before Christ dates quiz key](#)
- [African nations and capitals quiz](#)
- [African nations and capitals quiz key](#)



Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1:
  - Review:
    - Discuss:
      - Thinking back on the history of Africa you have studied thus far, what people groups were involved in the history?
        - (Egyptians, Hyksos, Jews (Israelites), Phoenicians, Greeks, Romans)
      - With the exception of the Egyptians, what brought these different groups to Africa?
        - (captivity, weather/drought, trade, desire to conquer more land, etc.)
- Day 2: Seeing history unfold (Review)
  - View [The Achaemenid Empire of Persia 1000 B.C.](#)
  - View [The Achaemenid Empire of Persia- Cyrus the Great](#)
    - Read: Historical Events (see below)
  - View [The Achaemenid Empire of Persia- 530 B.C.](#)
  - View [The Achaemenid Empire of Persia- 500 B.C.](#)
  - View [Overview of the Mediterranean in 500 B.C. map](#)
  - View [Conquests of Alexander the Great map](#)
  - Discuss:
    - What changes do you observe between the occupation of land in 1000 B.C. and Alexander's series of conquests? (There are many!)
- Day 3: Seeing history unfold (Review)
  - Read:
    - Intro to the Diadochi (see below)
  - View [Diadochi Kingdoms in 315 B.C.](#)
  - View [Diadochi Kingdoms in 310 B.C.](#)
  - View [Diadochi Kingdoms in 301 B.C.](#)
  - View [Diadochi Kingdoms in 276 B.C.](#)
  - View [Diadochi Kingdoms in 130 B.C.](#)
  - Discuss:
    - Alexander the Great, in his quest to Hellenize (make Greek) the whole world, conquered much land. How did the Diadochi Kingdoms not only change what Alexander had conquered, but also from 315-130 B.C.?
- Day 4: Seeing history unfold (Review)
  - View [The Roman Conquest of the Mediterranean 330 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 260 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 220 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 200 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 130 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 50 B.C.](#)
  - View [The Roman Conquest of the Mediterranean 70 A.D.](#)
  - Discuss:
    - Think back to the Diadochi Kingdoms. Compare the dates of circumstances surrounding the Diadochi Kingdoms to the dates of circumstances surrounding the Roman conquest of the Mediterranean. Feel free to review all of your maps and strive to gain the big picture of what was going on in the world! What do you notice?
- Day 5: In the Fullness of Time
  - Review:
    - Discuss:
      - Historically speaking, what had to happen in order for prophecy to be fulfilled?
      - Specifically, discuss how God's plan can be seen unfolding as you study history (this is a very open-ended discussion and may go many directions)



[Intro to the Diadochi](#)



[Historical events](#)

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## Week 16



### Topics:

- Modern Africa- overview (continued)
- African history before Christ- Review

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of Africa](#)
- [African history before Christ dates quiz](#)
- [African history before Christ dates quiz key](#)
- [African nations and capitals quiz](#)
- [African nations and capitals quiz key](#)

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1:
  - Read: Brief Chronology of Roman History (see below)
  - View:
    - [The Roman Conquest of the Mediterranean 330 B.C.](#)
    - [The Roman Conquest of the Mediterranean 260 B.C.](#)
    - [The Roman Conquest of the Mediterranean 220 B.C.](#)
    - [The Roman Conquest of the Mediterranean 200 B.C.](#)
    - [The Roman Conquest of the Mediterranean 130 B.C.](#)
    - [The Roman Conquest of the Mediterranean 50 B.C.](#)
    - [The Roman Conquest of the Mediterranean 70 A.D.](#)
  - Make the connection:
    - Using the Chronology of Roman History and the different maps, connect the rise of Rome you see in the maps with specific events you see in the chronology.
    - Be sure to note the rulers/leaders involved in events contributing to the rise of Rome
  - Review:
    - Discuss:
      - How might the Roman conquests in the Mediterranean have impacted the conquered lands? (culture, religion, etc.)
- Day 2: Seeing history unfold
  - View [Roman Africa 100 B.C.](#)
  - View [Roman Africa 50 A.D.](#)
  - View [Roman Africa 200 A.D.](#)
  - View [Roman Africa 285 A.D.](#)
  - Discuss:
    - Referring back to the Chronology of Roman History, connect the Roman conquests in Africa to the events you see in the chronology.
    -
- Day 3: Seeing history unfold (Review)
  - Discuss:
    - What was the citizenship of the apostle Paul? (he was a Roman citizen)
    - Ponder why this may have been important as you view the dates from the Biblical chronology as well as the maps showing the rise of Christianity. You may also need to ponder this in light of the maps showing the rise of Rome.
  - Read:
    - [From Pentecost to the Deaths of Peter and Paul](#)
  - View [Christianity up to 200 A.D.](#)
  - View [The Diocletian Persecution 303-305 AD](#)
  - View [The Christian Empire 324-379 AD](#)
  - View [The Final Demise of Paganism 380-450 AD](#)
  - View [Christianity in 600 AD](#)
  - Read:
    - List of Plagues (see below)
  - Discuss:
    - What correlation do you see between the spread of Christianity and the various plagues that occurred?
- Day 4: The Justinian plague
  - Read: Excerpt from Procopius' History of Wars Book II (see below)
  - Read: Excerpt from Evagrius Scholasticus' Ecclesiastical History (AD 431-594)
  - Optional readings: [Brief biography of Evagrius](#) and [Brief biography of Procopius](#)
  - Discuss:
    - Both are first-hand accounts of the same plague. What differences do you notice between the two? What similarities? To what might you attribute the similarities and differences? (differences in author perspective, author location, author purpose in writing, etc.)
- ~~Day 5: In the Fullness of Time~~
  - Review:

- Discuss:
  - Historically speaking, what had to happen in order for prophecy to be fulfilled?
  - Specifically, discuss how God's plan can be seen unfolding as you study history (this is a very open-ended discussion and may go many directions)
  - 
  -



[A Brief Chronology of Roman History](#)



[Roman Era Plagues](#)



[Excerpt from Procopius' History of Wars Book II](#)



[Evagrius Scholasticus, Ecclesiastical History \(AD431-594\)](#)

## Week 17



### Topics:

- The Spread of Christianity- Part II

### Textbook reference and written work:

- List of African nations and their capitals [\(here\)](#).
- [Map of Africa](#)
- [African history before Christ dates quiz](#)
- [African history before Christ dates quiz key](#)
- [African nations and capitals quiz](#)
- [African nations and capitals quiz key](#)

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: Persecution
  - Review:
    - View [Christianity up to 200 A.D.](#)
    - View [The Diocletian Persecution 303-305 AD](#)
    - View [The Christian Empire 324-379 AD](#)
    - View [The Final Demise of Paganism 380-450 AD](#)
    - View [Christianity in 600 AD](#)
  - Read: Primary source accounts of Christian persecution
    - [The Annales of Tacitus, Chapter XV](#) (Feel free to read more)
    - [Pliny's letter to Emperor Trajan c. AD 112 and Trajan's response](#)
    - [The Martyrdom of St. Polycarp](#)
  - Discuss:
    - Recall why Christianity increased during plagues. (Christians cared for the sick while the pagans tossed them out on the streets)
    - What were some of the things done to Christians during the time Christianity was spreading rapidly? (burned, crucified, etc.)
    - After reviewing the maps and reading the readings, discuss or recall why Christianity spread during persecution. (
- Day 2: Trade-
  - View:(The following maps are different depictions of trade routes around the 1st Century AD)
    - [Ancient trade routes 1](#)
    - [Ancient trade routes 2](#)
  - Discuss:
    - Look back at the Spread of Christianity maps.
    - Analyze them closely in comparison to the Ancient trade routes.
    - How might the trade routes have benefited the spread of Christianity?
  - Bonus discussion:
    - Most Bibles have a map of Paul's missionary journeys. Compare those to the spread of Christianity maps and the trade route maps. Do you see any similarities? (Be sure to note dates so you don't have any chicken/egg issues)
- Day 3: Exploring the sites
  - Read: Acts 13

- View: [Pictures from the route of Paul's First Missionary Journey](#)
- Discuss:
  - What was it like to travel in New Testament times?
- Day 4: Philip and the Ethiopian Eunuch
  - Discuss: Missionaries didn't just bring the Gospel to the people of Europe and Asia
  - Read: Acts 8:26-40
  - Explore: Many places are mentioned in these verses. Using maps, locate all of the locations mentioned.
  - Discuss:
    - Where was the Eunuch? (On the road from Jerusalem) From where had he come? (Ethiopia- also known as Cush)
    - How could someone from Ethiopia know or at least have a copy of the Scriptures? (Some of the Israelites escaped to Egypt during the time of the Babylonian captivity)
      - Read: 2 Kings 25:22-26 (This happened around 587 BC)
    - Having heard the truth, what might the Eunuch done? (Told other people, perhaps in his hometown)
    - Assuming this, discuss all of the ways God spread the Good News of Jesus (Babylonian captivity, people traveling and returning home, etc.)
  - Bonus listen (parents might find this more interesting than students): <http://issuesetc.org/2013/10/12/1-philip-the-deacon-dr-jeff-oschwald-101112/>
- Day 5: Another religion spreads
  - Discuss: Christianity continued to spread by various means. As it was spreading, another religion, Islam, was being founded and spread.
  - Compare: In preparation for studying Islam's impact on Africa and the Middle East, look at the maps of the spread of Islam and compare them with the maps of the spread of Christianity
  - View:
    - [Spread of Islam 624 AD](#)
    - [Spread of Islam 628 AD](#)
    - [Spread of Islam 632 AD](#)
    - [Spread of Islam 634 AD](#)
    - [Spread of Islam 640 AD](#)
    - [Spread of Islam 661 AD](#)
    - [Spread of Islam 670 AD](#)
    - [Spread of Islam 710 AD](#)
    - [Spread of Islam 733 AD](#)
  - Discuss: Which areas overlap between Christianity and Islam?
  - Explore: There are other nations on the maps
    - [What is the Byzantine Empire?](#) (This entire article need not be read. There are some interesting audio resources at the top of the page. Depending on the technology at your disposal, the MIDI files may or may not work)
    - [Who were the Franks?](#) (As before, this entire article need not be read.)
    - [Who were the Sassanids?](#) (As before, this entire article need not be read.)
    - [Who were the Visigoths?](#) (As before, this entire article need not be read.)

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## Week 18



### Topics:

- The Rise of Islam

### **Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals ([here](#)).
- [The Qur'an and Its Teachings- Issues, Etc.](#)
- [The Muslim Pilgrimage Called the Hajj- Issues, Etc.](#)
- Ramadan- Issues, Etc.

Note: Teacher may begin giving History and Geography quizzes as is fitting

### **Suggested Daily Schedule:**

- Day 1: What is Islam?
  - Review:
    - [Spread of Islam 624 AD](#)
    - [Spread of Islam 628 AD](#)

- [Spread of Islam 632 AD](#)
- [Spread of Islam 634 AD](#)
- [Spread of Islam 640 AD](#)
- [Spread of Islam 661 AD](#)
- [Spread of Islam 670 AD](#)
- [Spread of Islam 710 AD](#)
- [Spread of Islam 733 AD](#)
- 
- Read: [Islam and Europe Timeline](#)
  - Compare the events on the timeline to the map to give you a fuller picture of the times marked on the maps
- Read: [Excerpt from The Life of Muhammad](#)
- Read: [Intro to the Qur'an](#)
- Discuss:
  - What have you learned about Islam thus far? (spread by force, their holy book has different versions, much legend surrounds the birth of Muhammad, etc.)
  - Who was Muhammad? (a prophet of Allah)
- Day 2: The Qur'an (Koran)
  - Read: [Overview of the Koran](#)
  - Optional Listen: [The Qur'an and Its Teachings- Issues, Etc.](#)
  - Compare the Koran and the Bible:
    - Organization
    - Content Categories (poetry, history, etc.)
    - Teachings
    - Source
- Day 3: Reading the Koran
  - Read: [The Koran](#)
    - Excerpts:
      - Sura I (p. 31)
      - Sura CIX (p. 44)
      - Sura XCI (p. 56)
      - Sura LXXX (p. 57)
      - Etc.
  - Discuss:
    - Each Sura begins with "In the Name of God, the Compassionate, the Merciful." Does the god described in the Suras seem to fit that description?
    - What other observations did you make about The Koran during your reading?
    - Some people say The Koran sounds like The Bible. Yesterday you compared the two books based on mere observation. Now, having read some excerpts of The Koran, do you have anything to add to yesterday's discussion? (This is a common argument that students will hear throughout life, especially as Islam grows. Spend ample time helping your students to understand that there are significant differences between The Bible and The Koran)
  - Listen: The Koran and the Bible
- ~~Day 4: Philip and the Ethiopian Eunuch~~
  - Discuss: Missionaries didn't just bring the Gospel to the people of Europe and Asia
  - Read: Acts 8:26-40
  - Explore: Many places are mentioned in these verses. Using maps, locate all of the locations mentioned.
  - Discuss:
    - Where was the Eunuch? (On the road from Jerusalem) From where had he come? (Ethiopia- also known as Cush)
    - How could someone from Ethiopia know or at least have a copy of the Scriptures? (Some of the Israelites escaped to Egypt during the time of the Babylonian captivity)
      - Read: 2 Kings 25:22-26 (This happened around 587 BC)
    - Having heard the truth, what might the Eunuch done? (Told other people, perhaps in his hometown)
    - Assuming this, discuss all of the ways God spread the Good News of Jesus (Babylonian captivity, people traveling and returning home, etc.)
  - Bonus listen (parents might find this more interesting than students): <http://issuesetc.org/2013/10/12/1-philip-the-deacon-dr-jeff-oschwald-101112/>
- ~~Day 5: Another religion spreads~~
  - ~~Discuss: Christianity continued to spread by various means. As it was spreading, another religion, Islam, was being founded and spread.~~



- Compare: In preparation for studying Islam's impact on Africa and the Middle East, look at the maps of the spread of Islam and compare them with the maps of the spread of Christianity
- View/Discuss: Which areas overlap between Christianity and Islam?
  - [Spread of Islam 624 AD](#)
  - [Spread of Islam 628 AD](#)
  - [Spread of Islam 632 AD](#)
  - [Spread of Islam 634 AD](#)
  - [Spread of Islam 640 AD](#)
  - [Spread of Islam 661 AD](#)
  - [Spread of Islam 670 AD](#)
  - [Spread of Islam 710 AD](#)
  - [Spread of Islam 733 AD](#)
- 
- Explore: There are other nations on the maps
  - [What is the Byzantine Empire?](#) (This entire article need not be read. There are some interesting audio resources at the top of the page. Depending on the technology at your disposal, the MIDI files may or may not work)
  - [Who were the Franks?](#) (As before, this entire article need not be read.)
  - [Who were the Sassanids?](#) (As before, this entire article need not be read.)
  - [Who were the Visigoths?](#) (As before, this entire article need not be read.)

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## Week 19



### Topics:

- Modern colonization of Africa overview

### Textbook reference and written work:

- List of African and Middle Eastern nations and their capitals ([here](#)).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: On the map
  - View:
    - [Africa in 1808](#)
    - [Pre-Colonial Africa, 1872](#)
    - [Colonial Rule in Africa](#)
  - Read: General Act of the 1885 Conference of Berlin (see below)
  - Discuss:
    - What changes do you observe in Africa from 1808 to the age of colonial rule according to the maps? Really be attuned to details.
    - How did the 1885 Conference of Berlin change Africa?
- Day 2: The Scramble for Africa
  - Read: The Scramble for Africa (see below)



[General Act of the 1885 Conference of Berlin](#)



[The Scramble for Africa](#)

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## Week 20



### Topics:

- Modern colonization of Africa- Portuguese colonization of Africa

### Textbook reference and written work:

- List of African and Middle Eastern nations and their capitals ([here](#)).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)
      - Note the land colonized by Portugal
      - Note also, when comparing to a modern map of Africa, the modern nations that constitute the Portuguese imperial lands (Angola, Mozambique, Guinea-Bissau, etc.)
    - [Colonial Africa 1906](#)
    - [Colonial Africa 1909](#)
      - Note any changes on the maps.
  - Read: Chocolate on Trial (see below)
  - Read: The Portuguese in Africa (see below)
  - Discuss:
    - Portugal was not the most powerful colonizer of Africa, but they made an impact, nonetheless. Having read The Portuguese in Africa, what was the impact of Portugal in Africa?
    - When learning about emotional issues such as colonization and slavery, there is usually bias on or toward one side or the other (the Europeans were the bad guys, etc.). The article you just read (The Portuguese in Africa) was written by a professor. Does he introduce a bias or is he able to just convey the facts?
    - Now, think back to Chocolate on Trial. This was an editorial written in 1908. Is there bias or just straight delivery of facts?
    - Whether or not there is bias, can we still learn history from these documents and readings? Why or why not?
- Day 2: Angola
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of Portugal's influence on Angola? (example: language)
    - What do you find particularly interesting about Angola?
  - Read:
- Day 3: Mozambique
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of Portugal's influence on Mozambique? (example: former name)
    - What do you find particularly interesting about Mozambique?
  - Read: [Mozambiquen Ethnomathematics](#) and [Geometry and Symmetry of Mavuku baskets](#)
  - Discuss:
    - Culture is said to be "the arts and other manifestations of human intellectual achievement." How do the baskets reflect Mozambiquen culture?
    - Did you notice the age of some of the basket makers? Is this part of their culture in danger of disappearing?
    - What else might influence their change of culture? (Gaining independence in 1975, etc.)
    - It is said, "Pure mathematics is the art of creating and imagining." How are these baskets examples of pure mathematics?
- Day 4: Guinea-Bissau
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)



[Chocolate on Trial](#)



[The Portuguese in Africa](#)

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## Week 21



### Topics:

- Modern colonization of Africa- Belgian colonization of Africa

### Textbook reference and written work:

- List of African and Middle Eastern nations and their capitals ([here](#)).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)
      - Note the land colonized by Belgium
      - Note also, when comparing to a modern map of Africa, the modern nations that constitute the Belgian imperial lands (Democratic Republic of Congo, Rwanda, and Burundi)
    - [Colonial Africa 1906](#)
    - [Colonial Africa 1909](#)
      - Note any changes on the maps.
  - Read: Excerpts from *Through the Dark Continent* by Henry Morton Stanley (1878) (see below)
  - Read: Excerpts from *The Founding of the Congo Free State* by Henry Morton Stanley (1885) (see below)
  - Discuss:
  - Bonus reading: [Heart of Darkness by Joseph Conrad](#) (a novel based on the experiences of Joseph Conrad's Belgian-commissioned trip on the Congo River)
  - Bonus reading discussion:
    - How is Africa described? (blank spaces on map, edge of colossal jungle, etc.)
    - What is Conrad's view of Africa overall?
- Day 2: Democratic Republic of Congo
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of Belgium's influence on the Democratic Republic of Congo? (example: language)
    - What do you find particularly interesting about the Democratic Republic of Congo?
  - Read:
- Day 3: Rwanda
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of Belgium's influence on Rwanda? (example: language)
    - What do you find particularly interesting about Rwanda?
  - Read:
- Day 4: Burundi
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of Belgium's influence on Burundi? (example: language)
    - What do you find particularly interesting about Burundi?



[Excerpts from Through the Dark Continent \(1878\).](#)



[Excerpts from The Founding of the Congo Free State \(1885\).](#)

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## Week 22



### Topics:

- Modern colonization of Africa- French colonization of Africa- Part I

### Textbook reference and written work:

- List of African and Middle Eastern nations and their capitals [\(here\)](#).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)
      - Note the land colonized by Belgium

- Note also, when comparing to a modern map of Africa, the modern nations that constitute the French imperial lands (Morocco, Algeria, Tunisia, and Cote d'Ivoire)
- [Colonial Africa 1906](#)
- [Colonial Africa 1909](#)
  - Note any changes on the maps.
- Read: [On French Colonial Expansion](#)
- Discuss:
  - According to Jules Ferry, why was it important for France to have colonies around the world?
  - What was Ferry's view of the people in the lands where the French set up colonies?
  - Based on this and other readings you have done, what are the positives of imperialism and what are the negatives of imperialism?
  - How might the Ten Commandments guide our thinking about imperialism?
- Read:
- Discuss:
- Day 2: Morocco
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Morocco? (example: language)
    - What do you find particularly interesting about Morocco?
  - Read:
- Day 3: Algeria
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Algeria? (example: language)
    - What do you find particularly interesting about Algeria?
  - Read:
- Day 4: Tunisia
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Tunisia? (example: language)
    - What do you find particularly interesting about Tunisia?
- Day 5: Cote d'Ivoire
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Cote d'Ivoire? (example: language)
    - What do you find particularly interesting about Cote d'Ivoire?

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## Week 23



### Topics:

- Modern colonization of Africa- French colonization of Africa- Part II

### Textbook reference and written work:

- List of African and Middle Eastern nations and their capitals ([here](#)).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)
      - Note the land colonized by France
      - Note also, when comparing to a modern map of Africa, the modern nations that constitute the French imperial lands (Benin, Mali, French Guinea, Mauritania, Niger, Senegal, Burkina Faso, Togo)
    - [Colonial Africa 1906](#)
    - [Colonial Africa 1909](#)
      - Note any changes on the maps.
  - Read: [French in West Africa](#)
    - Discuss:

- According to this secondary source (written by someone about something else), what were the reasons the French were interested in colonizing Africa?
- View: [Flags of Africa](#)
- Discuss:
  - What similarities and differences do you see between the flags of the nations with French ties about which you have studied thus far? (color, etc.)
  - What accounts for the similarities? (a bit of research back into the World Factbook may be necessary)
  - What accounts for the differences? (a bit of research back into the World Factbook may be necessary)
- Day 2: Benin and Mali
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Benin? (example: language)
    - What do you find particularly interesting about Benin?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Mali? (example: language)
    - What do you find particularly interesting about Mali?
- Day 3: Guinea and Mauritania
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Guinea? (example: language)
    - What do you find particularly interesting about Guinea?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Mauritania? (example: language)
    - What do you find particularly interesting about Mauritania?
- Day 4: Niger and Senegal
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Niger? (example: the flag)
    - What do you find particularly interesting about Niger?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Senegal? (example: language)
    - What do you find particularly interesting about Senegal?
- Day 5: Burkina Faso and Togo
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Burkina Faso? (example: language)
    - What do you find particularly interesting about Burkina Faso?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Togo? (example: language)
    - What do you find particularly interesting about Togo?

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## Week 24



### Topics:

- Modern colonization of Africa- French colonization of Africa- Part III

### **Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals [\(here\)](#).
- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

### **Suggested Daily Schedule:**

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)



- Note the land colonized by France
- Note also, when comparing to a modern map of Africa, the modern nations that constitute the French imperial lands (Benin, Mali, French Guinea, Mauritania, Niger, Senegal, Burkina Faso, Togo)
- [Colonial Africa 1906](#)
- [Colonial Africa 1909](#)
  - Note any changes on the maps.
- Read: [Theories of Imperialism](#)
  - Discuss:
    - What are the different theories of imperialism?
    - How do the 10 Commandments apply to the different theories of imperialism?
    - Based on what you have read about the Scramble for Africa, etc., which theories apply in Africa?
- View: [Flags of Africa](#)
- Discuss:
  - What similarities and differences do you see between the flags of the nations with French ties about which you have studied thus far? (color, etc.)
  - What accounts for the similarities? (a bit of research back into the World Factbook may be necessary)
  - What accounts for the differences? (a bit of research back into the World Factbook may be necessary)
- Day 2: Nigeria and Gambia
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Nigeria?
    - What do you find particularly interesting about Nigeria?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Gambia? (example: language)
    - What do you find particularly interesting about Gambia?
- Day 3: Chad and Central African Republic
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Chad? (example: language)
  - What do you find particularly interesting about Chad?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Central African Republic? (example: language)
    - What do you find particularly interesting about Central African Republic?
- Day 4: Republic of the Congo and Gabon
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on The Republic of Congo? (example: the flag)
    - What do you find particularly interesting about The Republic of Congo?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Gabon? (example: language)
    - What do you find particularly interesting about Gabon?
- Day 5: Cameroon and Eritrea
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Cameroon? (example: language)
    - What do you find particularly interesting about Cameroon?
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What evidence do you see of France's influence on Eritrea? (example: language)
    - What do you find particularly interesting about Eritrea?

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## Week 25



### Topics:

- Modern colonization of Africa- French colonization of Africa- Part IV

### **Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals [\(here\)](#).

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Note: Teacher may begin giving History and Geography quizzes as is fitting

### Suggested Daily Schedule:

Day 1: On the map

View:

- [Colonial Rule in Africa](#)
- [Africa languages](#)
- [Africa in 1897](#)
  - Note the land colonized by France
  - Note also, when comparing to a modern map of Africa, the modern nations that constitute the French imperial lands (Benin, Mali, French Guinea, Mauritania, Niger, Senegal, Burkina Faso, Togo)
- [Colonial Africa 1906](#)
- [Colonial Africa 1909](#)
  - Note any changes on the maps.

Read: Lessons for the Young Economist (see excerpt below)

Discuss:

- What is economics
- What is the point of studying economics?
- Thinking about what you know of imperialism, how does imperialism relate to economics?

- View: [Flags of Africa](#)

Discuss:

- What similarities and differences do you see between the flags of the nations with French ties about which you have studied thus far? (color, etc.)
- What accounts for the similarities? (a bit of research back into the World Factbook may be necessary)
- What accounts for the differences? (a bit of research back into the World Factbook may be necessary)

Discuss:

- This is the last week studying African nations colonized by Africa.
- Thinking back on the nations you have studied, how do the African nations colonized by Africa differ from the African nations colonized by Belgium?
- As you move on in your study of African nations, think about the different motivations for colonization. Were these different for different nations? (Religion, resources, etc.)

Day 2: Madagascar

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What evidence do you see of France's influence on Madagascar? (example: language)
- What do you find particularly interesting about Madagascar?

Day 3: Djibouti

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What evidence do you see of France's influence on Djibouti? (example: language)
- What do you find particularly interesting about Djibouti?

Day 4: Comoros

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What evidence do you see of France's influence on Comoros? (example: the flag)
- What do you find particularly interesting about Comoros?

Day 5: Mauritius

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What evidence do you see of France's influence on Mauritius? (example: language)
- What do you find particularly interesting about Mauritius?



[Lessons for the Young Economist](#)

- Modern colonization of Africa- German colonization of Africa

**Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals [\(here\)](#).

- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

**Suggested Daily Schedule:**

Day 1: On the map

View:

- [Colonial Rule in Africa](#)

- [Africa languages](#)

[Africa in 1897](#)

- Note the land colonized by Germany
- Note also, when comparing to a modern map of Africa, the modern nations that constitute the German imperial lands (Tanzania, Kenya, Namibia, Botswana, )
- Note in coming days when studying the modern nations that Germany's imperial lands were split up after World War I, so there may not be extensive reference to German influence

- [Colonial Africa 1906](#)

[Colonial Africa 1909](#)

- Note any changes on the maps.

Read: [A Place in the Sun](#)

Discuss:

- What did Kaiser Wilhelm II want?
- What did he think would happen if Germany acquired land in Africa?

- Read: [In the German South African Army](#)

Discuss:

- What was the terrain of Africa like?
- What did the soldier experience?

Day 2: Tanzania

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Rwanda?

Day 3: Kenya

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

- Discuss:

- What do you find particularly interesting about Kenya?

Day 4: Namibia

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Namibia?

Day 5: Botswana

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Botswana?

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## Week 27



**Topics:**

- Modern colonization of Africa- British colonization of Africa

**Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals [\(here\)](#).

- 

Note: Teacher may begin giving History and Geography quizzes as is fitting

**Suggested Daily Schedule:**

- Day 1: On the map
  - View:
    - [Colonial Rule in Africa](#)
    - [Africa languages](#)
    - [Africa in 1897](#)
      - Note the land colonized by Great Britain
      - Note also, when comparing to a modern map of Africa, the modern nations that constitute the British imperial lands (Egypt, Sudan, Somalia, Kenya, Uganda, Tanzania, Zanzibar, Botswana, Zimbabwe, Zambia, South Africa, Namibia, Gambia, Sierra Leone, Nigeria, Ghana, Malawi, Lesotho, Swaziland)
    - [Colonial Africa 1906](#)
    - [Colonial Africa 1909](#)
      - Note any changes on the maps.
  - Read: [The Rise of Our East African Empire](#)
    - Discuss:
      - What was the view of the Africans?
      - What reasons were given for the British imperialism in Africa?
      - Relate this article to previous discussions.
- Day 2: Egypt
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What do you find particularly interesting about Egypt?
- Day 3: Sudan
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What do you find particularly interesting about Sudan?
- Day 4: Somalia
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What do you find particularly interesting about Somalia?
- Day 5: Uganda
  - Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)
  - Discuss:
    - What do you find particularly interesting about Uganda?

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## Week 28



### Topics:

- Modern colonization of Africa- British colonization of Africa

### **Textbook reference and written work:**

- List of African and Middle Eastern nations and their capitals ([here](#)).
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Note: Teacher may begin giving History and Geography quizzes as is fitting

### **Suggested Daily Schedule:**

Day 1: On the map

View:

- [Colonial Rule in Africa](#)
- [Africa languages](#)
- [Africa in 1897](#)
  - Note the land colonized by Great Britain
  - Note also, when comparing to a modern map of Africa, the modern nations that constitute the British imperial lands (Egypt, Sudan, Somalia, Kenya, Uganda, Tanzania, Zanzibar, Botswana, Zimbabwe, Zambia, South Africa, Namibia, Gambia, Sierra Leone, Nigeria, Ghana, Malawi, Lesotho, Swaziland)
- [Colonial Africa 1906](#)
- [Colonial Africa 1909](#)
  - Note any changes on the maps.

Read: [Missionary Travels and Researches in South Africa](#) (at least the first few chapters)

Discuss:

- Who was Dr. Livingstone?

- What was his reason for being in Africa?
- Relate this article to previous discussions.

Day 2: Sierra Leone

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Sierra Leone?

Day 3: Zimbabwe

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Zimbabwe?

Day 4: Zambia

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about Zambia?

Day 5: South Africa

- Read: [Just the Facts](#) (there is much to read here- skim through the sections, but take time to explore!)

Discuss:

- What do you find particularly interesting about South Africa?

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## Week 29



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
- 1861: St. Martin's Church organized in Cape Town, South Africa
- 1866: John Engh and Nils Nilsen begin mission work in Madagascar
- 1886: Missionary Union of Sweden begins work in Congo, Africa
- 1936: Henry Nau and Jonathan Udo Ekong begin mission work in Calabar Province, Nigeria
- 1956: The Bleckmar Mission (Hannover) begins work among Indians living in South Africa

### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)

### Suggested Daily Schedule:

Day 1: Getting the big picture

- View:
  - <https://vimeo.com/113801439>
- Discussion:
  - At what points does Christianity make it down to Africa?

Day 2:

- Discuss:
  - While it is difficult to tell from the video, in 1634, Peter Heyling began mission work in Egypt and Ethiopia
  - What else was going on at this time?
    - Germany was in the midst of the Thirty Years War (1618-1648)
    - Lord Calvert arrived in Maryland with Jesuit missionaries Andrew White, John Altham Gravenor and Thomas Gervase, establishing St. Mary's as the fourth permanent settlement in British North America. In this year they also establish an institution of higher learning here which later becomes Georgetown University, North America's oldest university.
    - The Académie Française is founded by Cardinal Richelieu. The Académie Française was charged with keeping the French language pure.
    - Eighty-eight years earlier, Martin Luther died



- Fourteen years prior, in 1620, the Mayflower Compact was signed in America
- Four year later, in 1638, Galileo would publish his first science test

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Day 3:

- Read:
  - [History of Protestant Missions in the Near East](#) p. 91-92
    - Note: Abyssinia is the former name of Ethiopia.
    - Note: Coptic is the language of Coptic (Egyptian) Christians.
  - Read [New Opportunities- Lutheran Bible Translators](#). Does the mention of Dr. Heyling on p. 3 agree with the assessment of p. 92 of History of Protestant Missions that Dr. Heyling had no successors?
  - While Dr. Heyling's time in Africa was relatively short, he certainly paved the way for future missionaries, even if those missionaries would not be there until many years later.

Day 4:

- Discuss:
  - Visit <http://prayercards.lcms.org/>
  - Search for Africa and then scroll down. Praise God and pray for the Lutheran missionaries currently in Ethiopia!

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

## Week 30



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
- 1861: St. Martin's Church organized in Cape Town, South Africa
- 1866: John Engh and Nils Nilsen begin mission work in Madagascar
- 1886: Missionary Union of Sweden begins work in Congo, Africa
- 1936: Henry Nau and Jonathan Udo Ekong begin mission work in Calabar Province, Nigeria
- 1956: The Bleckmar Mission (Hannover) begins work among Indians living in South Africa

### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - [John Ludwig Krapf](#)
- Discussion:
  - As you read, discuss what you have learned about John Krapf.

Day 2:

- Read:
  - [John Ludwig Krapf](#)
- Discussion:
  - As you read, discuss what you have learned about John Krapf.

Day 3:

- Read:

- [John Ludwig Krapf](#)
- Discussion:
  - As you read, discuss what you have learned about John Krapf.

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Day 4:

- Read:
  - [John Ludwig Krapf](#)
- Discussion:
  - As you read, discuss what you have learned about John Krapf.
- Explore:
  - What else was going on in or around 1844?
    - In 1836, the Alamo fell.
    - In 1845, Texas became a U.S. State
    - In 1848, Marx wrote his Communist Manifesto
    - In 1859, Darwin published Origin of Species

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 31



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
- 1861: St. Martin's Church organized in Cape Town, South Africa
- 1866: John Engh and Nils Nilsen begin mission work in Madagascar
- 1886: Missionary Union of Sweden begins work in Congo, Africa
- 1936: Henry Nau and Jonathan Udo Ekong begin mission work in Calabar Province, Nigeria
- 1956: The Bleckmar Mission (Hannover) begins work among Indians living in South Africa

### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)
- [Life of Pastor Fliedner](#)

### Suggested Daily Schedule:

Day 1:

- Read:
  - [Life of Pastor Fliedner](#)
- Discussion:
  - As you read, discuss what you have learned about Pastor Fliedner.

Day 2:

- Read:
  - [Life of Pastor Fliedner](#)
- Discussion:
  - As you read, discuss what you have learned about Pastor Fliedner.

Day 3:

- Read:
  - [Life of Pastor Fliedner](#)

- Discussion:
  - As you read, discuss what you have learned about Pastor Fliedner.

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Day 4:

- Read:
  - [Life of Pastor Fliedner](#)
- Discussion:
  - As you read, discuss what you have learned about Pastor Fliedner.
- Explore:
  - What else was going on in or around 1851?
    - In 1858, Pasteur demonstrated Germ Theory of disease
    - In 1859, Darwin published Origin of Species
    - In 1861, the U.S. Civil War began

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 32



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
- 1861: St. Martin's Church organized in Cape Town, South Africa
- 1866: John Engh and Nils Nilsen begin mission work in Madagascar
- 1886: Missionary Union of Sweden begins work in Congo, Africa
- 1936: Henry Nau and Jonathan Udo Ekong begin mission work in Calabar Province, Nigeria
- 1956: The Bleckmar Mission (Hannover) begins work among Indians living in South Africa

### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)
- [Life of Pastor Fliedner](#)
- [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
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### Suggested Daily Schedule:

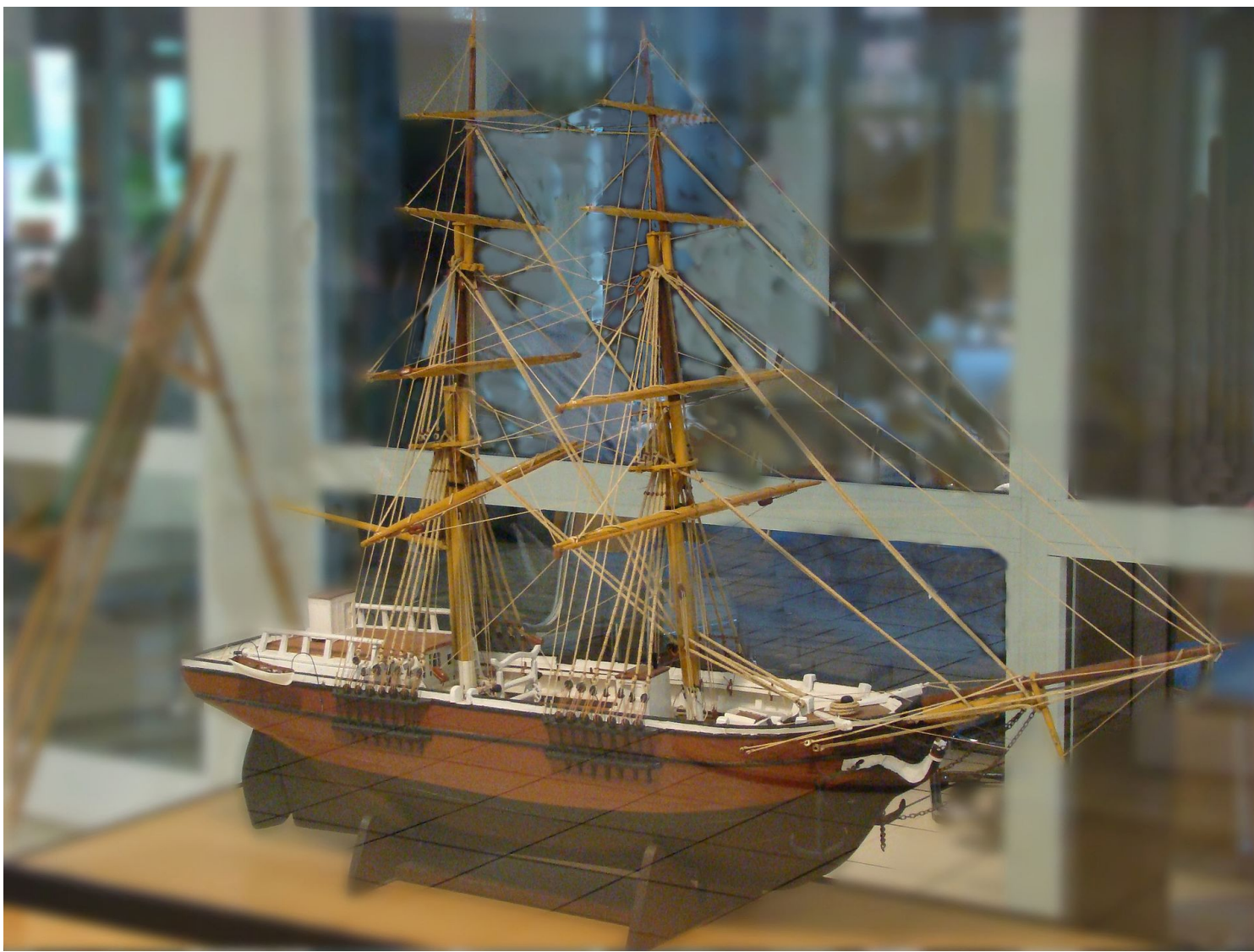
Day 1:

- Read:
  - [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
- Discuss:
  - What was one way Pastor Harms catechized people? (he taught them hymns)

Day 2:

- Explore:





- Discuss:
  - This is a model of the mission ship "Candace."
  - Read Acts 8:26-39.
  - After whom was the ship "Candace" named?
  - Pastor Harms' goal was to work with the people of Ethiopia. However, the missionaries ended up at Port Natal and working with the Zulu people in South Africa beginning in 1854. In 1857, the missionaries also began working with people in Transvaal.
  - The mission work did not end in Africa, however. Eventually, they had missionaries in Australia (1866), North America (1866), New Zealand (1875), Iran (1880), Brazil (1898 ) and Ethiopia (1927). They finally made it to Ethiopia, but Pastor Harms was asleep in Jesus by that time.

Day 3:

- Explore:



- Discuss:
  - This is where Pastor Harms' body is buried.



- What do you observe about the head stone (or anything else)?

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Day 4:

- Explore:
  - What else was going on in or around 1854?
    - In 1858, Pasteur demonstrated Germ Theory of disease
    - In 1859, Darwin published Origin of Species
    - In 1861, the U.S. Civil War began

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 33



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
- 1861: St. Martin's Church organized in Cape Town, South Africa
- 1866: John Engh and Nils Nilsen begin mission work in Madagascar
- 1886: Missionary Union of Sweden begins work in Congo, Africa
- 1936: Henry Nau and Jonathan Udo Ekong begin mission work in Calabar Province, Nigeria
- 1956: The Bleckmar Mission (Hannover) begins work among Indians living in South Africa

### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)
- [Life of Pastor Fliedner](#)
- [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
- [Lutherans in All Lands](#)
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### Suggested Daily Schedule:

Day 1:

- Read:
  - [Lutherans in All Lands](#) p. 8
  - In 1896, how many Lutherans were in Africa?
- Discuss:
  - What was one way Pastor Harms catechized people? (he taught them hymns)

Day 2:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 3:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 4:

- Read:



- [Lutherans in All Lands](#)
  - "Lutherans in Germany"

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 34



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
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- [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
- [Lutherans in All Lands](#)
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### Suggested Daily Schedule:

Day 1:

- Read:
  - [Lutherans in All Lands](#) p. 8
  - In 1896, how many Lutherans were in Africa?
- Discuss:
  - What was one way Pastor Harms catechized people? (he taught them hymns)

Day 2:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 3:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 4:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.

- Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 35



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
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### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)
- [Life of Pastor Fliedner](#)
- [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
- [Lutherans in All Lands](#)
- 

### Suggested Daily Schedule:

Day 1:

- Read:
  - [Lutherans in All Lands](#) p. 8
  - In 1896, how many Lutherans were in Africa?
- Discuss:
  - What was one way Pastor Harms catechized people? (he taught them hymns)

Day 2:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 3:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 4:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Germany"

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## Week 36



### Topics:

- To the ends of the earth: Lutheran Mission Work in Africa and the Middle East

### Words to Remember:

- 1634: Peter Heyling begins mission work in Egypt and Ethiopia
- 1844: John Ludwig Krapf begins mission work in Zanzibar, Tanzania
- 1851: Theodor Fliedner and four deaconesses begin relief work among Arab people in Jerusalem
- 1854: The mission ship "Candace" (Hermannsberger Mission) reaches Port Natal (Durban), South Africa
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### Textbook reference and written work:

- World map or globe
- Maps of Africa (available in History/Geography summary)
- List of African nations and their capitals ([here](#)).
- [History of Protestant Missions in the Near East](#)
- [John Ludwig Krapf](#)
- [Life of Pastor Fliedner](#)
- [In Lands Afar p. 41-44, "The Romance of Hermannsburg"](#)
- [Lutherans in All Lands](#)
- 

### Suggested Daily Schedule:

Day 1:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Africa" begins on p. 647

Day 2:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Africa"

Day 3:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Africa"

Day 4:

- Read:
  - [Lutherans in All Lands](#)
    - "Lutherans in Africa"

Day 5:

- Explore:
  - Look at the [LCMS Missionary Prayer Cards page](#). Where it says Search by Region, select Africa.
  - Click the Online Giving Page or the Pray and Give PDF to learn more about the missionaries to Africa and their families.
  - Consider printing off the prayer card for each missionary and praying for them regularly.

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## History of the Olympics



### Topics:

- History of the Olympics

### Textbook reference and written work:

- List of African nations and their capitals ([here](#)).
- [Map of Africa](#)
- [African history before Christ dates quiz](#)
- [African history before Christ dates quiz key](#)
- [African nations and capitals quiz](#)

- [African nations and capitals quiz key](#).

Note: Teacher may begin giving History and Geography quizzes as is fitting

### **Suggested Daily Schedule:**

#### Day 1: The Location

Read: [A tour of Ancient Olympia](#)

Discuss:

- What was ancient Olympia like?
- What were major resources in ancient Olympia? Why? (Connect geography)

#### Day 2: The Athletes

- Read: [Ancient Athletes](#)

- [Milo- explore further](#)
- [Theagenes- explore further](#)
- [Diagoras- explore further](#)
- [Polydamas- explore further](#)
- [Melankomas- explore further](#)

Discuss:

- After reading about the athletes and various other articles, what were some characteristics of the Olympic athletes?
- Are these characteristics any different than characteristics of today's athletes?

#### Day 3: The Purpose

- Read:

- [The Spirit of the Olympics](#)

Discuss:

- Why did they hold the Olympics? (There are many reasons. Encourage students to go beyond just the tribute to Zeus.)
- What were some benefits of the Olympics?

#### Day 4: The Games

- Read: [Ancient Olympic Sports](#)

- Be sure to read the [Further Resources!](#)

Discuss:

- What were some interesting competitions?
- What are similarities between the competitions then and now? (Not necessarily modern Olympic competitions)
- What are differences between the competitions then and now?

#### Day 5: Then and Now

- Read:

[Modern Olympics](#)

- Explore the website of the Modern Olympics

Discuss:

- Note the differences between what you have read all week and what you perused today