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All to the Glory of God

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interior design and layout

In Their Own WORDS

George was the camp missionary speaker for the summers, and Marilyn was in charge of the craft program. We are grateful for the summers of ministry He gave us at THE WILDS. Seeing souls saved and changed and experiencing God's power actively working in teen and adult lives were all special memories we had of those early days. It thrilled our hearts to see young people surrender to the call for missions, and then to see them later serving the Lord in other lands. We have been blessed to see the lives of children, grandchildren, and many friends enriched because of the ministry of THE WILDS.

—George and Marilyn Jensen (1971–1978 staff)

Chapter Three

MASTER PLANNING THE MASTER'S PLAN

THIS IS THE LORD'S DOING; IT IS MARVELLOUS IN OUR EYES.

PSALM 118:23

A "PUT IT IN WRITING!" architect John McCullough from Charlotte, North Carolina, spent a full day at the campsite asking questions to put on paper the thoughts and dreams of both Ken Hay and the vice-president of the ministry, Dr. Joe Henson. The three men were touring the property and getting the feel of the land. What they felt mostly was a cold, penetrating rain that was falling continuously and chilling the three men to the bone.

All-American woodsman Joe set about to get a fire going on the old logging path, wet wood notwithstanding. Mr. McCullough and Ken Hay were huddled in the lean endeavoring to stay dry,

to Ken that every idea, dream, and vision should be written down. "Put it in writing" was his mantra.

To this day, we are never ready to put ideas into practice until we can give biblical reasons in writing for why we do what we do.

This simple, yet profound, practice of putting things in writing became standard practice in all areas of the ministry at THE WILDS. And back in his classroom at Bob Jones University, Ken Hay began requiring his students in his doctrines classes to write down a biblical philosophy of ministry as well, emphasizing right doctrinal understanding. "Put it in writing" for many of these students became the basis of why they should do what they should do in life and any future ministry.

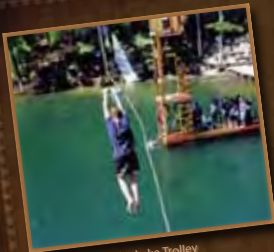
Ken, Joe, and Carl spent approximately forty hours brainstorming every idea and putting them into writing. Not many people know that the original dream included a monorail system beginning at Highway 178 and ending in the parking lot at camp. They realized that many details had yet to be considered, and they realized that some ideas, such as a monorail system, would be totally impractical. Yet the principle of "put it in writing" was practiced.

To this day, we are never ready to put ideas into practice until we can give biblical reasons in writing for why we do what we do. A statement made on a dismal, wet, chilly day became the basis for a godly practice that still shapes the ministry of THE WILDS.

THE FOUR PS OF A GOOD CAMP

From the beginning, the ministry of THE WILDS has been based on the "Four Ps of a Good Camp." Even the history will scarcely be understood without them. These four words that start with the letter P build one upon the other and give guidance to everything done at THE WILDS. They give greater understanding to what a good camp is.

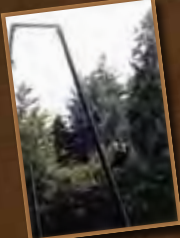
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The Lake Trolley



The Land Trolley—a gentle glide through the woods



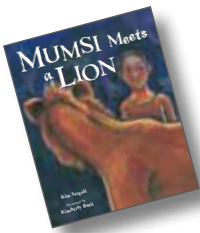
The Giant Swing in action



The Giant Swing just before the release



Harnessed up for a flight on the Giant Swing

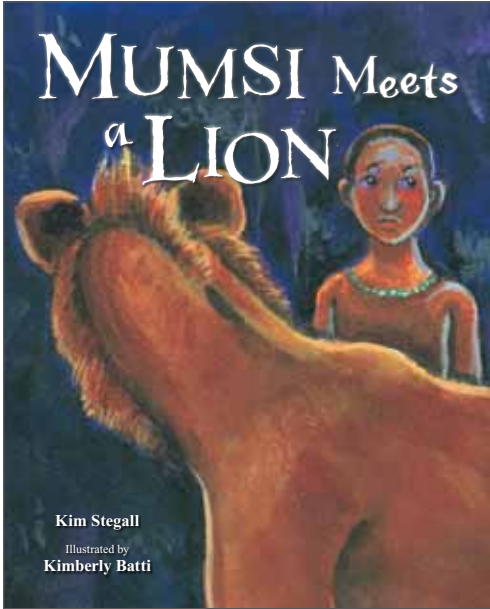


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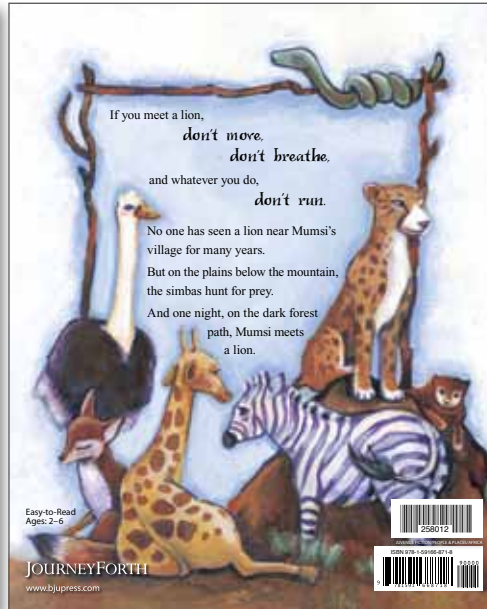
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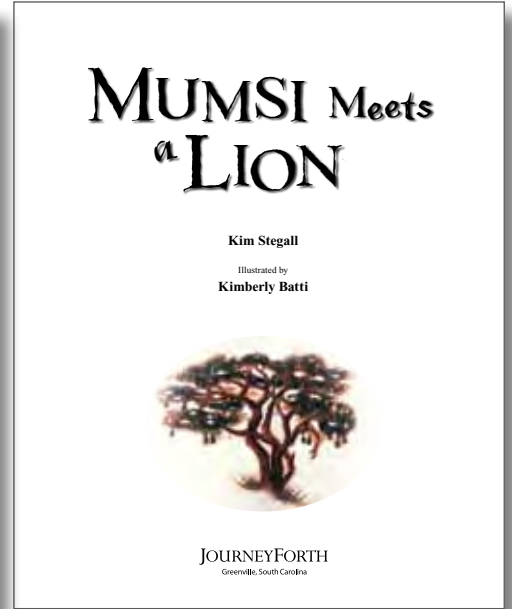
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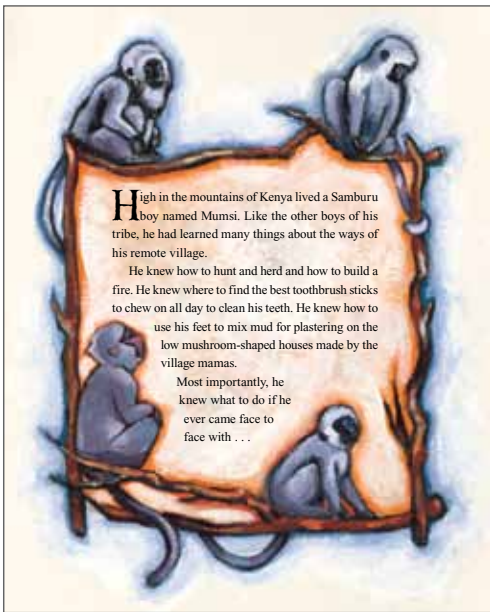
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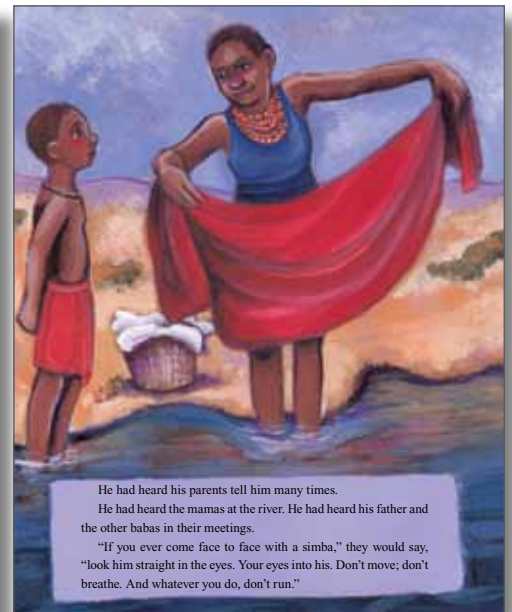
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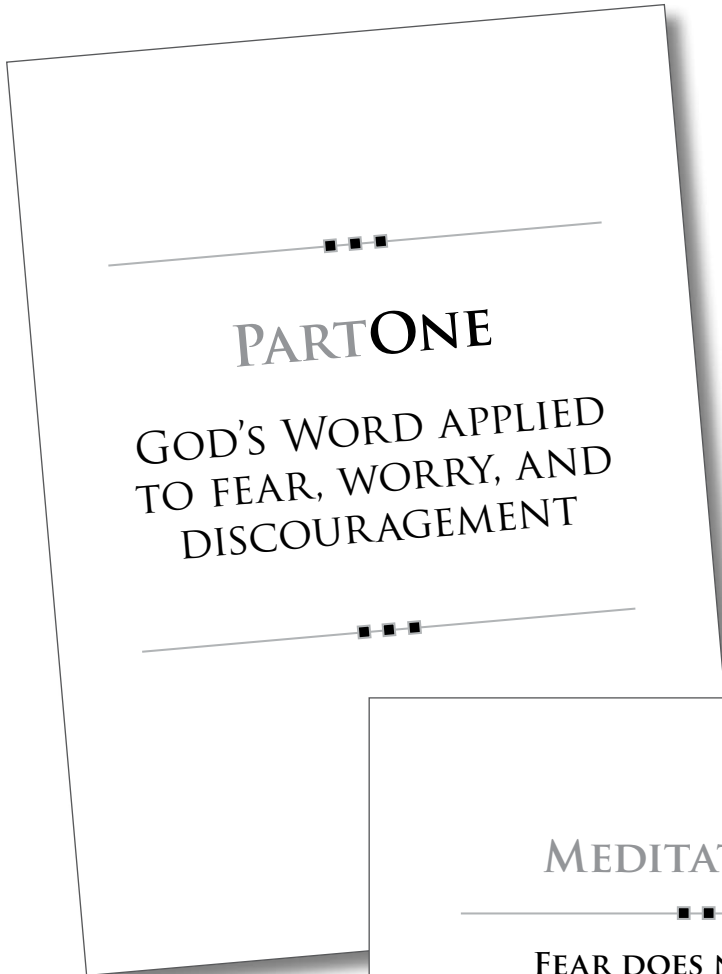
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Fear Not!

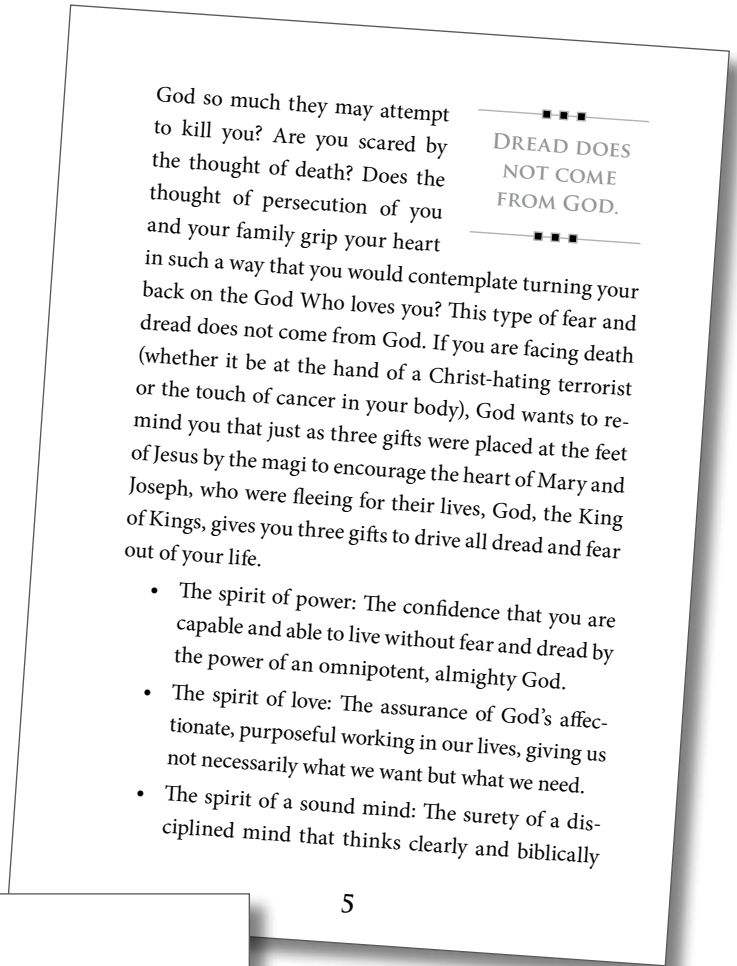
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PART ONE

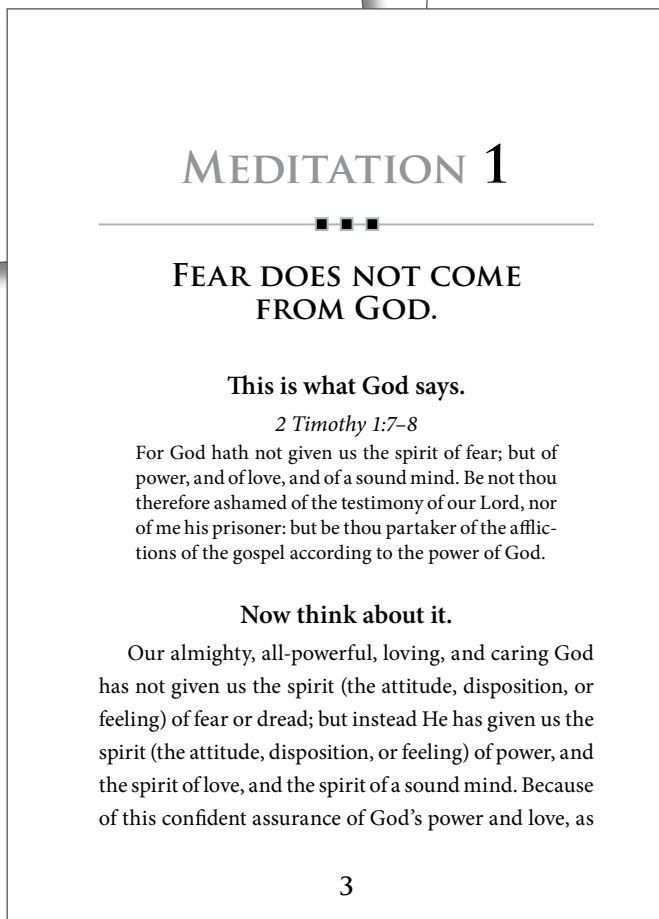
GOD'S WORD APPLIED TO FEAR, WORRY, AND DISCOURAGEMENT



— ■ ■ ■ —
DREAD DOES NOT COME FROM GOD.
— ■ ■ ■ —

God so much they may attempt to kill you? Are you scared by the thought of death? Does the thought of persecution of you and your family grip your heart in such a way that you would contemplate turning your back on the God Who loves you? This type of fear and dread does not come from God. If you are facing death (whether it be at the hand of a Christ-hating terrorist or the touch of cancer in your body), God wants to remind you that just as three gifts were placed at the feet of Jesus by the magi to encourage the heart of Mary and Joseph, who were fleeing for their lives, God, the King of Kings, gives you three gifts to drive all dread and fear out of your life.

- The spirit of power: The confidence that you are capable and able to live without fear and dread by the power of an omnipotent, almighty God.
- The spirit of love: The assurance of God's affectionate, purposeful working in our lives, giving us not necessarily what we want but what we need.
- The spirit of a sound mind: The surety of a disciplined mind that thinks clearly and biblically



MEDITATION 1

FEAR DOES NOT COME FROM GOD.

This is what God says.

2 Timothy 1:7-8

For God hath not given us the spirit of fear; but of power, and of love, and of a sound mind. Be not thou therefore ashamed of the testimony of our Lord, nor of me his prisoner: but be thou partaker of the afflictions of the gospel according to the power of God.

Now think about it.

Our almighty, all-powerful, loving, and caring God has not given us the spirit (the attitude, disposition, or feeling) of fear or dread; but instead He has given us the spirit (the attitude, disposition, or feeling) of power, and the spirit of love, and the spirit of a sound mind. Because of this confident assurance of God's power and love, as

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- pull quotes



The Righteousness of God: A Commentary on Romans

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ROMANS I
MAN UNDER WRATH

Persons referred to	Gentiles
Paul the apostle	Greeks
Jesus Christ the Son	barbarians
God the Father	the Jew
the prophets	the barbarian
David	the Creator
the Spirit of holiness	
all saints in Rome	
Places mentioned	the whole world
the Holy Scriptures	images of birds, beasts, and man
Rome	
Doctrines taught	the uncleanness of lust
the gospel of God	the truth of God
the resurrection from the dead	vile affections
grace	a reprobate mind
faith	unrighteousness
the will of God	sins: murder, deceit, pride, and
the power of God	so forth
salvation	the judgment of God
the righteousness of God	death
the wrath of God	

THE RIGHTEOUSNESS OF GOD

1 Paul, a servant of Jesus Christ, called to be an apostle, separated unto the gospel of God,

Romans 1 Exposition

I. The Address to Believers in Rome. vv. 1-7.

"Paul, a slave of Christ Jesus, called to be an apostle, having been separated unto the gospel of God" (v. 1). It was Paul's great joy and honor to call himself a slave of the anointed Messiah, Jesus. From the time Paul met Him on the Damascus road, he knew that Jesus was the divine Son of God, the Savior of the world (Acts 9:3-6). The word slave denoted "subjection to an absolute master" (David Williams, *Paul's Metaphors*, p. 112). But here the term slave "is the expression of love and of free choice" (Vincent, *Word*

1:1. Paul. Paul was his Roman name; Saul was his Hebrew name (Acts 9:1; 13:9). For background see Introduction, p. xi; Conybeare, W. J., and J. S. Howson, *The Life and Epistles of St. Paul*; Machen, J. G., *The Origin of Paul's Religion*; Robertson, A. T., *Epochs in the Life of Paul*; Bruce, F. F., *Paul: Apostle of the Heart Set Free*; Whyte, Alexander, *Bible Characters*, "Paul as a Student, Preacher, Pastor, Man of Prayer," pp. 98-262; Heibert, D. E., *In Paul's Shadow*; ZPEB, "Paul, the Apostle," IV, pp. 624-57; ISBE (1986), "Paul, the Apostle," III, pp. 696-720; EDBT, "Paul the Apostle," pp. 590-97; "Paul," *New Dictionary of Biblical Theology*, Alexander, Rosner, Carson, and Goldsworthy, eds., pp. 136-40. Note that "as Paul's almost ninety explicit quotations and countless allusions indicate, the OT was a determinative source for his theology" (p. 137).

The word slave (δούλος) occurs five times in Rom. (1:1; 6:16 [twice], 17, 20). Paul explained his boldness: "If I yet pleased men, I would not be a slave of Christ" (Gal. 1:10b). Some will argue that slave is too harsh a translation; servant would be better. Yet there were many words that Paul could have chosen to convey the idea of servant. He deliberately chose the word that means slave and that must mean it in chapter 6. People in the ancient world would sometimes sell themselves into service in the temple of a particular god. A temple slave was a position of honor. A writer of one of the papyri mentioned that the recipient was "in detention in the Sarapeum at Memphis" and "straightaway thanked the gods" (Hunt and Edgar, trans., *Select Papyri*, vol. I, *Non-Literary Private Affairs*, pp. 282-83). For background see Lyall, Francis, *Slaves, Citizens, Sons*, pp. 31, 32; ZPEB, "Slave, Slavery," V, pp. 453-60; ISBE (1988), "Slavery," IV, pp. 539-46; EDBT, "Slave," pp. 740-41.

The word Christ (Χριστός), Messiah, Anointed One, occurs sixty-five times in Rom. (1:1, 4, 6, 7, 8; 2:16; 3:24; 5:1, 6, 8, 11, 15, 17, 21; 6:3, 4, 8, 9, 11, 23; 7:4, 25; 8:1, 2, 9, 10, 11, 17, 34, 35, 39; 9:1, 3, 5, 10; 10:4, 6, 7, 17; 12:5; 13:14; 14:9, 15, 18; 15:5, 6, 7, 8, 16, 17, 18, 19, 20, 29, 30; 16:3, 5, 7, 9, 10, 16, 18, 25, 27). For doctrine see Warfield, *The Lord of Glory*, pp. 59ff.; ZPEB, "Christology," I, pp. 805-9; ISBE (1979), "Christology," I, pp. 663-66; EDBT, "Christ, Christology," pp. 83-89; Harrison, E. F., ed., *Baker's Dictionary of Theology*, "Christology," pp. 117-23; Alexander, Rosner, Carson, Goldsworthy, eds., *New Dictionary of Biblical Theology*, "Jesus Christ," pp. 592-602; Turner, Nigel, *Christianity and Symbols of Christ*. See also Chapell, Bryan, *Christ-Centered Preaching*. For a contemporary incarnational Christology see Millard Erickson, *The Word Became Flesh*, pp. 383ff.

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A defense of the Biblical portrait of Christ. He discusses His love, His compassion (pp. 72ff.), His meekness (pp. 88ff.), His humility (pp. 101ff.), His imperturbable peace, joyfulness, prayerfulness, and so forth.

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A study of the doctrines of God (pp. 13ff.); Jesus Christ (pp. 68ff.); the Holy Spirit (pp. 225ff.); man (pp. 293ff.); angels (pp. 501ff.); Satan (pp. 513ff.).

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An exhortation to follow hard after God. "My sheep hear my voice," p. 51.

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A simple description of the power of God's Word to save souls. It is by the Superintendent of City Rescue Mission in Grand Rapids, Michigan.

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Exegetical studies in words important for doctrine and interpretation. Ranges from *Abba* to *wrath*.

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Grammatical teaching on the doctrines of God (pp. 5ff.); Jesus Christ (pp. 6ff.); Saul (pp. 83ff.); John (pp. 135ff.), and others.

———. *Grammar*. Vol. III of James Hope Moulton's *A Grammar of New Testament Greek*. Edinburgh: T. & T. Clark, 1963. 417 pp.

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The Railway Children

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CHAPTER 1 The Beginning of Things

They were not railway children to begin with. They had never thought about railways except as a means of getting to the Zoological Gardens and Madame Tussaud's. They were just ordinary suburban children, and they lived with their father and mother in an ordinary red brick villa with colored glass in the front door, a good deal of white paint, and every modern convenience.

There were three of them. Roberta was the eldest. Of course, mothers should never have favorites, but if their mother had had a favorite it might have been Roberta. Her siblings usually called her Bobbie. Next came Peter, who wished to be an engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying dull calls to dull ladies and sitting at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children and read to them and help them do their lessons. Besides this she used to write stories for them while they

1

...they did not know how happy till the life in the red villa was over and done with, and they had to live a very different life indeed.

The dreadful change came quite suddenly.

Peter had a birthday—his tenth. Among his other presents was a model engine more perfect than he could ever have dreamed of. The other presents were full of charm, but the engine was fuller of charm than any of the others were.

Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, the engine suddenly went off with a bang. James was so frightened that he went out and did not come back all day. All the Noah's Ark people who were in the tender were broken to bits, but nothing else was hurt except the poor little engine and Peter's feelings. The others said he cried over it, but he said that his eyes were red because he had a cold. This turned out to be true though Peter did not know it when he said it. The next day he had to go to bed and stay there. Mother began to be afraid that he might be getting the measles when suddenly he sat up in bed and said, "I hate

2

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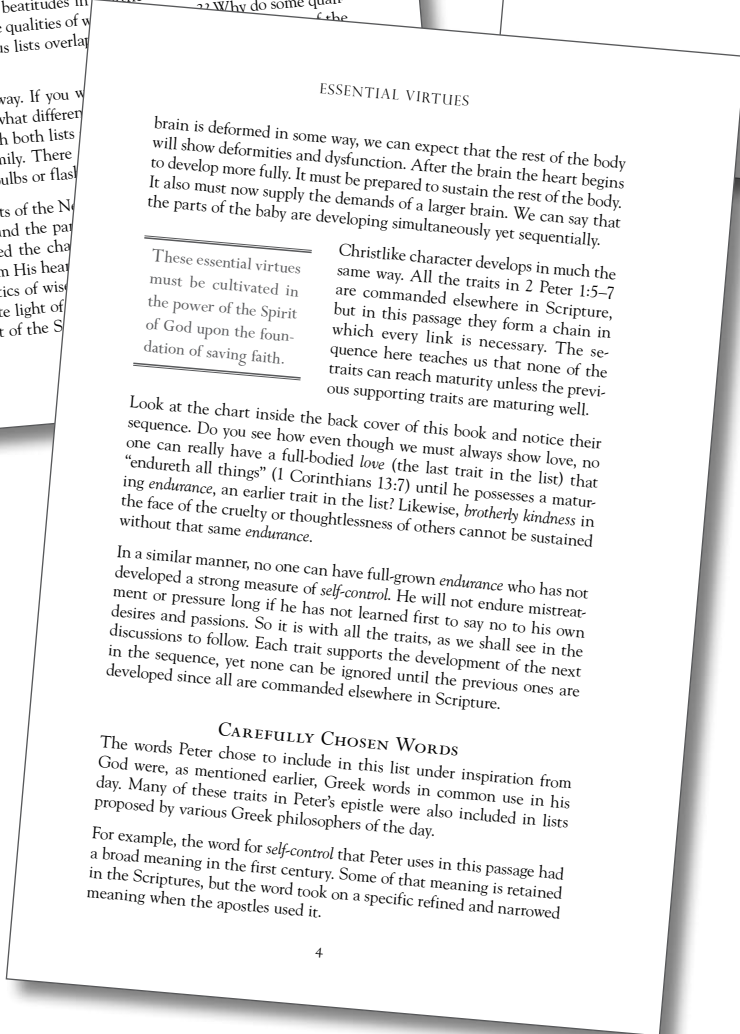
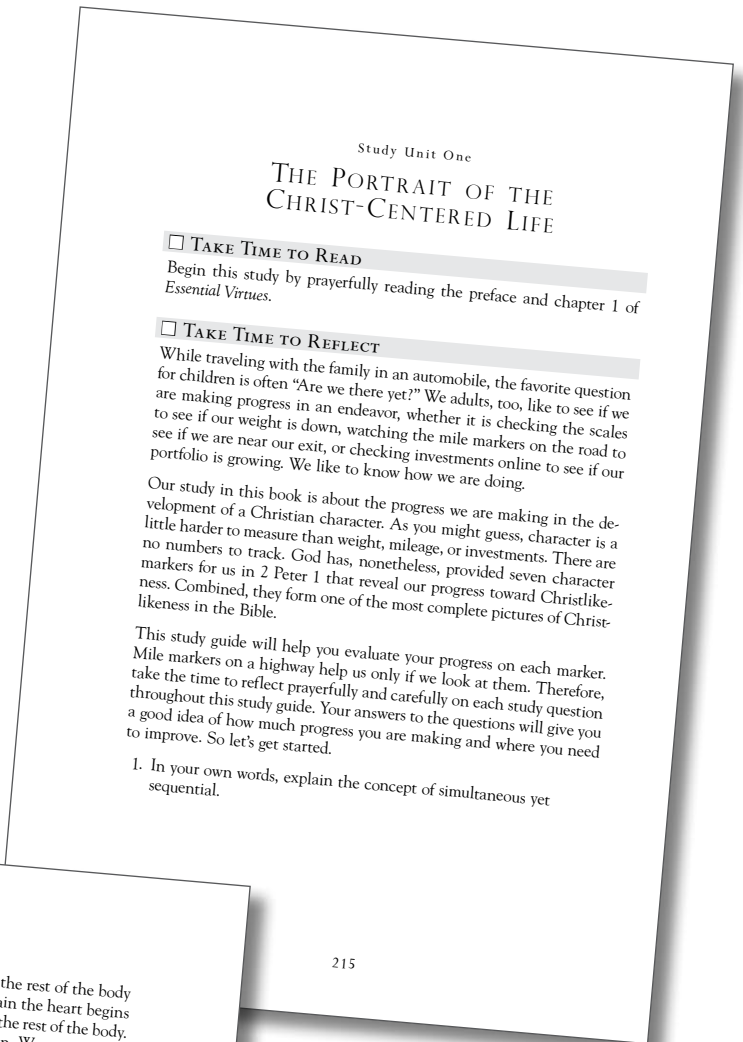
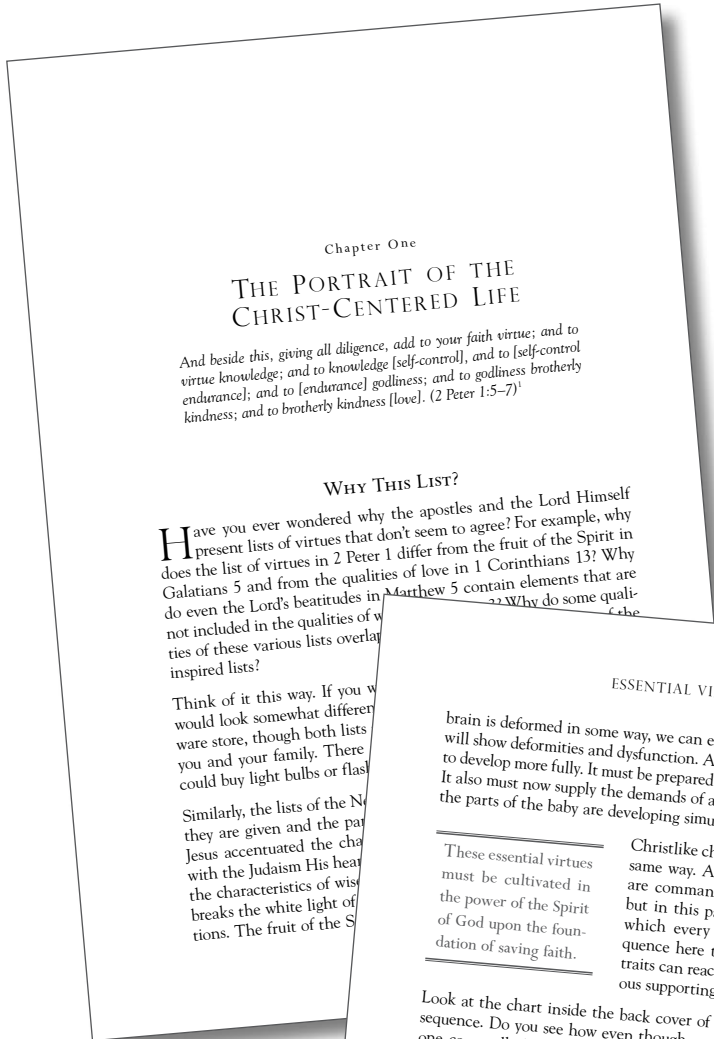
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6.2 THE TEMPLE MOUNT (continued)

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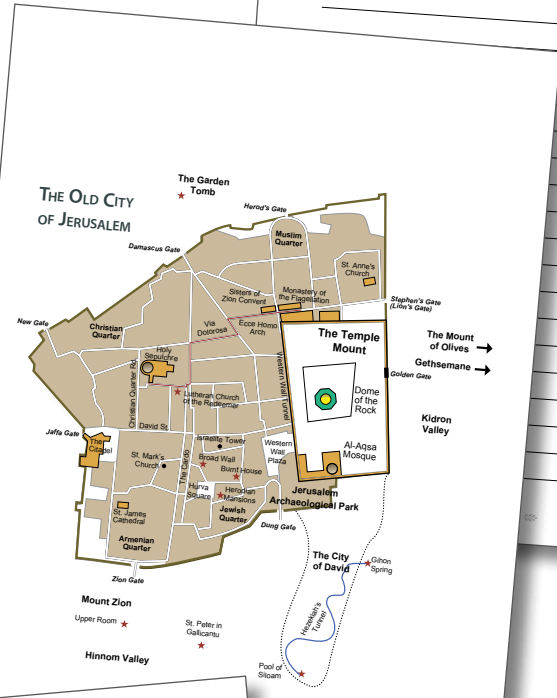
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Western Wall (6.8)



Garden Tomb (6.9)



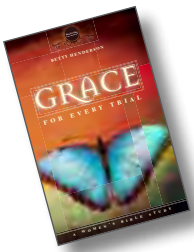
6.2 THE TEMPLE MOUNT

For centuries the center of Jewish worship, the Temple Mount is now the third most holy site for Moslems (they call it Haram esh-Sharif, "the Noble Sanctuary"). The platform was constructed with extensive retaining walls. The Dome of the Rock (built AD 691) is the oldest and most conspicuous building. The octagonal structure, beautifully adorned with inscribed tiles and a dome covered with gold leaf, houses a massive rock that may have been the location of the bronze altar in front of the Jewish temple. The Temple Mount also includes the Al-Aqsa Mosque, the Dome of the Chain, and several other structures significant to Islam. The Golden Gate facing toward the Mount of Olives has been blocked by Moslems hoping to forestall the arrival of the Jewish Messiah. The Jerusalem Archaeological Park is located just inside the Dung Gate south of the Temple Mount. Key features include Robinson's Arch, a 1st-century street, and the broad staircase leading to the main entrance to the temple.

- Abraham offered Isaac on Mount Moriah (Gen. 22:1-2).
- David bought the threshing floor of Araunah the Jebusite and offered sacrifices (2 Sam. 24).
- Solomon built the temple on this site (2 Chr. 3:1-2), which was later destroyed by the Babylonians (2 Kgs. 25:1-17).
- Zerubbabel built the second temple (Ezra 3-6), which was enlarged by Herod the Great (20 BC) and destroyed by the Romans (AD 70).
- Jesus cleansed the temple and often taught the people here (Luke 19:45-48).
- Peter and John healed the lame man and preached the Gospel (Acts 3).
- Paul was arrested and preached the Gospel here (Acts 21:26-22:23).

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Grace for Every Trial

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LESSON ONE

“MY SERVANT JOB”



“Hast thou considered my servant Job, that there is none like him in the earth?” (Job 1:8)

SCRIPTURE TO READ: Job 1:1–12

As we open the door of this oldest book in the Bible, we are initially, treated to a picture of true happiness when we are introduced to Job’s large family. As we tour his large estate, we learn that while Job had much wealth in cattle and lands, that was not where his true wealth lay. A wise man who lived centuries after Job stated that “the blessing of the Lord, it maketh rich” (Proverbs 10:22). Job had walked with God for many years, and all his earthly possessions were testimony to the blessing of God on his life.

We need to enjoy the happiness displayed in Job 1. It will soon disappear, and there will be little or no joy again until we reach Job 42. The reason for this unhappiness is found in Job 1:6–12. We recall an unusual meeting between the wicked “prince of this world” (John 12:31) and the King of Kings. God honored Job before Satan.

~ 1 ~

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JOB’S FAINTING FIT

15. What might they have been thinking about his spiritual condition? (The chapters ahead of us will make plain their conclusions regarding Job’s walk with God!)

16. If you heard a friend speak words similar to Job’s, what would you say to her?

TIMELY TRUTHS TO REMEMBER

After reading through this bleak chapter, we may be thinking that perhaps this greatest man in the east wasn’t so great after all. But remember Who wrote the words we find in Job 1:1; 1:8; 2:3. Reread God’s testimonials for His perfect and upright servant, and remember God is all-knowing (Hebrews 4:13) and He is always right (Psalm 145:17). He knew the heart of His servant and that the affliction He allowed in Job’s life would cause him to be an even greater servant.

Other than our Lord Jesus Christ, perhaps no man ever suffered more than Job. His true story is given that we might have a place to turn when it seems that darkness keeps us from seeing His lovely face and we think we are all alone. I believe Job was lonely for his God. For years, he was on close speaking terms with Him daily, and now the heavens were silent. When we are tempted to think like Job, may we remember that God may be silent, but He is never absent from us. He has promised, and He cannot lie.

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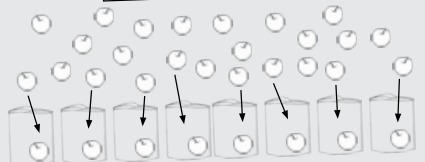
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Divide by 8

Name _____

Division is finding the number in each set.

There are 24 apples.



Draw an equal number of apples, 1 at a time, into the 8 bags.



$$\frac{24}{\text{total (apples)}} \div \frac{8}{\text{sets (bags)}} = \frac{3}{\text{in each set (apples in each bag)}}$$

Draw an equal number of apples (○) into each of the 8 bags. Write a division equation. Solve.

1. There are 32 apples.



$$\frac{32}{\text{total}} \div \frac{8}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

2. There are 48 apples.



$$\frac{48}{\text{total}} \div \frac{\quad}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

3. There are 8 apples.



$$\frac{8}{\text{total}} \div \frac{\quad}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

4. There are 40 apples.



$$\frac{\quad}{\text{total}} \div \frac{\quad}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

5. There are 16 apples.



$$\frac{\quad}{\text{total}} \div \frac{\quad}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

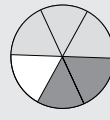
6. There are 56 apples.



$$\frac{\quad}{\text{total}} \div \frac{\quad}{\text{sets (bags)}} = \frac{\quad}{\text{in each set (bag)}}$$

Add Like Fractions

Name _____



$$\frac{3}{\text{sixths}} + \frac{2}{\text{sixths}} = \frac{5}{\text{sixths}}$$

The denominator stays the same. Add the numerators. $\frac{3+2}{6} = \frac{5}{6}$



$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

Color the part for the first fraction.

Color the part for the second fraction. Complete the equation.



$$\frac{1}{4} + \frac{2}{4} = \frac{\quad}{4}$$



$$\frac{3}{8} + \frac{3}{8} = \frac{\quad}{8}$$



$$\frac{2}{5} + \frac{1}{5} = \frac{\quad}{5}$$



$$\frac{1}{3} + \frac{1}{3} = \frac{\quad}{3}$$



$$\frac{5}{10} + \frac{3}{10} = \frac{\quad}{10}$$



$$\frac{1}{6} + \frac{4}{6} = \frac{\quad}{6}$$



$$\frac{7}{12} + \frac{3}{12} = \frac{\quad}{12}$$



$$\frac{3}{4} + \frac{1}{4} = \frac{\quad}{4}$$



$$\frac{2}{6} + \frac{2}{6} = \frac{\quad}{6}$$

$$\frac{3}{7} + \frac{\quad}{7} = \frac{\quad}{7}$$

Add Like Fractions

Name _____



$$\frac{3}{\text{sixths}} + \frac{2}{\text{sixths}} = \frac{5}{\text{sixths}}$$

The denominator stays the same. Add the numerators. $\frac{3+2}{6} = \frac{5}{6}$



$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

Color the part for the first fraction.

Color the part for the second fraction. Complete the equation.



$$\frac{1}{4} + \frac{2}{4} = \frac{3}{4}$$



$$\frac{3}{8} + \frac{3}{8} = \frac{6}{8}$$



$$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$$



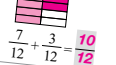
$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$



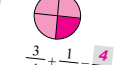
$$\frac{5}{10} + \frac{3}{10} = \frac{8}{10}$$



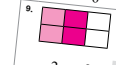
$$\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$$



$$\frac{7}{12} + \frac{3}{12} = \frac{10}{12}$$



$$\frac{3}{4} + \frac{1}{4} = \frac{4}{4}$$



$$\frac{2}{6} + \frac{2}{6} = \frac{4}{6}$$

$$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$$

$$\frac{2}{3} + \frac{1}{3} = \frac{3}{3}$$

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$$



Heritage Studies 5 Student Text

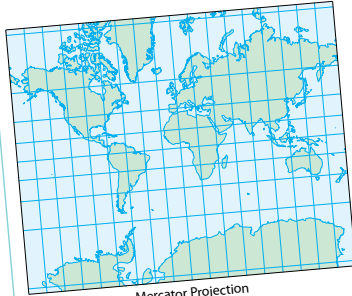
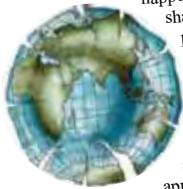
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interior layout

Flat Maps

Have you ever taken a ball or an orange peel and flattened it? What happens to the sphere shape when you press on it? The same problem happens when you flatten the sphere shape of the earth. Many areas on a flat map appear to be a different shape or size than they really are. These areas are **distortions** and do not accurately show the earth as it really is. It is impossible to take information from a sphere and make a flat map from it without cutting or stretching the original shape. Cartographers have been struggling with this problem for centuries.

A flat map may not represent the earth's shape or surface as accurately as a globe does. But flat maps can show more details. Imagine how large a globe would have to be to show all the



Mercator Projection

streets in your state. Flat maps are also easy to carry and store.

Map Projections

Any method that cartographers use to show the earth's round surface on a flat map is called a **map projection**. Each map projection has distortions. One of the most common projections is the **Mercator Projection** (MUR KAY tur). It **Project** rectly shows land along the equator. However, the areas at the bottom of the map are stretched. On the map, Greenland appears larger than South America. But actually, South America is eight times bigger than Greenland.



6

- 7.375" x 9.125", 352 pages
- special feature pages
- callout text and charts
- use of master pages and styles to ensure consistency
- multiple appendices, including presidents and states lists
- index, credits pages

"And, Thou, Lord, in the beginning hast laid the foundation of the earth; and the heavens are the works of thine hands."
Hebrews 1:10

What Is Geography?

History and geography both help us understand the world around us. History is the study of the *past*. **Geography** is the study of *place*. Geography helps us learn not only where places are but also how they differ and why.

The word *geography* comes from two words. *Geo-* means "earth" and

-graphy means "written descriptions." A basic tool in studying geography is a map. Maps represent places on earth. Maps are what men "write" to show what they know about the earth. The art of making maps is called **cartography**. In this word, *carto-* means "map", and *-graphy* means "writing." A mapmaker is called a **cartographer**.



3

Learning How

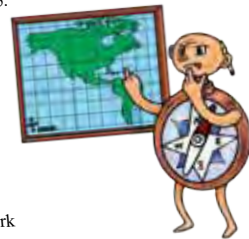
Measuring with Latitude and Longitude

The lines of longitude and latitude form a **grid**. A grid helps you use the lines of longitude and latitude to locate any place on a map or globe. Reading a grid on a map is much like reading a graph. Look at *World: Physical map* on pages 314 to 315. Find the equator and the prime meridian. Put one finger on each line. Follow the lines to the spot where they meet. They meet at 0° latitude and 0° longitude. Do the lines meet on land or in the ocean?



Look at *World: Political map* on pages 314 to 315. Put a finger on each of these lines of latitude and longitude: 30°N, 120°E. Follow the lines to the spot where they meet. In which country do these lines intersect? Did you find the country of China?

1. Get your Activity Manual and a pencil.
2. Using maps in the Student Text and your knowledge of latitude and longitude, complete the Activity Manual page.
3. After you have completed Parts A and B, work with a partner to complete Section C.



10



English 6 Student Worktext and Teacher's Edition

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Chapter 1 Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Types of Sentences	4-5	1-2	1		declarative sentence	Write, identify, and punctuate declarative, imperative, interrogative, and exclamatory sentences
2	Subjects & Predicates	6-7	3-4	2	• Four sentence strips	interrogative sentence	Change sentence types
3	Compound Subjects & Predicates	8-9	5-6	3		imperative sentence	Identify simple and complete subjects and predicates for all sentence types
4	Compound Sentences	10-11	7-8	4		exclamatory sentence	Combine sentences using compound subjects and compound predicates
5	Subordinating Conjunctions	12-13	9-10	5		subject	Diagram simple subjects and simple predicates for all four types of sentences
6	Complex Sentences	14-15	11-12	6		predicate	Combine simple sentences into a compound sentence by adding a comma and coordinating conjunction (and, but, or) or by adding a semicolon
7	Simple, Compound & Complex Sentences	16-17	13-14	7		compound subject	Identify subordinating conjunctions in dependent clauses
8	Prepositions	18-19	15-16	8	• Four sentence strips	compound predicate	Combine two simple sentences into a complex sentence
9	Prepositional Phrases	20-21	17-18	9	• Paper grocery bag and newspaper	independent clause	Separate a complex sentence into two simple sentences
10	Chapter 1 Review	22-23	19-20	10-11	• Items for optional Science Connection	complex sentence	Differentiate simple, compound, and complex sentences
	Bridge: Exploring Specialty Farms	24	21			semicolon	Identify dependent and independent clause patterns: 1 IC, 2 IC, 1 DC + 1 IC

Learning CENTER Popsicle Sentences

Materials: containers, popsicle sticks, felt-tip pens, paper, pencils

Preparation: Label each of five containers with a different color of felt-tip pen. Use a different-colored felt-tip pen for each of the five containers. Label each container with a noun, verb, adjective, and preposition. Use a different-colored felt-tip pen for each of the five containers. Label each container with a noun, verb, adjective, and preposition.

Student Directions: 1. Choose a stick from each container and use it to write a sentence. 2. Write your sentence; then return it to its container.

Learning CENTER Sentence Spinners

Preparation: Make a spinner with these eight sections: 1. A simple sentence. 2. A compound sentence with a comma and coordinating conjunction. 3. A complex sentence with a subordinating conjunction. 4. A dependent clause. 5. A prepositional phrase. 6. A prepositional phrase. 7. A prepositional phrase. 8. A prepositional phrase.

Lesson 1

Worktext pages 1-2, 21

Objectives

- Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences
- Change sentences from one type to another

Theme Info.

Discuss the theme. Read the theme information about unusual farms on page 3. Direct attention to the pictures on Worktext page 21.

Introduction

Reviewing ending punctuation. Instruct each student to fold and tear a sheet of notebook paper in thirds. Guide the students in drawing a large question mark on one section, a large exclamation point on the third section, and a large exclamation point on the second section. Slowly read aloud each of the following sentences, directing each student to hold up the correct ending punctuation sign for that sentence.

My family chase beekeeping for a hobby. (period)
Will bees sting us? (question mark)
Guess the answer. (period)
We ordered a bee package through the mail. (period)
We bought a bee veil and leather gloves. (period)
Hooway, our package came today! (exclamation point)
Will our bees make lots of honey this year? (question mark)
Wait and see. (period)

(Note: If your students do not remember the four types of sentences, repeat this activity at the end of the lesson.)

Types of Sentences

A declarative sentence makes a statement and ends with a period.
Some people have chosen beekeeping as an occupation.

An interrogative sentence asks a question and ends with a question mark.
Do you know any beekeepers?

An imperative sentence gives a command or makes a request and usually ends with a period. The subject is usually understood to be you.
Please stay away from the beehives. Put on your protective gear.

An exclamatory sentence shows strong feeling and ends with an exclamation point.
That bee stung me!

Guided Practice

Use the code to label each sentence. Add the correct ending punctuation.

Dec. 1. Honeybees' wings stroke over eleven thousand times per minute.
Int. 2. Are bees some of the hardest workers in the insect world?
Dec. 3. Each bee has a specific job.
Exc. 4. A swarm of bees chased me!
Imp. 5. Wear tan or white clothing around bees?
Int. 6. Do you know the two main benefits of bees?
Dec. 7. Beekeepers will develop a tolerance for bee venom over time.
Imp. 8. Stay away from bees.

Using the indicated sentences from above, change the declarative sentences to interrogative sentences and the interrogative sentences to declarative sentences. Remember to write complete sentences.

9. Sentence 2 *Bees are some of the hardest workers in the insect world.*

10. Sentence 3 *Does each bee have a specific job?*

11. Sentence 6 *You [do] know the two main benefits of bees.*

12. Sentence 7 *Will beekeepers develop a tolerance for bee venom over time?*

and usually ends with a period. An interrogative sentence asks a question and ends with a question mark. An imperative sentence gives a command or makes a request and ends with a period. The subject you is often understood. An exclamatory sentence shows strong feeling and ends with an exclamation point.

2. Write these sentences for display, omitting the ending punctuation marks:

Bees provide us with over three hundred different kinds of honey.
Eat some honey every day.
Have you seen a beehive?
Here comes a swarm of bees!

What kind of sentence is the first sentence? What is the ending punctuation mark? (declarative; a period)

What kind of sentence is the second sentence? (imperative)

What is the subject of most imperative sentences? (the understood you)

(Note: Other indefinite pronouns such as everyone and somebody can be used as subjects of imperative sentences as in [Everyone] Please get in line. Indefinite pronouns will be discussed in Grade 7.)

What kind of sentence is the third sentence? What is the ending punctuation mark? (interrogative; a question mark)

What kind of sentence is the fourth sentence? What is the ending punctuation mark? Read the sentence aloud. (exclamatory; an exclamation point)

English 6 TE

Independent Practice

Read the following paragraph. Add the correct ending punctuation and label each sentence **Dec.**, **Int.**, **Imp.**, or **Exc.** Then in the box on the right, write how many sentences you found of each type.

Beekeepers find quality pastures for their bees. **Dec.** Why is good pasture important? **Int.** Bees need plenty of food. **Dec.** Bees produce honey and pollinate flowers. **Dec.** Have you ever noticed the hair on a bee's body? **Int.** Pollen grains stick to these hairs. **Dec.** The grains rub off onto crops or flowers. **Dec.** Oh, how we can see God, our Creator, in this beautiful process. **Exc.** Read more about these fascinating creatures. **Imp.**

God made all things.

Use the code to label each sentence. Add the correct ending punctuation.

Dec. 1. Beekeepers open the hives and stack extra boxes on top of them.
Imp. 2. They fill these boxes with frames of empty combs.
Dec. 3. Wear canvas gloves and a bee veil.
Exc. 4. What a sticky mess!
Dec. 5. Blades inside a container remove the wax.
Dec. 6. The frames of honey-filled combs go into large stainless steel barrels.
Int. 7. Have you seen the barrels?
Exc. 8. Hooway! We can now buy the barrels of honey!

English 6, Chapter 1, Lesson 1

Worktext page 1

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 2

Independent Practice

Read and explain the directions. Direct the students to complete the exercises [Bible Promise: 1. God as Master].

Apply and Write

Read and discuss the directions for the Apply and Write section. Invite the students to suggest possible sentences. Allow time for the students to write; then select volunteers to read their sentences aloud.

ESL

For further review of sentence types, pair ESL students with English-proficient students and give each ESL student three index cards labeled with a question mark, an exclamation point, and a period, as in the Introduction. The other student orally reads sentences written on index cards. The ESL student holds up the card that shows the correct ending punctuation.

Oral practice using English is important for ESL students to learn the sounds of the language. To assist ESL students in changing sentence forms between interrogative and declarative, ask questions that can be answered using part of the question asked. For example, *Are you ten years old?* Yes, I am ten years old.

Teacher's Toolkit, page 1

Types of Sentences

1. Declarative sentence: makes a statement and ends with a period.

2. Interrogative sentence: asks a question and ends with a question mark.

3. Imperative sentence: gives a command or makes a request and usually ends with a period.

4. Exclamatory sentence: shows strong feeling and ends with an exclamation point.

5. Compound sentence: two independent clauses joined by a comma and a coordinating conjunction.

6. Complex sentence: an independent clause and a dependent clause joined by a subordinating conjunction.

7. Prepositional phrase: a group of words that act as a noun, adjective, or adverb.

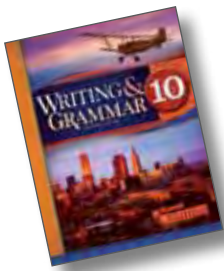
8. Dependent clause: a clause that cannot stand alone as a sentence.

Student Worktext

- 8½" x 10⅞", 400 pages
- pages built with answers included—underlining, multiple choice circles, labeling, diagrams, etc.

Teacher's Edition

- 9" x 11", 552 pages
- reduced student pages with answers "turned on"
- correlating teacher's text



Writing and Grammar 10

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interior layout

Student Worktext

- 8½" x 10⅞", 488 pages
- pages built with answers included—underlining, multiple choice circles, labeling, diagrams, etc.

Teacher's Edition

- 9" x 11", 2 vols., 792 pages
- reduced student pages with answers "turned on"
- correlating teacher's text

6.3

PRACTICE the skill

Underline each complete verb. Then identify its tense as present, present perfect, past, past perfect, future, or future perfect.

1. On Salisbury Plain in southern England stand gigantic hand-hewn stones.
2. Where have they come from?
3. Perhaps scientists will never know the answer to that question.
4. Early scientists and historians imagined the stones as a temple of sorts.
5. By the end of the 1950s, archeologist R. J. C. Atkinson had excavated several areas around Stonehenge.
6. According to some historians, Stonehenge must look about one thousand years to construct.
7. In the first phase of construction, builders dig a ring of fifty-six shallow pits.
8. Mathematicians have calculated the weight of the stones at approximately forty-five tons.
9. By the time they finished, the builders had transported at least eighty-two stones from Wales to form the original double circle of Stonehenge.
10. After this trip, my friend Fayez will have visited Stonehenge four times.



6.4

REVIEW the skill

Write a correct form of the verb in parentheses.

1. The construction of any large structure (involve) both technical skill and danger.
2. The builders of Stonehenge (lift) seven-ton lintels to the tops of upright stones.
3. Most modern cranes (hoist) between one and 250 tons at a time.
4. Builders (secure) the lintels with peg-and-socket joints.
5. Before Stonehenge was built, carpenters (use) the peg-and-socket joint frequently.
6. The purpose of Stonehenge (be) a mystery since its discovery.



Diagram Answers 488

OBJECTIVES

- Students will**
1. identify words in sentences as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, or interjections.
 2. write sentences using nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections correctly.
 3. identify verbs as intransitive, transitive, linking, or auxiliary verbs.
 4. differentiate between adjectives and adverbs in a paragraph.
 5. distinguish between prepositions, conjunctions, and interjections in sentences.
 6. differentiate between coordinating, correlative, and subordinating conjunctions.

ESL Keep in mind that ESL students may understand the parts of speech but not the vocabulary of the sentences in the diagnostic pretests. Encourage the students to ask for help from you or another student when they do not understand the meaning of a particular word.



Parts of Speech 1
Personal Letter 15
Letter for Letter 28

PARTS OF SPEECH

Lesson Support
Student Worktext
 Chapter 1 Review—pp. 435-36
Teacher's Edition
 Chapter Review Answers—pp. 435-36
Support Materials CD
 Pretests—pp. 1-2
 Teaching Helps—p. 35
 ESL Helps—pp. 61-72

Concept Reinforcements—p. 93
Bulletin Boards—p. 268

TEACHING STRATEGY
Participation
 Use Bulletin Board "Steppingstones to Language" (Support Materials CD, p. 268) to review the parts of speech.

PREPARATION
 Before beginning lesson preparation, read Chapter 1 thoroughly to familiarize yourself with the scope of the chapter. Assign Chap-

ter 1 Pretest (Support Materials CD, pp. 1-2) to determine the students' skill levels before beginning the chapter. Use this information to plan the emphasis of your lessons.

LiteratureLink
 Ask students to mention letters they have received and to tell what made the letters memorable. Elicit from the students that it is usually the details that make a letter worth remembering. Contrast electronic messaging with standard written letters.

WRITING EYEWITNESS REPORT

For the nation and kingdom that will not serve thee shall perish; ye, those nations shall be utterly wasted.
Isaiah 60:12

Imagine being on the scene when Lewis and Clark first saw the Pacific Ocean, erupted Or when Leonardo da Vinci was holding out lenses. Or when Miami Vanities Or when a man striped onto the moon. Dramatic historical events like these can be obviously significant to everyone. To millions of people watching their TV when Neil Armstrong took that little hop into the lunar dust, the importance of the action and events and books.

Other events may seem subtle commonplace to the observers at the time. Probably the man who swore about da Vinci's work was not common all cases, much of what we know about large and small dramatic events comes from what eyewitnesses record for us. Until the invention of still and motion picture cameras, such records were preserved only in words and art.

You Write
 Choose a dramatic event that you have witnessed. It can be something from your own family—someone getting married, finding a lost dog, attending a family reunion, meeting the new principal.
 Or perhaps you can draw on local or national history for some event to recount. Whatever you choose, your writing should:

1. Use specific, concrete details, such as times and dates, actions and speech.
2. Engage as many senses as possible.
3. Reveal your response to the scene.

Planning

Keep a journal with you so that you record events as they happen.

Train yourself to be observant. What in Ramon's piece about the Berlin Wall gives you the sense of being there? The author engages your senses of sight, hearing, touch, taste, and smell. There is no substitute for such description in lines and sentences flowing, some breaking, people talking and cheering, dolls and hammer's tearing at the wall? Can you smell the exhaust from the cars? Can thousands of headlights shining through a cloud of fumes? Can you imagine the rough rope in your hands and the crush of passing through such a crowd of people? Look around you right now—at the people, the place, the circumstances. Note what your five senses tell you when do you see? smell? taste? feel? hear?

OBJECTIVES

- Students will**
1. practice observation techniques.
 2. use specific details.
 3. write in chronological order.
 4. revise based on peer response and personal evaluation.
 5. submit the report for publication.

OVERVIEW of the WRITING PROCESS

Planning—observing using five senses and choosing an event to report.
Drafting—using specific details, identifying personally with the topic, and writing in chronological order.
Revising—re-reading the draft, getting peer input, making corrections based on feedback and self-analysis, and proof-reading.
Publishing—submitting the report for publication, adding it to a portfolio, and reading the report aloud.

ler). Ask them to read speeches by Ronald Reagan and others on the fall of the wall. Instruct them to make a timeline of the events leading to the demise of East Germany from magazines, newspapers, and old letters. Discuss what people present at those events might have thought about what was going on.

TEACHING STRATEGY

Motivation
 Use photos of various world events to introduce the subject of eyewitness reports. Include photos of seemingly unimportant events (e.g., two people talking on a park bench). Collect other eyewitness reports

ENRICHMENT

Conduct a practice observation activity in a classroom—and then have the students report class on it. If possible, film the event and compare students reports to what actually happened.

ONE

Conduct a practice observation activity at a park, a library, or a restaurant to watch the people there. Allow your student to report on the events. If possible, take notes or film the events and compare your student's report to what you observed.

Eyewitness Report | Chapter 6 167



Explorations in Literature

Student Text and Teacher's Edition

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TEACHER'S NOTES

THINKING ZONE

All literature can be placed into one of two categories: fiction or nonfiction. Nonfiction works tell historical accounts of real people. Works of fiction contain events and characters invented by an author. Sometimes an author takes a character from history, surrounds him with made-up people, and throws in a few real places and happenings with events from his imagination. Such is the case with "The Friend Inside." When a story combines historical events and characters with imagined events and characters, we call it historical fiction.

Most authors, especially of fiction, attempt to incorporate a theme in their writing. A theme is a recurring idea that a work of literature tries to persuade the reader to accept. Christian readers do well to learn to seek out an author's theme so that they can be discerning readers—accepting only that which is in agreement with God's Word. To discover theme in a work, look first at the title. Very often the author gives a hint of his theme there. Then look at symbols, characters, and other details and consider what meaning beyond the surface they may have.

Character—a person or other being who performs the action of the story and through whom the reader views the events of the story.

- [Interpretive]** What about "The Friend Inside" makes it historical fiction instead of fiction?
We know that President Lincoln is a real historical character.
- [Interpretive]** What does the reader discover about President Lincoln?
Lincoln was kind and had a sense of humor. "I only wish that our army could charge like this boy." He was humble: When Jim praises his words, Lincoln says, "Somebody you'll find that the Bible and Shakespeare have said the same thing. Jim—and said it better." And Lincoln was wise: He releases Jim, expressing confidence in Jim's ability to do a special errand.

38 COURAGE

Ask students what is humorous about the opening paragraph. (Of course, the image of Foreign Legionnaires needing night lights is absurd.)

"T'WAS A DARK AND DREARY NIGHT"

PATRICK F. McMANUS

OBJECTIVES

The student will be able to

- identify characteristics of humorous writing and the use of overstatement for comic effect.
- recognize the lack of true courage.
- demonstrate a working knowledge of the following literary terms: *genre, essay, narrator, and overstatement.*
- answer a series of questions focused on the story and associated literary terms.

LESSON SUPPORT

Student Text
Thinking Zone—pp. 9–10

Teacher's Edition
Thinking Zone Answers—pp. 9–10

Support Materials CD
Teaching Help 1A
Teaching Help 1B
Quiz 1A
Word List 1A

Materials Needed
A James Thurber or Mark Twain story
A copy of *Crazy English* by Richard Lederer (New York: Pocket Books, 1989)
A copy of *The Writer's Toolbox* by Grace Collins Hargis (Greenville, SC: BJU Press, 2000)

T'WAS A DARK AND DREARY NIGHT

PATRICK F. McMANUS

Laughter, doctors tell us, is good medicine. It is also an effective way to expose human weaknesses without giving undue offense. In the following selection, the author uses humor to expose his own youthful fear. In doing so he also shows us the dangers in pretending to be courageous when we are not.

Back during my single-digit ages, I often thought about running away and joining the French Foreign Legion.* The uniform was nice, and I liked the idea of riding horses and camels across the desert. Only one thing bothered me: I wondered if the Legionnaires were issued night lights. My love of adventure had its limits. I could easily imagine a battle-hardened Legionnaire sergeant re-

porting to his company commander, "Looks grim, sir. We've run out of food and water and the ammunition's nearly gone. Worse yet, we're short on fuel for the men's night lights." With my luck, I'd be the one whose night light ran out of fuel first.

4 COURAGE

PREPARATION

Overview
A fear of the dark is one of the most common fears. The main character, Pat, based on McManus himself, attempts to endure and to hide his fear of the dark, which for McManus was a real fear. In this humorous essay Patrick McManus encourages us to find the humor in our own fears and to see the danger of pretense.

Potential Problems
You may want to address a couple of actions in this story. First, Patrick's sister lies. Lying is wrong. Explain, however, that in this situation

McManus is using the use of overstatement to actors and situation will find amusing. He the reader to take e. The second element to address is the nic gives his sister. He c Troll" after the tr classic epic *Beowulf* who ruthlessly wr the kingdom of H Dantes. McManus's six years Patrick's him. McManus, i presses regret ab "the Troll" beca

I realized, of course, that fear of darkness was a serious flaw in my character. Since my character was riddled with flaws anyway, I didn't worry much about one more. Nevertheless, I didn't want my friends to find out I was afraid of the dark, and I then went to great lengths to keep my secret from them. Take, for instance, the time Ronnie Dimmie came out to our farm to spend the night with me.

Ronnie had no sooner set foot in the house than he came up with the suggestion that he and I sleep out in the backyard. He said he'd had a lot of experience sleeping out in backyards in town, but this was his first opportunity to do so in the country.

"Yeah, well," I said. "Sure. In the dark, you mean? Sleep out. That would be fun. You don't mind a lot of black widow spiders crawling all over you, do you, Ronnie?"

"You got black widow spiders in your yard?"

Parting my hair back down, I retracted a few premature goosebumps. Unfortunately, my evil sister, the Troll, overheard our conversation and rushed to put in her oar and roll the waters. "What are you telling Ronnie? There are no black widow spiders in our yard, you silly!"

"There are too," I said nervously. "Ma!" the Troll roared. "Are there any black widow spiders in the yard?"

Mom, ever ready to rush to my defense, stuck her head out of the kitchen. "No, of course not. Where did you ever get a dumb idea like that?"

"See?" the Troll said. "I thought there were," I said, smiling weakly at Ronnie.

"Good," he said. "Then we can sleep out in the yard tonight, after all."

"I can't think of any reason why not," I said. "Unless you happen to be bothered by poisonous snakes. Ever seen anybody get snakebit? First they swell up into a great big horrible ball, and then they turn blue and green and yellow and then it starts to get real bad."

"My dad says there ain't any poisonous snakes around here," Ronnie said. "So we don't have to worry about snakes."

"I thought we did," I said.

"Of course not," the Troll put in. "There aren't any poisonous snakes around here—not even when it's dark!" She cackled trollishly.

"Ma!" I yelled. "The Troll is bothering us. Tell her to leave us alone!"

"Don't refer to your sister as the Troll," my mother said. "Now, Trudy, get out of there and leave the boys alone."

The Troll backed slowly out of the room, grinning evilly. "Hope you have a good time sleeping out—in—the—dark. The weather report in the paper says there's going to be heavy darkness all night tonight *cackle cackle*."

Just my luck—heavy darkness. And here was Ronnie, pressing ahead with his plan for sleeping out. This was getting out of hand. We were actually getting some old blankets and quilts down out of the attic to make a bed in the yard. What maddest! I considered asking Ronnie to take an oath of secrecy and darkness. He would probably understand.

"I'll tell you something weird," Ronnie said. "I tried to get Fred Phelps to sleep out with me one night, and he said he couldn't, he was afraid of the dark. A big guy like Fred, you wouldn't expect him to be a yellow-bellied chicken, would ya? He even made me take a secret oath not to tell anybody."

"Fred's dumb, too," I said. So much for that idea . . .

overstatement

EST Explain to the students the difference between reading literally (where the author means to say exactly what is written) and figuratively (where the author is speaking descriptively). What is the narrator saying here? Is he speaking literally or figuratively? (He is, of course, speaking figuratively; the narrator's sister is complicating his effort to keep from spending the night out in the dark.)

Overstatement: Ask the students what this accomplishes. (The narrator enhances the humor by making his predicament seem more dreadful than it truly is.)

EST Explain that this figure of speech is known as an idiom, an expression that cannot be understood or translated into another language word-for-word but has its own unique meaning (e.g., "hit the hay" has nothing to do with striking dried plant matter but rather with going to bed). Select idioms will be noted throughout the text.

students to write the meanings of these words as the selections are discussed in class. Remind students that the list will be valuable to them in preparation for the practice test.

Enrichment
Use Teaching Help 1B (Support Materials CD) for a discussion about phobias. Direct students to use a piece of paper to cover the right-hand explanation of each fear. Ask students to read through the list of fears and to attempt to guess what each one is.

Participation
Ask students whether they have ever been embarrassed to admit that they are afraid of something. Have them think of a particular instance when they tried to hide their fear from a friend or family member. Having done so, they can better relate to the experience recounted by Patrick McManus in this humorous biographical essay.

Discussion
Begin your study with some general introductory material on humor. One

Student Text

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- placement of text, art, answer overprint
- glossary terms
- study question pages
- pages built with answers and teacher's helps highlights—enabled in Teacher's Edition

Teacher's Edition

- 9" x 11", 2 volumes, 720 pages
- reduced student pages
- correlating teacher's text
- teaching schedule, scope and sequence tables
- grading rubrics

"T'WAS A DARK AND DREARY NIGHT" 5

had on so many young readers who then began calling their own sisters by that name. (An excerpt from *Beowulf* can be found in *BRITISH LITERATURE* (BJU Press), pp. 17–35.)

TEACHING STRATEGIES

Introduction
Ask students to think of something of which they are afraid. Many people are afraid of the dark, of heights, of being in close spaces, and of many other things. In fact, there are dozens of phobias, or fears, that people experience, and research statistics reveal that most people have more than one. Patrick's phobia, fear of the dark, is called *nyctophobia*.

One-on-One
Use this opportunity to talk with your student about his fears and perhaps share some of your own. Make a plan to pray for one another during times of fear.

Reinforcement
Use Teaching Help 1A (Support Materials CD). Ask students to fill in the author, a character, and an example of courage after they complete each selection in the unit. Use the chart for a class discussion of examples of courage throughout the unit.

Distribute the Word List for Vocabulary Standardized Test Practice 1A (Support Materials CD). Encourage

"T'WAS A DARK AND DREARY NIGHT" 5

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94 Chapter 4

4-18 The Eagle Nebula "stellar nurseries." Evolutionary astronomers believe this photograph shows one location where stars are likely forming.

4-19 Considering the Heavens
An astronomer publishes ten photographs taken at different times and of different regions of the sky. The first three show increasingly concentrated blobs of dust. The second group shows three increasingly distinct disks of dust. The third group of photos shows dusty disks with a bright glow in their center that becomes more bright and distinct with each photo. The tenth picture is of a typical star. Without saying a word, what is he intending to demonstrate with these photos? Why is his reasoning not scientific?

Since the Bible states that the sun and the earth on the first celestial bodies were created on the fourth day due to clouds in the heavens.

Until a few years ago, the sun had some serious detectors built in the 1950s, one-third as many neutrino detectors as many neutrino detectors. Scientists suggest the sun's energy originates from the fusion of hydrogen atoms. Scientists recently switched among three different neutrino detectors. Other scientists are arguing against the gravitational

4.12 The Origin of the Sun

Where did the sun's energy come from? For that matter, how did any star come into being? According to the evolutionary theory of star formation, stars develop from immense clouds of molecular hydrogen that collapse under the influence of gravity to form what astronomers call a *proto-star*, a huge, dark ball of gas similar to the protoplanet Jupiter. Eventually, enough mass is accumulated by the proto-star that the crushing gravitational force at its center is able to ignite the fusion process within it and a star is born. A famous Hubble Space Telescope photograph of a "stellar nursery" within the Eagle Nebula supposedly shows this process in action.

There are several problems with this evolutionary model of star origins. First, gases tend naturally to disperse, not concentrate into a dense mass. Unless a shockwave, such as from a nearby supernova, compresses the gas cloud so that gravitational force overcomes the tendency for gas to disperse, the proto-star will never begin to form. The likelihood of such a convenient supernova occurring is extremely low. That it occurred unnumbered times to form the stars throughout the universe has a probability very close to zero. Also, the evolutionary model has the problem of explaining where the first stars came from, since there were no preexisting stars to form supernovas to start the proto-star evolution. Most creationary astronomers believe that regions such as those in the Eagle Nebula are nothing more than disorganized shockwaves passing through gas and dust clouds in space. There is no scientific evidence that stars are forming in the Eagle Nebula, and no one has ever observed a star form in this evolutionary fashion.

Creationary scientists agree, based on the book of Genesis, that the sun and other stars were supernaturally created—fully formed—on or before the fourth day of the Creation week. This explanation is simple and accounts for all the observable features of the stars and the sun. God created the fusion process and gave the sun exactly the right amount of mass necessary to provide the energy the earth needs. All evolutionary theories fail in their attempts to explain the origin of the sun and stars.

If the thermonuclear model of the sun's interior is correct, then the sun converts 655 million tons of hydrogen to 650 million tons of helium each second. The 5 million tons "lost" become the energy that the sun radiates away. The sun also loses about 1 million

THE SUN CHAPTER REVIEW

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Chapter Summary

- The sun is traveling about 300 km/s in its orbit around the center of the Milky Way galaxy, about three-fifths of the distance from the center to the edge of the galaxy.
- The sun is an average-size star, about 109 times as big as the earth but 330,000 times as massive.
- Most (93%) of the sun's energy is emitted in the form of electromagnetic rays, which includes visible light, infrared, ultraviolet, radio, gamma, and x-rays. The remaining energy is emitted as neutrinos.
- The sun's mass is 98% hydrogen and helium. The other 2% is made up of at least 60 different elements and 18 different compounds.
- The visible surface of the sun, the photosphere, consists of seething granules of hydrogen plasma.
- Sunspots and solar flares affect communications, electrical generation and transmission, and possibly weather on the earth.
- The sun's atmosphere consists of a thin chromosphere and a very extensive corona.
- We believe the sun's interior consists of three parts: the core, the radiative zone, and the convective zone. In the core, hydrogen is converted into helium.

4.4 The Sun's Energy

About 93 percent of the sun's energy output is in the form of electromagnetic waves, such as visible light, x-rays, and radio waves. The other 7 percent of its energy is emitted as neutrinos, tiny particles that apparently travel at the speed of light and can easily penetrate ordinary matter light-years in thickness. Most neutrinos that strike the earth go through it as though it were not there.

The light that is emitted by the sun consists of tiny waves that can be modeled like waves in water. The distance from the crest (top) of one wave to the crest of the next is the wavelength. When different wavelengths of light enter our eyes, we perceive the light waves as different colors. The human eye can see light wavelengths from about 0.0004 mm (violet) to about 0.0007 mm (red). Ultraviolet waves, waves with wavelengths less than 0.0004 mm, are too short for the eye to detect. These are the rays that cause sunburn. Infrared waves, sometimes called "heat waves," have wavelengths more than 0.0007 mm and are too long for the eye to detect. The sun also emits radio waves, which have wavelengths longer than infrared waves, and x-rays and gamma rays, which have wavelengths much shorter than ultraviolet waves.

The light from the sun and other stars contains energy of all wavelengths and thus includes all the colors of the rainbow. In fact, a rainbow is formed when raindrops separate sunlight into its component colors. However, as we discussed in Chapter 3, each star emits different amounts of each color. The amount of each color depends on the temperature of the star. The hotter stars emit more light with shorter wavelengths, so they are bluish in color. The cooler stars emit more light with longer wavelengths, so they are more reddish. The sun is between these two extremes.

If all the colors in the sun's light were equally strong, the light from the sun would be white. But the colors toward the middle of the visible spectrum are more intense than those toward the ends of the spectrum, and hence the sun has an overall yellow color. The human eye is most sensitive toward the middle of the spectrum so that yellow is the color we see best. Furthermore, visible light, especially yellow, is the light that our atmosphere allows to pass most easily. Thus God made the sun, the eye, and the atmosphere to work together so that our vision functions with the greatest efficiency.

The Sun 86

electromagnetic (ih LEK troh mag NET-ik)

neutrino (noo TREE noh; (Ital. neutrino—"little neutral one," from Enrico Fermi, 1933)

note: wavelengths not to scale

4-4 Light and other electromagnetic waves emitted by the sun differ in wavelength—the distance from one wave crest to the next.

The energy of light waves is inversely proportional to their wavelength. In other words, the shorter the wavelength, the more energy the light has for the same intensity. A violet light wave has more energy than a red light wave.

86 Chapter 4 FACETS OF ASTRONOMY SPECTROSCOPE

A spectroscope is an instrument used to identify specific colors (wavelengths) of light. Spectroscopes used into its composition much the same produce a spectrum depending on the wavelengths in the light. The more brightly the light is, the more brightly the spectrum is. The spectrum is a series of bright lines that represent specific wavelengths within the light spectrum. Each pure substance has its own "signature," or pattern of lines. Astronomers can substitute a spectroscope for the eyepiece or camera on a telescope to study the spectrum of a star in detail. The elements in the star and their proportions can be identified from the star's spectrum.

There are two basic kinds of line spectra produced by spectroscopes. A *bright-line spectrum* is a unique pattern of spectrum lines produced directly from light emitted by an object. A *dark-line spectrum* can be seen when particular wavelengths from a white light source are absorbed by gaseous elements between the source and the spectroscope. The wavelengths absorbed are identical to those that would have been emitted by the intervening atoms if they were glowing and giving off a bright-line spectrum. Thus, a dark-line spectrum is like a negative of a bright-line spectrum. What we see in a star spectrum are dark-line spectra formed by gases in the star's atmosphere.

absorbing light emitted from the star itself. The combined patterns from the different absorptions of the many elements in the star's atmosphere make a very complex dark-line spectrum. By patient work, astronomers can sort out the patterns and identify the elements present in the star's atmosphere. This procedure also identifies the chemical composition of the main body of the star, since the composition of the star is probably similar to that of its atmosphere.

Joseph Fraunhofer (1787–1826), inventor of the spectroscope, was the first to measure and designate the dark lines of the solar spectrum.

Elements in a light source emit specific wavelengths in a bright-line spectrum (thin bright lines). In a dark-line spectrum, the same elements absorb the wavelengths in white light that they would have emitted (thin dark lines).

4-1 STAR COLORS AND TEMPERATURES

Class	Color	Surface temp. (°C)	Surface temp. (°F)
O	violet	30,000+	54,000+
B	blue	10,000–30,000	18,000–54,000
A	blue	7500–10,000	14,000–18,000
F	white to blue	6000–7500	11,000–14,000
G	yellow to white	5000–6000	9000–11,000
K	red to orange	3500–5000	6300–9000
M	red	<3500	<6300

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interior layout



where

- m is the mass of the system or object, in kilograms, and
- v is its speed in meters per second.

Note that in the formula the speed is squared; therefore, changing speed has a much greater effect on kinetic energy than changing mass does.

EXAMPLE PROBLEM 6-2
Calculating Kinetic Energy

What is the kinetic energy of a 75 kg sprinter running at 8.7 m/s?

Known:
sprinter's mass (m) = 75 kg
sprinter's speed (v) = 8.7 m/s

Unknown:
sprinter's kinetic energy (KE)

Required formula: $KE = \frac{1}{2}mv^2$

Substitution: $KE = \frac{1}{2}(75 \text{ kg})(8.7 \text{ m/s})^2$

Solution: $KE = 2830 \text{ J}$ (2 SDs allowed)
 $KE = 2800 \text{ J}$

External forces that increase or decrease an object's speed do work on the entire object and thus change its kinetic energy. The kinetic energies of large objects and individual isolated particles are easily calculated using the kinetic energy formula. The kinetic energy of atoms or molecules of objects and substances at rest are difficult to measure for several reasons: these particles are extremely

135 Energy

Difficult Concept: Kinetic Energy Formula

Students may ask why there is a "1/2" in the kinetic energy formula. The formula is derived from the fact that work is required to change the kinetic energy of an object. Thus, the work on a moving object to change its speed, for example, is equal to the difference in its kinetic energies ($W = KE_f - KE_i = Fd$). Substitute for F , using Newton's second law, $F = ma$ and for d , using the third equation of motion, $d = (v_f^2 - v_i^2)/2a$. (The three equations of motion are presented in BJU Press *Physics*, 2nd ed.)

Substitution:
 $W = Fd$
 $W = (ma) \left(\frac{v_f^2 - v_i^2}{2a} \right)$
 $W = m \left(\frac{1}{2} \frac{v_f^2 - v_i^2}{1} \right) = m \left(\frac{1}{2} v_f^2 - \frac{1}{2} v_i^2 \right)$
 $W = \frac{1}{2} mv_f^2 - \frac{1}{2} mv_i^2$

Since $W = KE_f - KE_i$, it follows that $KE = \frac{1}{2}mv^2$.

The essential difference between kinetic energy and momentum comes down to what it takes to change either of them. A change in kinetic energy requires work ($\Delta KE = W = Fd$). A change in momentum requires an impulse ($\Delta p = F \Delta t = Fd/v$). So change in one involves a force acting over a distance, and changing the other involves a force acting over time.

Kinetic Energy vs. Momentum

Both kinetic energy and momentum depend on the mass and the speed of an object. So what's the difference between these two important physical quantities?

When an object is pushed, it is set into motion if no opposing forces exist. Work is done on the object, changing its kinetic energy. When the object is moving, it is capable of doing work. The amount of work it is capable of doing is called kinetic energy, and it depends on both the mass and the square of the speed ($KE = \frac{1}{2}mv^2$).

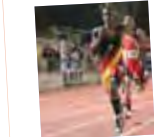
Let's look at a baseball pitch to show these relationships. The rules for major league baseball require the ball to weigh between 5 and 5 1/8 ounces, or about 142-148 g. Let's consider a ball weighing 145 g, an average pitcher's ball. To throw a 90 mph ball would need a speed of 11.7 m/s. At this speed, the ball would have an energy of 10.0 J. To throw a 120 mph ball would require a speed of 33.5 m/s. At this speed, the ball would have an energy of 163 J, or 16 times as much energy.

Momentum, on the other hand, is defined in terms of mass times velocity ($p = mv$). Momentum also depends on the mass and the speed of an object. The amount of momentum an object has is equal to the momentum of a 145 g ball moving at 11.7 m/s is a momentum of 1.69 kg·m/s. The kilogram-meter per second is the unit of momentum and is equivalent to the newton-second. It is easier to understand this discussion if you double the momentum; the velocity must be doubled to 23.4 m/s, giving a momentum of 3.38 kg·m/s.

If the batter wants the catcher to stop the ball with his mitt, the catcher must produce an impulse (change of momentum) of 1.69 kg·m/s to stop the slower pitch and only 3.38 kg·m/s to stop the faster. However, the catcher's hand and mitt have to absorb four times as much energy to catch the faster ball compared to the slower ball.

Box Summary: Kinetic Energy vs. Momentum

Students have difficulty explaining the difference between kinetic energy (the amount of work an object is capable of doing) and momentum (Newton's "quantity of motion" or inertia due to motion). Use this box to illustrate the difference in the context of pitching and catching a baseball. There are no vocabulary words in this box.



6-11 Edno Steele, the nation's fastest baseball pitcher in 2006



You probably have felt the difference between kinetic energy and momentum while playing catch.

ENERGY

CHAPTER 6

6A The Nature of Energy 130

6B Classification of Energy 133

6C Energy Conservation 140

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STOP! 144

Assignment
Read Section 6C, §6.17 and Facet: STOP!

Day 4
Discuss the conservation of energy in the context of collisions. Differentiate between the three kinds of collisions. If you have time, cover Facet: STOP!

Assignment
Complete 6C Section Review.

Read Lab 6-1, "Stopping Distances and Kinetic Energy," (lab time: 45 min) and complete the Lab 6-1 Prelab Questions.

Day 5 (Lab Day)
Briefly go over 6C Section Review and Lab 6-1 Prelab Do Lab 6-1.

Assignment
Complete assigned chapter review questions.

Day 6
Review for the chapter test.
Go over the assigned chapter review questions in class.

Assignment
Study for the chapter test.

Day 7 (Test Day)
Give Chapter 6 test.

Assignment
Day 0 assignment for next chapter in your teaching plan.

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Nuclear explosion. Operation Dominick nuclear test, named "Sunset," was conducted off of Australia in the Indian Ocean. This was a 1-megaton thermonuclear blast.

Nuclear energy, often mistakenly called atomic energy, is the most powerful kind of energy known to man. In weapons it produces the tremendous heat and light of the sun and the most violent volcanic explosions. Scientists and engineers have found many uses for this energy, most importantly in the production of electricity.

Lab Exercise
6-1 Stopping Distances and Kinetic Energy

Bulletin Board Ideas
Under a heading (e.g., "Energy in Motion!"), post pictures or diagrams, similar to ones in the text, displaying various sources of energy, for example, runners, a baseball pitcher throwing a ball, a lightning bolt, a nuclear power plant, a car engine, a compass (magnetic energy), sunlight, a solar photovoltaic panel, bonded atoms (chemical energy), and a personal music player.

Field Trip Ideas
1. Arrange in advance a guided tour of a local power plant. Have an engineer or plant supervisor explain the processes that occur as energy is transformed from coal, nuclear, or water power into electricity for use by the community.
2. If you live near a car manufacturer, arrange a visit to a car test center where braking and stopping distance are being evaluated. Have the guide explain to the students the processes

16. The bat striking the ball is a partially elastic collision. The total amount of kinetic energy is not conserved because some of the original kinetic energy was converted into thermal and acoustic energy when the ball and bat were deformed. (66.17)

17. Building roofs are painted white or covered with reflective materials to reflect radiant energy back into the atmosphere. Some cities are also increasing the amount of green space and creating "green roofs." (66.15)

18. True. (66.2)

19. True. (66.3)

20. False. (66.4) Establishing categories of energy is somewhat arbitrary depending on what one considers important. Scientists have come up with various lists of energy types.

21. True. (66.6)

22. False. (66.7) Acoustic energy is transferred between particles by relatively large, repeated oscillations favoring specific directions.

23. True. (66.10)

24. True. (66.11)

25. False. (66.12) The most common source of fusion energy is in sunlike stars.

26. False. (66.14) This condition would imply that the process was more than 100% efficient. It would be a violation of the first law of thermodynamics.

27. True. (66.17)

28. Known: ice cream's mass (m) = 750 g = 0.750 kg; ice cream's height (h) = 1.75 m; gravitational acceleration (g) = 9.81 m/s²
Unknown: ice cream's GPE
Required formula: $GPE = mgh$
Substitution: $GPE = (0.750 \text{ kg})(9.81 \text{ m/s}^2)(1.75 \text{ m})$
Solution: $GPE = 12.87 \text{ kg}\cdot\text{m}^2/\text{s}^2 = 12.9 \text{ J}$ (3 SDs)

29. We can assume that the zero reference height for GPE is the ground. When the ice cream is on the ground, it has no GPE because $h = 0 \text{ m}$.

30. If all the ice cream's kinetic energy came from its former potential energy ($KE = GPE$), then its kinetic energy was 12.9 J.

31. The soft ice cream would be significantly deformed and stick to the ground when it hit, converting all its kinetic energy into other forms of energy. This would be an inelastic collision.

32. The easiest way to compute the ice cream's speed is to solve the kinetic energy formula for speed (v).
Known: $KE = 12.87 \text{ J}$; ice cream's mass (m) = 0.750 kg
Unknown: ice cream's speed (v)
Required formula: $KE = \frac{1}{2}mv^2 \Rightarrow v = \sqrt{\frac{2KE}{m}}$
Substitution:
 $v = \sqrt{\frac{2(12.87 \text{ kg}\cdot\text{m}^2/\text{s}^2)}{0.750 \text{ kg}}}$
(Remind students that when using derived data in calculations, entering the unrounded intermediate solution will minimize rounding errors.)
Solution: $v = 5.858 \text{ m/s} = 5.86 \text{ m/s}$ (3 SDs)

Energy 147

- 9" x 11", 2 vols., 672 pages
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Sequoyah School

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Photo by Dennis Flaherty

Welcome to *About Our Cover*. This summer's issue is graced once again with the breathtaking photography of Dennis Flaherty. Mr. Flaherty has been doing a substantial amount of photography recently in Ireland for a variety of calendar layouts. How appropriate, as our entire issue takes us abroad this season. Please check out his website for more of his awe-inspiring photography at www.dennisflaherty.com.

Now on to the Sequoyah School, located near Siloam Springs, Arkansas. Unfortunately, not many exact details are known or documented about this quaint schoolhouse of stone. You may not realize that there are many one-room schoolhouses across our nation that actually do not have a home, so to speak. In all of the research I have done over the past years, I am sad to report that there are a number of schoolhouses and other historic landmarks alike, with amazing histories, whose stories cannot be told.



I urge you to be the future pilgrims of preserving our history. There are incredibly devoted workers who donate their time to local historical societies who I have found are so eager and willing to assist me in obtaining the information to pass on to you. That they are so enthusiastic about the prospect of creating awareness is quite inspiring.

What I can tell you is that the Sequoyah School was constructed in 1935 in the midst of the Great Depression. Based on the fact that the entry is on the gable end of the school, it was most likely a one-room schoolhouse. Many schools of this era were built under a variety of federal work relief programs. This is just a possibility; District 39 may itself have built the schoolhouse. Created from the resources available at the time, the school was built of limestone, a commonly used material. Although it is thought to be near Siloam Springs, Arkansas, due to its being on vast prairie land, it is also quite close to the counties of Delaware and Adair in Oklahoma. So ultimately its precise location is also in question.

So if you ever find yourself upon a piece of our history such as this, I urge you to be inquisitive. If others know that there is a curious bunch of historians out there, maybe we can get these places on a permanent map. Please do not hesitate to let me know of your findings. Reach me at shannon.swanson@tosmag.com.

Have a great day, and enjoy the issue! 📷

Did you know that you can submit a school for cover consideration? Send us several dead-centered photos with natural surroundings. The front or front/side view is best. If we select your photo, we will need an 8 × 10 photo or the negative. If your photograph is used, we will feature your name as cover photographer, extend your subscription one year, and send you 50 copies of the magazine to give to homeschooling friends and family. Send photos and details about the school to COVER PHOTO SEARCH, *The Old Schoolhouse Magazine*, PO Box 185, Cool, CA 95614. Be sure to include your name, email address, and phone number.

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Home Room

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The Magazine for Homeschool Families

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Summer 2005 ■ 3



Teacher to Teacher quarterly newsletter

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design and layout; interactive pdf creation



What's New?

ELEMENTARY

Math 2, 3rd ed.—Develop understanding of place value, addition, subtraction, multiplication, and division. Problem-solving lessons focus on graphs, two-step word problems, and probability as well as money and measurements.

Teacher's Edition with CD—Gives instructions for teaching for understanding, using manipulatives, problem solving, skill practice, and spiral review. Has overprint answers for Student Worktext. CD includes reduced version of the Teacher's Visual Packet, copies of the reproducible Teacher's Appendix, Fact Reviews, Enrichment from the Appendix, Reteaching pages, and answers to Math 2 Reviews spiral (224451, 54725) and answers to Math 3 Reviews spiral (224451, 54725).

Teacher's Visual Packet—Has 28 charts for teaching and display as well as manipulatives to use in demonstration (224394, 544-55).

Student Worktext—Uses activities around a house-building theme in different countries; soft-bound (224444, 515-30).

Student Manipulatives Packet—Includes colorful die-cut manipulatives, such as puppets, shapes, counters, place-value squares, and money (224402, 512-20).

Math 2 Reviews—Includes important lesson practice as well as cumulative and fact reviews; answers are on CD; soft-bound (224477, 513-50).

Tests—For five students (224428, 523-40).

Tests Answer Key—(224436, 56-30).

continued on page 8 ▶

In This Issue

Txt Msgng: Trial by Their Peers
by Brian Forrester
page 2

Designing Today's Mainstream Textbooks
by Dr. Rhonda Galloway
page 4

Cultural Diversity in the Christian Classroom

Multiculturalism. The very word is inflammatory. To some, it is virtually a religion, a be-all and end-all, the highest goal of any successful education system. To others, it is a code word for moral relativism and a host of consequent evils.

Every continuum has its extremes, and every society has its extremists. But almost no one in American society today would deny that cultural diversity can be a good thing or that students would benefit from learning at least something about major world cultures. But Christian educators, who tend to be relatively conservative, are not interested in following the latest educational fad—given the consistent record of failure in the public education system in the last five decades—nor are they interested in furthering the goals of aggressively secular educators, including the current popular rejection of values. Some characteristics are better than others, and cultures that have better characteristics are better cultures.



continued on page 3 ▶

TXT MSGNG: TRIAL BY THEIR PEERS

It promised to be a pleasant evening—a usual excursion with the youth of our church. But little did I realize how “educational” the evening would end up being and the grim lesson I, as an adult in charge, would be forced to learn on the bus that night.

One of the young people grew gradually louder and more disturbing as time went on. Every youth worker has encountered this scenario at one time or another, a young person who continually pushes and yet seems to get away with as much as he can, undetected, until the person in charge has to step in.

me for having the gall to call him on his actions. The silent treatment was intended to be my scolding and his cell phone was the facilitator.

Secondly, choosing to text message in response meant he would not have to squirm. By escaping into the texting world, he didn't have to weigh his actions or endure, for any length of time, the discomfort of a guilty conscience. He picked up the phone and he was “outta there.”

But the third, and perhaps most ominous element, that makes text-messaging worse than other forms of escape, such as putting on headphones and listening to a CD or cranking up the radio, is that the whole scenario can be immediately presented to a “jury” of the offended party's peers. “Texting” is private, thus heightening the temptation to engage in unfavorable commentary. It is a whole new dimension in note-passing.

While a case can be made for many positive uses of text messaging, its dangers for being used in the wrong place and at the wrong time and for the wrong reasons are clear. Making parallels between inopportune texting and the use of the telephone is a bit silly. I was warned of the account—showing a peers over the n ever, we principles medium. ■

This is exactly how the scene played out. But it finished very differently from the way it had for me in the past. This time, rather than meek acceptance, reluctant outward-but-not-inward compliance, or simple rebellion, I got in reply—text messaging. Had I realized then, as I do now, what was going on, I would have temporarily confiscated the offending party's cell phone, but I was new to this phenomenon and not versed in the best way to respond.

Cell texting, I now realize, had become the

Teacher to Teacher

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Designing Today's Mainstream Textbooks

Up a leading secular textbook lately, you undoubtedly were impressed by the bright, alluring pictures and attractive graphics. These modern texts differ greatly from the old school books, heavy with text but little color or white space. Surely these appealing new texts offer students superior learning tools. Perhaps you're even using one currently in your own classroom. Ironically, textbook experts find much to criticize in what some call “coffee-table textbooks.”

What Houghton Mifflin introduced in the late 1980s as the DK, or Dorling Kindersley, format for juvenile nonfiction is now accepted product development for all the major publishers of textbooks through high school. Characterized by illustrative photography, colorful graphics, and minimal text, the DK style swept the textbook industry, and some claim is a “major contributor to dumbing down textbooks and finishing off narrative.”

Reviewers for textbooks in all disciplines describe books overflowing with photographs, maps, graphs, drawings, charts, sidebars, lots of white space, and very little text. The text that does exist is characterized by short sentences and paragraphs. These pages are visually appealing, certainly, but are they pedagogically effective?

Many experts claim they are, in fact, educationally harmful. In a review of middle school science books, John Hubisz complains, “When I pick up something that claims to be a ‘textbook,’ I expect a book of text. Yet, in our study, we found mostly pictures, sidebars, and capsules that interrupted what little text there was. . . . How can middle school students, ages 11–14, concentrate with such a barrage of information?” He adds, “When a book purports to be about physical science, I expect to find science.

But the texts we reviewed were filled with irrelevant information.”²

Experts in the discipline of mathematics claim similar problems with design and content. Tom VanCourt, a college professor and reviewer of pre-college math textbooks, acknowledges improvements in a 2001 edition of a pre-algebra high school textbook from a leading publisher. But he complains that the book “still presents a mad whirl of poorly connected topics, still flaunts distracting pictures and activities by the score, still suffers from severe defects in its organization and its attempts to deal with mathematical

¹ Gilbert Sewall, “California Textbook Adoption,” *The American Textbook Council* (2005) <http://www.historytextbooks.org/california.htm>.

² John Hubisz, “Middle School Texts Don't Make the Grade” *Physics Today*, Vol. LVII, No. 5 (May 2003), p. 51.




Church Bulletin and Outlines

Weekly publications for Cornerstone Baptist Church

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layout and prepress

- weekly publication; over three years' experience
- editing, writing, and layout services
- files provided to printer
- electronic formats provided for website and eNews publication



CORNERSTONE
BAPTIST CHURCH

The Lord's Day November 8, 2009

Morning Worship
9:15 a.m.

WELCOME

CALL TO WORSHIP PSALM 59:16

PRAYER

HYMN #5 *O for a Thousand Tongues*

HYMN #48 *When Morning Gilds the Skies*

OFFERING

SCRIPTURE READING

PRAYER

CHOIR *Taste and See*

* **HYMN #243** *When I Survey the Wondrous Cross*

VOCAL OFFERING: Rebecca Zukowski *Mercy Seat*

MESSAGE Jason Ormiston

RESPONSE & INVITATION

CLOSING HYMN #

* Children age four

MISSIONS OUTREACH

Camp Ironwood
Newberry Springs, CA

Rich and Laurie Card
China

Caribbean Radio Lighthouse
Antigua

Matt and Kelly Collier
CampsAbroad (The Wilds)

Frontline Missions International
Tim Keesee, Director

Johnson and Susan George
Mumbai, India

Steve and Toni Hafner
Zambia

En Khan Kham
Yangon, Myanmar

Michael and Lisa Miller
Calgary, Alberta, Canada

Robert and Janelle Sulik
Krakow, Poland

Eric and Alicia True
Southern California

Evening Bible Hour
5:30 p.m.

SPECIAL NOTES

We welcome all guests joining us for our service today. Our prayer is that you will sense the Lord's presence here and decide to worship with us again.

PRAYER MEETING: We meet every Wednesday evening at 7 p.m.

JAIL MINISTRY: To participate in our Monday night outreach to men and women, please see Bryan Sisler or Fran Luddum.

NURSING HOME MINISTRIES: To participate on Sundays at 1:15 p.m. see Kris Solberg; for Mondays at 6:30 p.m. see Greg Davis.

HEADSETS AVAILABLE: Headsets are available at the Welcome Center and at the Sound Booth for those with hearing difficulties.

NURSERIES: We provide nurseries during every service for children under the age of four, using paging devices when a child needs parental attention.

THIS WEEK AT CORNERSTONE

- **Thursday**—Tritus 2 Time will meet at 9:15 a.m. in the Fellowship Hall. All wives and mothers are welcome to this time of instruction and encouragement.
- **Wednesday**—The Career Group will meet in the upstairs Conference Room during prayer meeting for a time of Bible study and prayer.
- **Saturday**—All ladies are invited to attend a Christmas card stamping class taught by Martha Thornton this Saturday at 9 a.m. at the church. Light refreshments will be served. Please sign up in the lobby.
- Calendars of Events for November are available at the Welcome Center.


THINGS TO COME

- **Saturday, November 21**—All men are invited to the Men's Breakfast in the Fellowship Hall from 7:30 to 9 a.m. Please sign up at the Welcome Center.
- **Saturday, November 21**—All Committed Couples (Blakes' class) and the Youth Group are invited to a "Bake & Run" activity.
- **Sunday, November 22**—The Career Group is invited to Thanksgiving Lunch at the home of the Groovers following Sunday school. Please sign up at the Welcome Center.
- **Wednesday, November 25**—Join us for our annual Praise Service at 7 p.m. More information will come.
- **Saturday, December 5**—All ladies are invited to the annual Ladies' Christmas Brunch at the home of Debbie Blake, drop-in from 9–11 a.m.

— WEEKLY SERVICES —

Sunday Worship Service	9:15 a.m.
Bible Fellowship Classes	10:45 a.m.
Sunday Evening Bible Hour	5:30 p.m.
Wednesday Prayer Meeting	7:00 p.m.

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CORNERSTONE
BAPTIST CHURCH

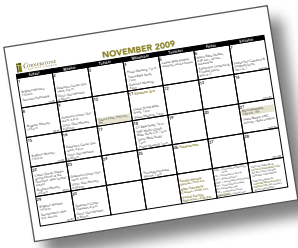
Evening NOVEMBER 8, 2009

"How Should We Then Live?"
An Overview of the Book of Ecclesiastes

The Problem of Worldliness James 4:1–10

Introduction:

- I. Worldliness causes conflict with others (1a)
 - A. Get honest about your struggle (1b)
- II. Worldliness reveals a struggle within (1b–3)
 - B. Reevaluate your motives (2–3)
- III. Worldliness creates hostility toward God (4–10)
 - A. Come to God on His terms (4–6)
 - B. Follow His plan for sustained victory (7–10)



Church Calendar

Monthly publication for Cornerstone Baptist Church

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layout and prepress

- monthly publication; over six years' experience
- editing, writing, and layout services
- monthly email reminders to information providers (group leaders); notifications of conflicting events
- printed in color for main calendar and in black and white for handouts

CORNERSTONE BAPTIST CHURCH						
NOVEMBER 2009						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Brighton Ministry, 1:15 p.m. Seminary Fellowship UT #1	2 Detention Center Outreach, 6 p.m. Grnvl. Glen Ministry, 6:30 p.m.	3	4 Prayer Meeting, 7 p.m. Teens Bible Study, 7 p.m. Deacons' Meeting, 8 p.m.	5 Ladies' Bible Studies, evening, various homes	6 Men's Bible Studies, 6:30 a.m., various restaurants Father/Son Campout & Football Game, Nov. 6-7	7 Father/Son Campout & Football Game, Nov. 6-7 CCC #5
8 Brighton Ministry, 1:15 p.m. UT #1	9 Detention Center Outreach, 6 p.m. Grnvl. Glen Ministry, 6:30 p.m.	10 Titus 2 Time, 9:15 a.m., FH	11 VETERANS' DAY Career Group Bible Study, 7 p.m. Prayer Meeting, 7 p.m.	12	13	14 CCC #1
15 Brighton Ministry, 1:15 p.m. UT #1	16 Detention Center Outreach, 6 p.m. Grnvl. Glen Ministry, 6:30 p.m.	17	18 CC Bible Study, 7 p.m. YMC Mellor Group, Bible Study, CR, 7 p.m. Teens Bible Study, 7 p.m. Prayer Meeting, 7 p.m.	19	20	21 Men's Breakfast, 7:30 a.m., FH Teens/Blakes' YMC Activity—Rake and Run CCC #2
22 Career Group Thanksgiving Dinner at the Groovers', after Sunday school Brighton Ministry, 1:15 p.m. UT #1	23 Detention Center Outreach, 6 p.m. Grnvl. Glen Ministry, 6:30 p.m.	24	25 Thanksgiving Praise Service, 7 p.m.	26 THANKSGIVING	27	28 CCC #3
29 Brighton Ministry, 1:15 p.m. Teenspiration, after p.m. service UT #1	30 Detention Center Outreach, 6 p.m. Grnvl. Glen Ministry, 6:30 p.m.			Sunday Worship Service—9:15 a.m. Bible Fellowship Classes—10:45 a.m. Sunday Evening Bible Hour—5:30 p.m.	CCC = Cornerstone Cleaning Crew HS = Homeschool Group UT = Ushering Team YMC = Young Married Couples CC = Committed Couples FH = Fellowship Hall CR = Conference Room Highlighted = kitchen use	Visit our website at cornerstonebaptist.info for the most current calendar information Submit events to calendar@cornerstonebaptist.info (or contact Jason Ormiston)

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portfolio

other products

In addition to the examples in this section of her portfolio, Kelley Moore has also created booklets, cards, résumés, funeral programs, marketing research reports, product charters, business proposals, order forms—you name it, she's probably done it. And if not, she'd love to discuss with you what you need and work with you to make it happen. Contact Kelley at pointsandpicas.com.

Be sure to check out the other sections of this portfolio.



trade books



textbooks



periodicals



other products


Brochures and Programs

design and layout



LORD of Glory

<p>Once in Royal David's City</p> <p style="text-align: right;"><i>Flute: Yesenia Garcia Clarinet: Brecken Sorge</i></p> <p>On Christmas Night</p> <p>NARRATION</p> <p style="text-align: right;"><i>Steve and Barb Leatherwood</i></p> <p>Of the Father's Love Begotten</p> <p style="text-align: right;"><i>Flute: Yesenia Garcia</i></p> <p>NARRATION</p> <p>Emmanuel Shall Come</p> <p>NARRATION</p> <p>Jesus, Name of Wondrous Love</p> <p>NARRATION</p> <p>God and Father, We Adore Thee</p> <p style="text-align: right;"><i>Trumpet: Josh Almaroad Violin: Corrie Joyal</i></p> <p><i>The congregation will stand and join in singing stanza four.</i></p> <p>God and Father, now we bless Thee For the Son, Thine image bright, In whom all Thy holy nature Dawns on our adoring sight. Alleluia! Alleluia! Dawns on our adoring sight.</p>	<p>Once in Royal David's City (Reprise)</p> <p style="text-align: right;"><i>with the Children's Choir</i></p> <p>NARRATION</p> <p>Cradled 'Mid the Oxen</p> <p style="text-align: right;"><i>with the Children's Choir Flute: Adrienne Blaj</i></p> <p>NARRATION</p> <p>Angel's Song</p> <p>O Come Rejoicing</p> <p>NARRATION</p> <p>Thou Didst Leave Thy Throne/ Once in Royal David's City (Finale)</p> <p style="text-align: right;"><i>Trumpet: Josh Almaroad Violin: Hannah Joyal</i></p> <p><i>The congregation will stand and join in singing this final stanza.</i></p> <p>And our eyes at last shall see Him Through His own redeeming love; For that Child so dear and gentle Is our Lord in heav'n above. And He leads His children on To the place where He is gone.</p> <p>CLOSING REMARKS</p> <p style="text-align: right;"><i>Pastor Reimers</i></p>
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LORD of Glory

A Musical Celebration
of Christ's Incarnation

BY DAN FORREST

Presented by
Cornerstone Baptist Church
December 9, 2007




Dear Friend,

It is a joy for us to serve the Lord with you as we meet together for times of Bible study and fellowship. The mission of the ladies' ministry at Cornerstone Baptist Church is to minister to women and mentor them so that together we are equipped to grow in grace and in the knowledge of the Lord Jesus Christ. With this goal in mind, we are excited about the growth and fellowship opportunities for our church ladies.

The following information lists the activities available throughout the coming year. Please pray about how you can be involved in these ministries and take advantage of the times for fellowship and Bible study—both of which are vital to our spiritual growth. We look forward to ministering with you.

In Christ's love,
Jan & Heather



Special Ladies' Activities

SEPTEMBER 25 (FRIDAY)—LADIES' DINNER
A delicious meal, prepared by our Cornerstone chefs, and inspiring testimonies will be the highlight of our fall activity. The auditorium will be transformed into a lovely autumn setting so that the sumptuous dinner and edifying program will provide nourishment for body and soul.

JANUARY 30 (SATURDAY)—LADIES' SEMINAR
Every other year our ladies meet at church for a wonderful day-long seminar focused on a particular topic of spiritual interest. Workshops are centered around a common theme and general sessions include additional instruction mixed with some "lighter" times of fun. All of this plus a delectable lunch provide a great day of spiritual refreshment and warm fellowship.

APRIL 10 (SATURDAY)—LADIES' AND YOUNG LADIES' TEA
Join ladies of all ages for a lovely time of tasting tea and sampling goodies at our annual spring tea. This special event gives each of us the opportunity to share in the beauties of womanhood as we enjoy wonderful treats together around beautifully-decorated tables. A heart-warming program will add spiritual joy to this afternoon tea.

JUNE 26 (SATURDAY)—LADIES' PICNIC
Pack your basket and grab your blanket for a fun afternoon at a local picnic area. This relaxed activity provides a great opportunity for summer fellowship. Games and girl-talk plus sunny weather make for an enjoyable outing for all our ladies. Our summer picnic would also be a great activity to invite a friend to join you.

Six-Week Ladies' Bible Study

A spiritually-rich time of Bible study is an effective tool in God's hand to produce growth in the life of a believer. Therefore, once again, we are offering two six-week home Bible studies, one in the fall and one in the spring. The fall session begins Thursday, October 1st.

The Bible studies are held in ladies' homes, and each group leader uses the same curriculum. Our study this year will be on the book of Galatians by Dr. John MacArthur. It is a 12-week study, so we will do six weeks this fall and six weeks in the spring session. We are praying that these small-group studies will increase the goal of ministering to and mentoring women which is at the heart of our ladies' ministry at Cornerstone.

☎ Contact: Mrs. Heather Ormiston | 313.4208

Ladies'

Ministries
2009–10



Through love serve
one another.
Galatians 5:13

Event Advertisements

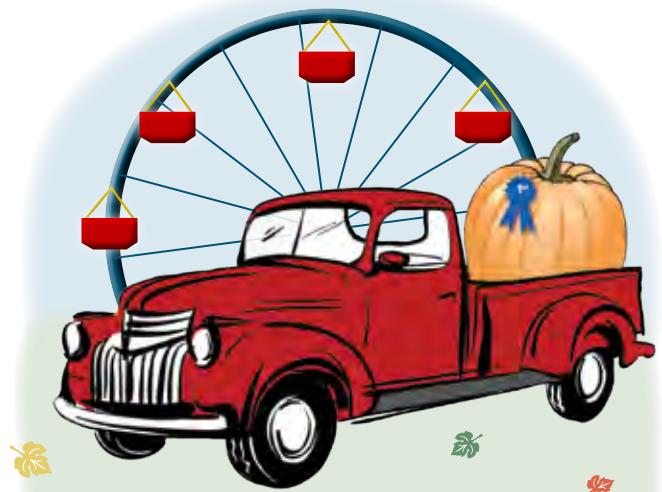
invitations, posters, tickets

design and layout



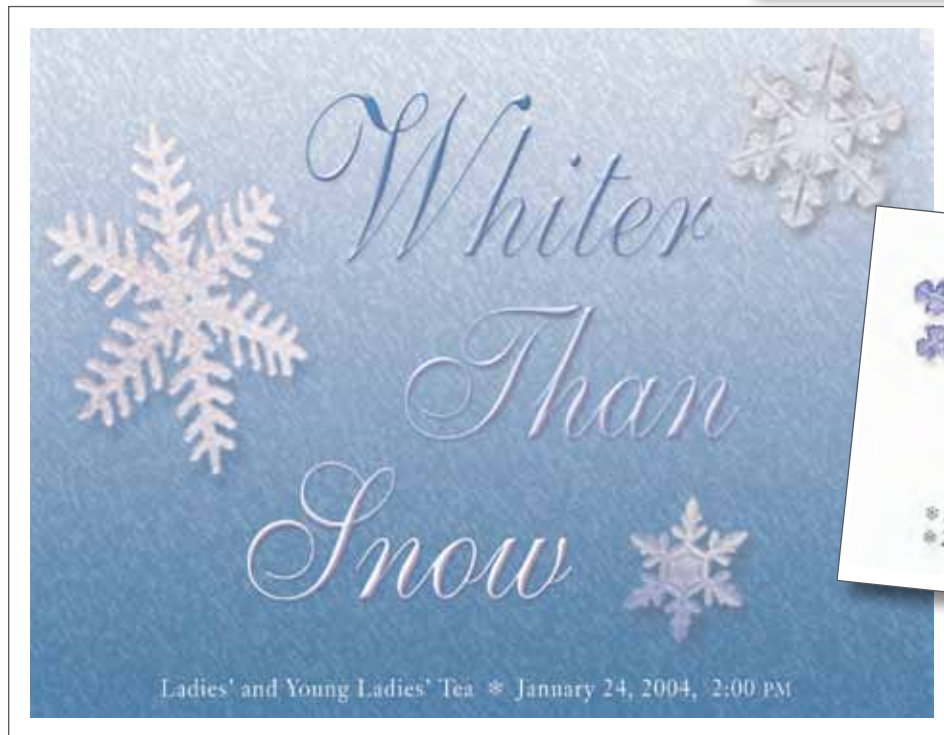
THE CORNERSTONE STATE FAIR

SATURDAY, NOVEMBER 3



Join us at the Cornerstone Fairgrounds on Saturday, November 3rd, from 4 to 9 PM for games, hot dogs, cotton candy, bluegrass music, and more!

All you need to do is decorate your vehicle to represent your favorite state and bring a "state" dessert to serve from your trunk. Prizes will be awarded for the best dessert and for the most original decorating.



Marketing Pieces

logos, business cards, invitations, brochures
design and layout



HOLIDAY OPEN HOUSE

November 16–17, 2007
Friday: 6–9 pm • Saturday: 10 am–4 pm

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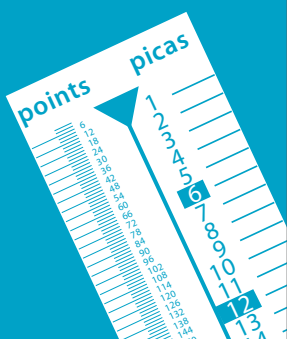
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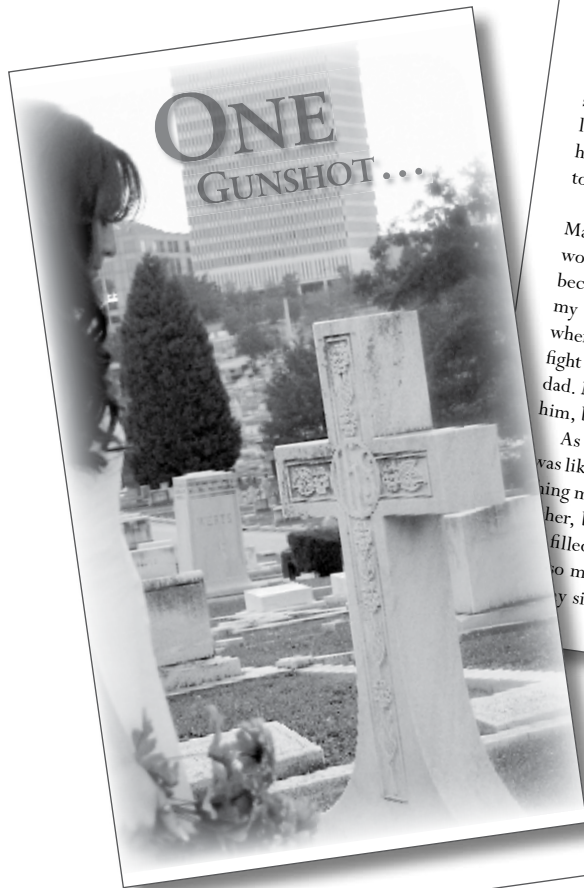


Points and picas are units of measurement used in publishing. There are twelve points in a pica and six picas in an inch.

When details matter, points and picas are the measurements of choice.



points & picas
Custom Design & Layout



... IS ALL IT TAKES

You're twenty-seven years old. You have your whole life in front of you. You're living your life to the fullest, not thinking about what will happen when you die. One night you're at a party. You get into a small fight which escalates into a bigger fight. Next thing you know, the other person pulls out a gun and shoots you. The ambulance is called, but you die on the way to the hospital. If this were you, where would you be today—Heaven or hell?

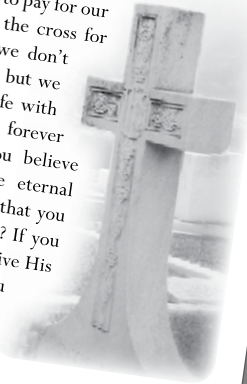
Hi! My name is Jennifer. I grew up in Boston, Massachusetts, with my mom and sister. If you're wondering why I didn't mention my dad, it's because 20 years ago my father died. One night my father and his brother were having a party where there was alcohol involved. They got into a fight and his brother pulled out a gun and shot my dad. My uncle shot my dad, intending only to hurt him, but my dad died on the way to the hospital.

As a child growing up, I never knew what it was like to have a dad. I always felt like I had something missing. I was missing the love of an earthly father, but I finally met my Heavenly Father who filled that emptiness with His love. God loved me so much He gave His Son to die on the cross for my sins (John 3:16). When I accepted God's

gift of salvation, I received God as my Heavenly Father. I know that when I die, I will live with my Heavenly Father forever in Heaven.

Would you like to know how God can be your Heavenly Father and how you can have assurance that when you die you will go to Heaven? Let me share how God can do the same for you as He's done for me.

First, God is holy, and He can't allow any sin to come into Heaven. The Bible says in Romans 5:12 that everyone—including you and me—has sinned. Because we are sinners, God cannot allow us to come into Heaven with our sin. Instead we are destined for hell. But God sent His only Son to pay for our sins. He died on the cross for our sins so that we don't have to go to hell, but we can have eternal life with God in Heaven forever (John 3:16). If you believe this, you will have eternal life. Do you believe that you will have eternal life? If you turn to God and receive His gift of salvation, you will live with God in Heaven for eternity.



The Shelter of His Wings

Have you ever seen an eagle, with wings spread wide, soaring effortlessly on the wind? Few sights stir our hearts so readily. What freedom it represents! And what majesty is displayed!

Several Scripture verses compare our Lord's watchcare over us to that of the eagle's care of its young. An Old Testament passage recounts for us of how the Lord carried the nation of Israel "on eagles' wings, and brought" them to the land that He had promised to them. In the same way, the Lord eagerly wants to care for your life and mine—

- The Lord Jesus watches over us: As an eagle stirreth up her nest, fluttereth over her young, spreadeth abroad her wings, taketh them, beareth them on her wings: So the Lord alone did lead him (Deuteronomy 32:11).
- The Lord Jesus carries us: Ye have seen what I did unto the Egyptians, and how I bare you on eagles' wings, and brought you unto myself (Exodus 19:4).

• The Lord Jesus renews us: But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint (Isaiah 40:31).

When a person places his trust in Christ, healing comes in many forms—healing of the heart and spirit, even if He does not give healing of a physical infirmity. Christ promises to go through the difficulties with us: *When thou passest through the waters, I will be with thee; and through the rivers, they shall not overflow thee* (Isaiah 43:2). Caleb Chisom knows this truth of God's faithfulness.

Recognizing that all have sinned and are short of the glory of God (Romans 3:23), Caleb accepted the Lord Jesus Christ as his personal Saviour at the age of seven. He trusted the Lord to sustain him through his physical battle with cancer. Over the course of several years, Caleb has trusted in His Lord's loving care and sustaining grace. Now as Caleb beholds the face of His Saviour, he wants you to know that He will watch over you at all times to sustain you through times of heartache and difficulty. Renew your strength as that of the eagle.

The Shelter of His Wings



*Under His wings
shalt thou trust.*

Psaln 91:4

Wedding Invitations and Programs

design and layout

brown ribbon tied across invitation

MR. AND MRS. LINWOOD MOORE AND
MR. AND MRS. MARK MAVAR
REQUEST THE HONOR OF YOUR PRESENCE
AT THE CEREMONY IN WHICH THEIR CHILDREN

Kara Lynn Moore & Luke Daniel Mavar

WILL VOW THEIR LIVES TO ONE ANOTHER
AND BECOME ONE IN CHRIST
ON SATURDAY THE FOURTEENTH OF JULY
TWO THOUSAND AND SEVEN
AT TWO O'CLOCK IN THE AFTERNOON
GRANDVIEW PARK BAPTIST CHURCH
1701 EAST 33RD STREET
DES MOINES, IOWA

*Kara Lynn Moore
&
Luke Daniel Mavar*



JULY 14, 2007

GRANDVIEW PARK BAPTIST CHURCH
1701 EAST 33RD STREET
DES MOINES, IOWA

Order of Ceremony

Prelude
Lighting of the Candles
Seating of the Grandmothers
The King of Love My Shepherd Is arr. Wilberg
Seating of the Mothers
Beautiful Savior arr. Kuehmann
Processional
Jesu, Joy of Man's Desiring Bach
Canon in D Pachelbel
Welcome and Prayer
O Wondrous Love arr. Greer
Giving of the Bride
Charge to the Bride and Groom
Exchange of Vows
Prayer of Dedication
Lighting of the Unity Candle
Breathe on Me, Breath of God arr. Banks
Pronouncement of Marriage
Presentation of the Couple
Recessional
Come, Christians, Join to Sing Traditional
Slide Presentation
Prayer
Dismissal by the Bride and Groom

