



BJ BookLinks®

❖ JOURNEY INTO LITERATURE ❖

Children of the Storm

LESSONS, REPRODUCIBLES, & STUDY GUIDES



BJ BookLinks®

∴ JOURNEY INTO LITERATURE ∴

Children of the Storm

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BJ BookLinks®: Journey into Literature for *Children of the Storm*

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Introduction

BJ BookLinks are individual units based on full-length, grade-level-appropriate books published by BJU Press. They are intended to enhance and enrich the basic literature curriculum, not to replace it.

Contents

- A pocket folder printed with complete directions for enrichment activities.
- A teacher's guide with carefully planned lessons, vocabulary bookmarks, study guide questions, and reproducible activities.

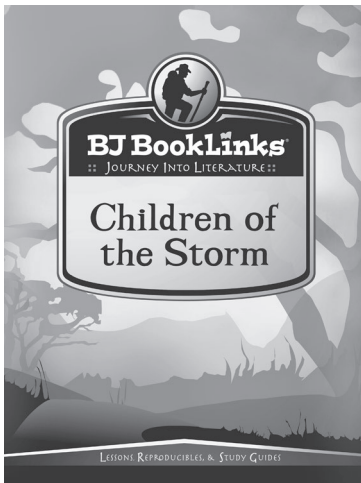
Goal

- To provide reading instruction and experiences that broaden and deepen the ability of students to know, comprehend, analyze, synthesize, and evaluate what they read.
- To challenge or motivate students to expand their reading experiences.

Strategies

- Focus on scriptural applications that help build character and discernment.
- Develop an expanded vocabulary based on contextual clues.
- Directly instruct specific reading strategies and higher-order thinking skills.
- Foster an appreciation for literature and the enjoyment of reading.
- Integrate literature with other subject areas.
- Provide enrichment experiences.

Children of the Storm may be used in the classroom or home with sixth, seventh, or eighth grade students as a part of literature, history, or biblical instruction.





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Preface, pages ix–xiv

Lesson 1

Objectives

The student will

- Infer information about the story from the cover and front matter.
- Infer information about the characters and their relationships to one another through their words and actions.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of responding to persecution with joy.

Planning the Trip



Gather

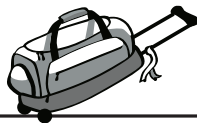
To be used in Lessons 1–20:

- ☐ A copy of *Children of the Storm* for each student.
- ☐ A Bible.

Prepare

- ☐ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Note: You may choose to copy on cardstock, cut, and distribute the corresponding bookmark to each student during Developing Word Meaning. The Preface bookmark will be used in Lesson 1.

Packing Up



Introducing the Story

Explain that *Children of the Storm* is the autobiography of a Ukrainian woman, Natasha Vins.

- What is an *autobiography*? (*a story in which the author tells about his or her own life*)

Direct the students to look at the map in the front of the book showing the Union of Soviet Socialist Republics (the USSR). Explain that the map shows this part of the world as it existed during the time of this story but is no longer current. The Soviet Union was dissolved in 1991, and its former components, such as Ukraine, are now independent countries. Point out the location of Kiev, Ukraine. Direct the students to look at the city of Yakutsk, Siberia, on the map. Yakutsk is 280 miles below the Arctic Circle.

- What do you think the weather is like this far north? (*very cold*)

- What do we call punishment or abuse for a person’s religious beliefs? (*persecution*)

Explain to the students that religious persecution in the Soviet Union started with a change in government in 1917 called the Bolshevik Revolution. Under the Soviet government, atheism was promoted and taught in the schools. Although religious activity was not completely outlawed, it was strictly regulated by the government. Christians who would not accept the government’s demands about where and how they should worship were persecuted. This is a true story about one family whose father was devoted to Christ. As you and your students read and discuss the story of the Vins family, encourage them to notice how much it cost this family to be truly dedicated to Christ.

Developing Word Meaning

Distribute the vocabulary bookmarks. Read the following sentences and choose students to tell which word fits in the sentence:

- The train stopped so ____ that I fell out of my seat. (*abruptly*)
- The soldiers took their belongings to the ____ before reporting for duty. (*barracks*)
- The table was decorated for Christmas with small ____ of evergreen. (*sprigs*)
- I waited in the ____ for three hours before my flight left. (*terminal*)
- One scoop per person is our family’s daily ice cream _____. (*ration*)
- Just as I was on the ____ of falling asleep, the phone rang. (*verge*)
- Rather than each apartment having its own washer and dryer, there is a ____ laundry room in the center of the complex. (*communal*)

Encourage each student to use his bookmark as an extra study aid while reading the assignment.

Traveling Along



Setting the Purpose

Explain that the Preface to *Children of the Storm* starts telling the story in the middle rather than at the beginning. Authors often use this technique at the opening of a story to gain the reader’s interest and attention before going back and telling events in chronological order. The Preface introduces the Vins family to us, portraying their life as it was during one of their father’s prison terms. Natasha is about twenty-three years old at the time of the Preface. In Chapter 1 the story will begin at Natasha’s childhood and fill in earlier details that led up to the Vins family’s persecution.

Reading and Thinking

Guide a discussion following the silent reading of pages ix–xiv, using questions similar to these:

- [literal] Why was the family traveling to Siberia? (*to visit Papa in a prison camp*) p. ix

Point out that the family was traveling a long distance from Kiev. Explain that Papa’s sentence was five years in a prison camp followed by five years in exile. He was in prison because he took a courageous stand for Christ in opposition to the communist government.

- [interpretive] How do you think the family was feeling as they neared the end of their journey? (*tired from the many hours of travel but excited at the thought of seeing Papa*) p. ix

[literal] How did the other passengers on the bus respond when they found out that the Vins family’s father was in prison? (*refusal to let their children talk to family members; startled looks*) p. x

Direct the students’ attention to the photo of Alex and Papa on page 44.

- [literal] How did Alex behave when he first saw his father? (*He hid behind his mother’s back; he was shy.*) p. x

[interpretive] Why did he feel shy about seeing his father? (*He was only two when Papa left their home, and he didn’t remember him.*) p. ix

[appreciative] Have you ever felt shy when you saw someone you hadn’t seen for a long time?

Explain to the students why another prisoner called Papa “Petrovich” (page xi). “Petrovich” means “son of Peter,” and this was a respectful way to address him.

- [literal] What did the family do to help Papa forget his troubles and enjoy their time together? (*brought him clothes from home to change into; prepared meals, using a tablecloth and flowers; the younger children wrestled with Papa and listened to stories; stayed up late eating, drinking tea, and talking; prayed together*) pp. x–xiv

[literal] What two special blessings had God given Papa to encourage him in prison while he was away from his family? (*provided a little palm tree and a kitten*) p. xii

[critical] Why do you think it was important for him to spend time talking privately with each of his children? (*His children were growing up, and they needed a father’s advice about different matters in their lives.*) p. xiii

- [literal] Why did the family have to leave sooner than they had planned? (*Papa was needed to repair electrical equipment during the night.*) p. xiii

[interpretive] How does the description in the last sentence of the Preface reflect the family’s feelings at having to leave Papa? (*Stepping out “into the cold winter night” is a reminder of the cold way they were*

treated by the guard and the lonely feeling of missing their father.) pp. xiii–xiv

Scriptural Application

Read aloud Matthew 5:10–12.

- How does God’s Word describe the heart attitude a Christian should have when he is persecuted? (*joy, gladness*)
- What reason do these verses give for having joy? (*Christ promises rewards in heaven for those who suffer for His sake.*)
- What kinds of persecution do Christians experience today? (*In some countries, Christians are still being persecuted as harshly as they were in the USSR at the time of this story. But being ridiculed for faith in Christ and faithful Christian living is also a form of persecution.*)

Going Further



About the Author

Share the information from the folder about Natasha Vins.

Study Guide Questions

(Reproducible Questions—Lesson 1)

The questions may be used at any time following the silent reading.

Science

“Siberian Biomes”

(Reproducible Activity—Lesson 1)

Chapters 1–2, pages 1–6

Lesson 2

Objectives

The student will

- Comprehend the figurative significance of the title.
- Recognize conflicts in values.
- Identify responses of characters.
- Use a game to comprehend the meanings of new words.
- Apply the scriptural principle of obeying God first.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Chapters 1–2

Packing Up



Introducing the Story

Explain that Chapter 1 takes us back to Natasha’s childhood and begins about twenty years before the events of the Preface. Natasha has included some photos in the center of the book so that we can see how she and her family and friends looked at the time the story took place. Call attention to the first family photo on page 35, explaining that as Chapter 1 opens Natasha is three years old.

- Photographs are one way to hold onto our childhood memories so we can share them later with our own families. What are some additional ways we can keep childhood memories? (*journals, scrapbooks, a memory box*)

Developing Word Meaning

Distribute the vocabulary bookmarks. Divide the students into two teams. Ask the following questions, directing students to choose their answers from the words on their bookmarks. If a student is the first to answer a question correctly, he earns a point for his team. The team with the most points wins.

- Which word refers to a type of public transportation? (*tram*)
- Which word refers to a food similar to hot cereal? (*kasha*)

- Which word comes from the Greek word for God, *theos*, and the prefix *a-*, meaning “not”? (*atheism*)
- Which word describes a teaching that could be abused to the point of being brainwashing? (*indoctrination*)
- Which word would you use to describe an argument over who gets to eat the last cookie in the jar? (*squabble*)
- Which word means an item of clothing *and* a name for a relative? (*babushka*)
- Which word comes from *kosmos*, the Greek word for “universe,” and *nautēs*, meaning “sailor” in Greek? (*cosmonaut*)
- Which word is often used as an adverb with the verb *trust*? (*implicitly*)

Traveling Along



Setting the Purpose

Explain that for the Vins family, obeying God’s Word meant giving up what was comfortable and making big changes in their lives. As the students read these two chapters, encourage them to watch for the changes the family made and their reasons for making them.

Reading and Thinking

Guide a discussion following the silent reading of pages 1–6, using questions similar to these:

- [interpretive] What words would you use to describe the kind of life that the author, Natasha Vins, had when she was a very young child? (*happy and loving home, but crowded living conditions*) pp. 1–3
- [literal] What happened to shatter the harmony in Natasha’s childhood world? (*Her kindergarten teacher told her that God does not exist.*) p. 2
- [literal] Why was Natasha embarrassed? (*The other children laughed at her; she didn’t like being different from her classmates.*) p. 2
- [appreciative] Have you ever been embarrassed in front of your friends?
- [critical] How should Christians handle being mocked or laughed at because of their faith in Christ? (*Commit their situation to God; show kindness rather than retaliate.*)
- [interpretive] How did Babushka provide support and encouragement for Natasha during weekend visits to her home? (*She listened; she showed interest in Natasha’s life; she offered advice; she told Natasha Bible stories.*) pp. 2–3
- [literal] Why did Natasha’s family begin making plans to move to Babushka’s house? (*The communal apartment became too crowded after Natasha’s baby brother Peter was born.*) p. 3

- [literal] How did Natasha and Peter view church? (*They enjoyed being at church, especially on Christmas and Easter.*) p. 3
 - [literal] What sad news did Papa give Natasha and Peter at the beginning of Chapter 2 about Kiev Baptist Church? (*They were no longer allowed to attend church with their parents.*) p. 4
 - [literal] What important world event did Natasha's teacher, Mrs. Alekseeva, offer as "evidence" that there was no God? (*Yuri Gagarin, a cosmonaut who flew into space in April 1961, did not see God.*) p. 4
 - [critical] How would you respond if someone told you this event "proved" that there is no God? (*Possible answer: God does not have a body like we do. He is a spirit [John 4:24], so He cannot be seen by traveling into outer space.*)
- Guide a discussion about the fact that even though the Bible teaches that we cannot see God (John 1:18), we can know Him because He has revealed Himself in His Word.
- [literal] What was the purpose of the "Octobrists" organization? (*It was a communist organization for children.*) p. 4
 - [interpretive] Why was Natasha confused? (*What she was being taught at school about God was different from what she was being taught at home.*) p. 5
 - [literal] Why didn't she doubt what she was taught at home about Christianity? (*She trusted her parents.*) p. 5
 - [literal] What did Natasha fear? (*that her teacher would find out and announce to her class that she was from a Christian family*) p. 5
 - [interpretive] How was the Vins family's new church different from the first one? (*It met far away, outdoors in the woods; Papa was one of the preachers; people could be arrested for attending.*) pp. 5–6
 - [interpretive] How was the new church the same? (*same atmosphere with hymns, sermons, and prayers*) p. 6
 - [interpretive] Why had the Ukrainian Christians felt the need to establish a new church? (*The leaders of the old church had disobeyed God by giving in to the unbiblical demands of the government.*) p. 6
 - [interpretive] What did Natasha's parents think was most important for her to understand? (*that her parents loved Jesus and wanted to obey Him*) p. 6
 - [critical] Which should come first, obedience to God or men? (*obedience to God*) p. 6
 - [interpretive] How did Natasha's life change at this point, when she was nine years old? (*It was no longer carefree; Papa did not get to spend evenings at home reading and playing with the children; persecution began.*) p. 6

[critical] How do you think your attitude toward church would change if it became uncomfortable or even dangerous to attend? (*Answers will vary.*)

- [critical] Do you think the title of this book, *Children of the Storm*, is referring to a literal or a figurative storm? (*figurative*) What might the "storm" be? (*external conflict—persecution of Christians; internal conflict—characters' struggles with beliefs and choices*) p. 6

Scriptural Application

Read aloud Acts 5:27–42 after explaining that Peter and the other apostles have just been arrested by Jewish leaders for preaching about Jesus in the temple in Jerusalem.

- What had the high priest and the other Jewish leaders commanded Peter and the other apostles? (*not to preach anymore in the name of Jesus*)
- What did Peter and the others insist on preaching? (*that Jesus had been resurrected and that He has the power to give repentance and forgiveness of sins*)
- Why would it have been wrong for the apostles to obey the Jewish leaders on this point? (*to obey the Jews would have been to disobey Christ, Who had commanded them to preach the gospel*)
- What did Peter and the others do after they had been beaten and sent away? (*They rejoiced that they could suffer for Christ. They continued preaching.*)
- Whose commandments should we always put first, before any others? (*the commandments of God in His Word*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 2)

Literature Elements: Conflict

"Two Different Worlds"

(Reproducible Activity—Lesson 2A)

Bible Study: Combating Atheism

"Wisdom and Foolishness"

(Reproducible Activity—Lesson 2B)

Chapter 3, pages 7–10

Lesson 3

Objectives

The student will

- Identify the effects of prejudice on relationships.
- Recognize inner struggles.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of standing for Christ despite hatred from the world.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Chapter 3

Prepare

- “Word Challenge”
(Reproducible Activity—Lesson 3A)
Either make a copy for each student or prepare the reproducible vocabulary activity for display during Developing Word Meaning. Reproducible vocabulary activities have been provided for some lessons.

Packing Up



Introducing the Story

Explain that many Christians throughout the world suffer physical persecution because of their beliefs. But believers in countries with religious freedom do not suffer much physical persecution today.

- What are some ways other than physical persecution that Christians in free countries suffer for their faith? *(Possible answers: verbal persecution, such as name-calling; social persecution, such as rejection by peers or not being considered for positions of influence)*

Point out that Christians are often accused of being unloving and intolerant (unaccepting of others) when they take a biblical stand against sin.

Developing Word Meaning

Use “Word Challenge” (Reproducible Activity—Lesson 3A) to develop an understanding of the vocabulary words. Work together with the students to complete the display copy of the page, or allow each student to complete a copy of the page independently. Distribute vocabulary bookmarks.

Traveling Along



Setting the Purpose

Encourage the students to notice as they read how things changed for Natasha at school when her teacher, Mrs. Alekseeva, and classmates discovered that her parents were Christians. Explain to the students that Mrs. Alekseeva was Natasha’s teacher for several grades. Chapter 3 opens with Natasha in the third grade in the fall of 1962.

Reading and Thinking

Guide a discussion following the silent reading of pages 7–10, using questions similar to these:

- [interpretive] How did Mrs. Alekseeva find out that Natasha was from a Christian family? *(Her parents’ names were published in a newspaper article that criticized Christians.)* p. 7
[critical] Why do you think Mrs. Alekseeva chose to embarrass Natasha in front of the class about her belief in God? *(Possible answer: Perhaps she thought Natasha would change her mind about God if she was made to look silly in front of her friends.)* p. 7
- [literal] What did Natasha do on the way to the principal’s office? *(She prayed for Jesus’ help and wisdom.)* p. 8
[interpretive] Why do you think Natasha felt a special need for God’s help? *(She was afraid; she did not know what the principal would say or ask her to do.)* p. 8
[literal] What did the principal tell Natasha? *(The school was going to give her special atheistic instruction from Valentina Anatolievna.)* p. 8
[interpretive] How did Natasha’s relationships with the other children at school change? *(She became an outcast.)* pp. 8–9
- [literal] How did Babushka encourage Natasha? *(She told Natasha not to lose heart; others in her family had suffered; she would make it with God’s help; her family would always stand by her.)* p. 9
[literal] What had happened to Natasha’s grandfather? *(He was killed in prison for his Christian faith.)* p. 9
- [literal] In what ways did Natasha’s parents suffer because of the newspaper article? *(Mama lost her job; Papa was demoted from his position as department head.)* p. 9
- [interpretive] Why did Mrs. Alekseeva encourage the students to select Natasha as a candidate for the Young Pioneers? *(She wanted Natasha to reject her faith in God, which she would have to do if she joined.)* p. 9

[literal] How did the teacher and the other students treat her when she refused to join? *(They shouted at her, pulled on her braid, threatened her, and called her names.)* p. 10

[critical] Why do you think the opposition was so harsh? *(Possible answer: God's Word tells us that there is spiritual warfare [between Satan's forces and Christ's] going on in a behind-the-scenes world that we cannot see. [See Ephesians 6:12.] Satan sometimes energizes people who are promoting his cause in this warfare.)*

Scriptural Application

Read aloud John 15:18–19.

- Why does the world hate Christians? *(because it hates Christ, and because Christians belong to Christ and not to the world)*
- Have you ever come up against a hateful attitude from someone when you tried to do right or shared the gospel with that person? *(Allow students to share experiences.)*
- Should a hateful attitude from worldly people keep us from standing for Christ? *(no)*

Christians need to be careful that when they stand for Christ that they also maintain a loving spirit, as Jesus did when He was persecuted.

Read aloud John 16:33. Remind your students that Jesus said that His disciples could have peace in their hearts even though they may be hated by others.

Going Further

Study Guide Questions

(Reproducible Questions—Lesson 3)

Critical Thinking

“Cause and Effect”

(Reproducible Activity—Lesson 3B)

Current Events

Tell each student to find a newspaper article or an online news story about someone whose actions were presented in an unfavorable light by the media. Encourage the students to decide whether they agree with the journalist that the action taken was wrong and should be criticized. At a later time, lead a discussion about bias in the media, and allow students to give input based on the articles they found.

Chapter 4, pages 11–15

Lesson 4

Objectives

The student will

- Recognize consequences of character actions.
- Identify reasons for the emotional responses of characters.
- Identify the purpose of figurative language in a description.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of comforting and encouraging other believers.

Planning the Trip



Gather

- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 1–4)
Chapter 4

Prepare

- ❑ A display of the following definitions (without the bracketed words) for use during Developing Word Meaning:
made up of [*composed*]
a repeated instruction or training to change someone’s beliefs or behavior [*re-education*]
emotionally harmful or stressful [*traumatic*]
persistent annoyance [*harassment*]

Packing Up



Introducing the Story

Point out that most churches have Sunday school or some other small group setting where children, young people, and adults can have a time of fellowship and spiritual instruction in addition to the church services.

- Why do most Christians consider this a valuable thing to do? (*It’s a time when people can form closer friendships, get to know one another’s needs and problems, pray for and encourage each other, and study biblical applications that pertain to their life circumstances.*)

Explain that in this chapter the students will encounter the initials *KGB* for the first time in the book. *KGB* is the abbreviation for the Russian Committee for State Security. The *KGB* was the intelligence force of the Soviet Union, and its agents were feared by the citizens.

Developing Word Meaning

Direct the students to read the definitions on display. Then read each of the following sentences aloud, emphasizing the underlined word. Choose students to match the underlined words with their definitions.

- When a person’s brain is damaged, he often has to receive re-education in speech and physical movement.
- I soon grew tired of the constant harassment from my friends about my new glasses.
- A committee composed of three teachers and three students judged the contest.
- A car accident is always a traumatic experience, even if no one is physically hurt.

Distribute the vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Direct attention to the picture of Masha, Natasha’s Sunday school teacher, on page 42. Encourage the students to notice as they read what kind of difference Sunday school made in Natasha’s life during her childhood.

Reading and Thinking

Guide a discussion following the silent reading of pages 11–15, using questions similar to these:

- [literal] Where did Natasha feel secure? (*home*) p. 11
[interpretive] What were the consequences of Natasha’s failure to respond to the atheistic instruction she was receiving at school? (*A court case was opened to try to take Natasha, Peter, and Lisa away from their parents’ home.*) p. 11
[literal] What did the family do immediately after the committee visited their home to tell them this information? (*They knelt and prayed together for God’s protection.*) p. 11

Discuss the fact that this event threatened Natasha’s only sense of security.

- [literal] What did Babushka tell Natasha to do about contacting the family if she were taken away? (*She was to memorize the address of a family friend and send a note there since the KGB would not allow Natasha’s family to receive her letters.*) p. 12
[interpretive] How did Natasha feel? (*scared, worried*) How can you tell? (*She had trouble going to sleep that night; she had trouble concentrating at school.*) p. 12
➤ [literal] What did Valentina Anatolievna tell Natasha to do if she wanted to remain at home with her family? (*join the Young Pioneers, but not tell her family*) p. 12

[interpretive] Why didn't Natasha agree to join the Young Pioneers? (*It would require her to fight religion, which she did not want to do since she believed in God.*) p. 12

Point out to the students that when someone asks them to do something but not tell their parents that it's usually because it is wrong.

- [interpretive] What helped Natasha forget her troubles for a while? (*winter break and Christmas preparations*) p. 13

[literal] What was the most exciting thing for Natasha about the children's Christmas program? (*seeing all the Christian children*) p. 13

[critical] Why do you think this encouraged her? (*At school she always felt like she was the only one who was different; here there were many other children who believed as she did.*) p. 13

[appreciative] Have you ever been in a situation where you felt all alone because of your Christian beliefs? Explain.

[critical] What promises from God and other truths from Scripture could comfort us at such times? (*Possible answers: God will never leave us nor forsake us; God is with us wherever we go; His ears are open to hear our prayers; He desires us to be bold; He is in control.*)

- [interpretive] What happened to let Natasha know that she was not alone in facing opposition at school? (*She began attending a children's Sunday school and learned that the other children were also undergoing persecution from their teachers for their Christian beliefs.*) pp. 13–15

[literal] What Bible doctrine did Masha instruct them in for their first Sunday school lesson? (*God created the world.*) p. 13

[literal] What did Masha tell the children they would talk about at their next meeting together? (*They would try to find answers for their teachers' tough questions.*) p. 14

- [interpretive] How did Natasha's parents respond to the threats of the court case? (*They wrote a petition to the government asking that the harassment be stopped; they asked Christians in other towns to pray for them.*) p. 14

[literal] What did Babushka say she would do if Natasha were taken to an orphanage? (*She would come and get a job there as a cleaning lady.*) p. 14

[interpretive] Why was Babushka's promise to come to the orphanage reassuring to Natasha? (*Natasha loved her grandmother; her presence would be something familiar to make Natasha less fearful in a new place.*) p. 14

- [interpretive] What colorful descriptions does Natasha use to describe how the prayer time at the children's meeting made her feel? (*She felt as if she had "grown wings"; a "bright new page" had opened in her life.*) What emotions do these descriptions convey? (*happiness, freedom from worry and fear, hope*) p. 15

Scriptural Application

Read aloud 2 Corinthians 1:3–5 and Philippians 2:1–3.

- Why is it necessary for believers to spend time with other Christians? (*so that they can comfort and encourage each other*)
- According to these verses, how should we view others? (*as better or more important than ourselves*)
- What is one way you can comfort or encourage another believer who is going through a difficult time? (*Answers will vary.*)

Ask the students to share examples of ways they or their families have comforted or encouraged others.

Remind the students that sometimes God takes us through times of suffering so that we can know how to comfort others who go through similar hard times.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 4)

English Skills: Editing

"Editor Needed!"

(Reproducible Activity—Lesson 4)

Food and Culture

"Ukrainian Almond Balls"

See the instructions on the folder.

Chapter 5, pages 16–20

Lesson 5

Objectives

The student will

- Experience speaking in carefully guarded language.
- Infer cause/effect relationships between events.
- Recognize similarities between two types of discrimination.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of having a clear conscience.

Planning the Trip



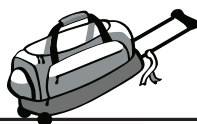
Gather

- Construction paper.

Prepare

- Three small colored circles cut out of construction paper for each student.
- “Sentence Sense”
(Reproducible Activity—Lesson 5A)
Either make a copy for each student or prepare the reproducible vocabulary activity for display during Developing Word Meaning.
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapter 5

Packing Up



Introducing the Story

Have the students play a game where they take turns telling stories about experiences they’ve had with their families. Explain that they are not allowed to use the words *my*, *family*, or *fun* as they tell their stories. Give each student three tokens (construction paper circles) at the beginning of the game. If another student catches him saying a forbidden word while he is telling his story, that student gets to take away one of his tokens. The student with the most tokens at the end wins the game.

Briefly discuss how carefully the Christians in the Soviet Union had to guard their speech during the time of persecution. A thoughtless remark might lead someone to uncover important secrets that would endanger their loved ones.

Developing Word Meaning

For this lesson, direct the students to silently read pages 16–20 *before* working on the vocabulary activity. Use “Sentence Sense” (Reproducible—Lesson 5A) to develop an understanding of the vocabulary words. Work together with the students to complete the display copy of the page, or allow each student to complete a copy of the page independently. Distribute vocabulary book-marks to the students.

Explain the term *collective farm* in this chapter. A collective farm is owned by the government rather than individuals and is operated by a group of laborers. Items produced on a collective farm belong to the government rather than to the farmers.

Traveling Along



Setting the Purpose

Chapter 5 opens with Natasha in third grade and then covers events when she is in fourth grade. Encourage the students to notice how Natasha and her family responded to the increasing opposition against them.

Reading and Thinking

Guide a discussion following the silent reading of pages 16–20, using questions similar to these:

- [literal] How did the police treat the Christians when they disrupted their services? (*They shouted, pushed, and violently dragged and shoved people.*) pp. 16–17
- [literal] Why had Natasha’s father told her and Peter not to reveal the names of any believers if they were ever questioned by the police? (*The believers could be arrested and put in prison.*) p. 17
- [interpretive] Who did Natasha’s father use as an example for them to follow if they were ever interrogated? (*Jesus, Who was silent before Pilate*) p. 16
- [critical] Why did the location of church services keep changing? (*to try to keep the location a secret from the police*) p. 16
- [interpretive] What happened to the Christians as a result of the police raid in June 1963? (*Nineteen believers, including Papa, were put in prison for fifteen days; a criminal case was begun against Papa; a newspaper article blamed the Christians for what happened.*) p. 17
- [interpretive] What were the consequences for Natasha’s family? (*Her father lost his job, Natasha faced even more opposition at school, and her father left home and went into hiding to avoid arrest.*) p. 17
- [interpretive] After Papa lost his job and had to go into hiding, how did Natasha’s family have money for food and other necessities? (*Their church started supporting them.*) p. 17

➤ [literal] What was hidden under Natasha's mattress during the house search? (*the family Bible*) Did the police find it? (*Yes, the police ordered Natasha out of bed and found it.*) pp. 17–18

[critical] Why do you think the police searched Natasha's home? (*Answers will vary. Possible answer: The police were looking for the names of other Christians and for information about where Papa was hiding.*)

[appreciative] If your home were being searched because you were a Christian, what do you think would be most important to hide?

➤ [interpretive] Why did Natasha feel that she could not do the report on the Young Pioneer hero assigned to her at school? (*The hero was Pavlik Morozov, a boy who informed police that his father was hiding grain to keep their family from starving. Natasha knew that if she expressed approval of Pavlik's actions, she would be expected to report on her own father.*) p. 19

[interpretive] How did Natasha try to avoid doing the assignment? (*told her teacher that it would not be proper for her to do a report on a Young Pioneer hero since she was not a Pioneer herself*) p. 19

[interpretive] How did her teacher and classmates respond to her after her refusal? (*They were angry; they shunned her at recess; some boys attacked her and beat her up after school.*) p. 19

Point out that Natasha was in fourth grade during this event.

➤ [interpretive] What did Babushka do to help protect Natasha at school? (*She told the principal that Natasha was experiencing discrimination similar to that experienced by blacks in the United States; she threatened to have a policeman accompany Natasha to school.*) pp. 19–20

[critical] How were the two types of discrimination similar? (*They both violated human rights; both groups were treated unfairly and unkindly.*)

[literal] What result did Babushka's visit with the principal have? (*Natasha was left alone for a while at school.*) p. 20

Scriptural Application

Remind the students that Natasha did not do the Young Pioneer report because she could not act against her conscience. Read aloud Acts 24:16, explaining that Paul said these words when he was defending himself in Caesarea before Felix, the governor of Judea.

➤ Did Paul think it was important to have a clear conscience? (*Yes, he tried always to maintain a clear conscience.*)

God gave us a conscience to help us discern right and wrong. For our conscience to evaluate issues properly, it must be submissive to the Holy Spirit's leading through the instruction of God's Word.

Maintaining a clear conscience does not mean we always do what people expect of us. The Jewish leaders commanded Paul not to preach about Christ. Natasha's teacher expected her to betray her father and her belief in God. Since obeying God is more important than obeying human authority, keeping a clear conscience before God may involve not doing what people expect of us.

➤ How do we get a clear conscience if we have disobeyed God in some way? (*We must confess our sin to God, asking His forgiveness through Jesus Christ.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 5)

Writing: Organization

“Outline: Communism”

(Reproducible Activity—Lesson 5B)

Discussion and Comparison

“Discrimination: A Venn Diagram”

(Reproducible Activity—Lesson 5C)

Direct the students to complete the diagram as you lead a discussion about the comparison Babushka made between Natasha's problem with religious discrimination and racial discrimination against blacks in the United States. Ask the students to name similarities and differences between the two situations.

Chapter 6, pages 21–24

Lesson 6

Objectives

The student will

- Identify situations in which families must show courage and loyalty.
- Identify reasons for characters' responses.
- Use definitions and sentence formation to comprehend the meanings of new words.
- Apply the scriptural principle of finding courage in God.

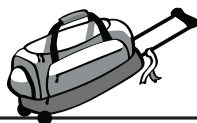
Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapter 6

Packing Up



Introducing the Story

Direct attention to the picture of Jane on page 38. Tell the students that today they will read that Natasha's new little sister, Jane, was born while Papa was in hiding.

- How do you think Papa felt about being away from the family when his child was born? (*sad*)

Point out that sometimes other circumstances cause parents to have to be away from the home, such as traveling, work responsibilities, or military duty.

- What qualities do family members need when they have to be apart from one another? (*Possible answers: courage, loyal love, and faithfulness to one another*)

Developing Word Meaning

Distribute the vocabulary bookmarks. Choose volunteers to use each word in a sentence. Allow the students to make predictions about the content of this chapter based on these vocabulary words.

Traveling Along



Setting the Purpose

Encourage the students to notice as they read how the family responded to more persecution.

Reading and Thinking

Guide a discussion following the silent reading of pages 21–24, using questions similar to these:

- [interpretive] Why was it dangerous for Papa to come home and see his new baby? (*The secret police were watching the house and might try to arrest him.*) p. 21
[literal] What reason did Natasha give that the family was kept from danger? (*The Lord protected them.*) p. 21
- [literal] On the day of Papa's arrest, how did Natasha know that something bad had happened before her mother told her? (*by the expressions on Mama and Babushka's faces*) p. 21
[literal] How long had Papa been able to live in hiding before his arrest? (*three years*) p. 21
[interpretive] How do you know that Natasha was very upset by this news? (*She went into her bedroom, shut the door, and wouldn't eat supper.*) p. 21
- [critical] What is the job of a police officer supposed to be? (*Possible answers: to enforce laws, to protect people, to keep communities safe*)
[critical] Do you think that the police who disrupted the Sunday service were concerned with keeping the people safe? (*no*) How do you know? (*They used unnecessary violence, even on elderly women and children.*) p. 22
- [interpretive] Why did Peter Vins run away from school? (*He felt it was the only way to avoid being questioned about Papa.*) p. 22
[literal] What did Mama decide to do to ensure his protection? (*send him to a village to stay with a Christian family*) p. 22
- [interpretive] How was Natasha's experience at her school different from Peter's? (*She couldn't avoid questioning because her teacher went with her to the principal's office, but she refused to answer the investigator's questions.*) p. 22
[critical] How does this incident show that Natasha loved and respected her father? (*She was obeying what he had told her to do even though it was not easy.*)
[critical] Why did Papa smile as he later read the reports of the failed attempts to interrogate his children? (*He was glad that his children had been loyal to him and refused to give out information that would endanger him or other Christians.*) p. 22
- [interpretive] How did other Christians help the family before and during Papa's trial? (*An elderly woman took care of the children; Masha took them to the train station; forty Christians came to offer their support.*) p. 23
[literal] What was the outcome of the trial? (*Papa and Pastor Kryuchkov were sentenced to three years in prison camps.*) p. 23

➤ [critical] Why did the guard forbid the family to ask Papa questions about prison conditions? *(He didn't want them to find out how the prisoners were treated and express their concerns to others.)*

[critical] Why was Lisa's action described as "courageous"? *(Although Lisa might have feared the guard, she sang the hymn of praise to God anyway, knowing that it would encourage Papa.)* p. 24

[interpretive] How did the guard respond to the singing? *(with amazement; he did not forbid it)* p. 24

[literal] What else did the guard allow the family to do? *(pray together)* p. 24

[interpretive] How do you think the family felt when they parted from Papa? *(sad)* p. 24

Point out that Natasha was in seventh grade when her father was sentenced to three years in prison camps.

Scriptural Application

Read aloud Psalm 31:23–24.

- Who or what should we place our confidence in during times of trouble? *(the Lord)*
- What will He do for us when we trust Him? *(He strengthens us and gives us courage.)*
- Can you remember a time when the Lord gave you courage as you trusted in Him? What are some verses that especially helped you? *(Answers will vary. Encourage student participation by sharing a time from your own life.)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 6)

Church History

“Hymns and Their Histories”

(Reproducible Activity—Lesson 6)

Music

Ask students to name their favorite hymns, and lead in singing several hymns together.

Chapter 7, pages 25–29

Lesson 7

Objectives

The student will

- Identify the tone or mood of a portion of writing.
- Recognize the importance of personal communication in relationships.
- Use definitions and sentence formation to comprehend the meanings of new words.
- Apply the scriptural principle of being content in times of suffering because of satisfaction in Jesus.

Planning the Trip



Gather

- ❑ A letter that is special to you, one that you would not mind sharing an excerpt with the students.
- ❑ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapter 7

Packing Up



Introducing the Story

Read your excerpt from the letter aloud to the students and tell them why the letter is special and why you have saved it.

- Have you ever saved letters because you want to read them again and again?

Point out that other than occasional visits, letters were the only way that Natasha and her family could communicate with Papa while he was in the prison camp. Some of the letters they exchanged were taken by the police during searches. The letters that survived became very precious to the family, and they probably read them over and over again.

Developing Word Meaning

Distribute the vocabulary bookmarks and briefly discuss the words and their definitions. Ask for volunteers to form sentences that use at least two of the words.

Traveling Along



Setting the Purpose

Tell the students to put themselves in the place of Natasha as they read Papa’s letters to her and to imagine how she felt to receive the letters when Papa was away from home.

Reading and Thinking

Guide a discussion following the silent reading of pages 25–29, using questions similar to these:

- [critical] How long did Papa travel to his prison camp? (*over three weeks*) p. 25
[literal] What did Mama do as soon as Papa’s prison camp location was known? (*went to visit him*) p. 25
[interpretive] What do you think the weather is like in the Ural Mountains? (*cold, because Mama brought Papa some warm clothes*) p. 25
- [literal] What was the main form of communication between Papa and his family? (*letters*) p. 25
[critical] Why did censors check their letters? (*Answers will vary. Possible answer: Censors were looking for information about Christians they wanted to arrest.*)

Emphasize to the students that even today we have to be careful what we write (including e-mail) to people in countries where Christians are persecuted since censors sometimes check their mail.

- [interpretive] What did Papa’s letters reveal? (*what life in the prison camp was like, what was on his heart, or what he was thinking about*) p. 25
[interpretive] How did Papa show that he was thinking of each of his children individually? (*He wrote them individual letters.*) p. 26
[interpretive] How do you think it made the children feel to receive personal letters from him? (*loved and important to him*) p. 26
- [critical] How would you describe the tone, or mood, of Papa’s letters? (*encouraging, filled with faith and hope*) pp. 26–28
[critical] What tone would you expect to find in letters from a prisoner? (*Possible answers: anger, sorrow, bitterness*)
- [literal] For what did Papa praise Peter in his letter to him? (*for working hard and being diligent and helpful around the house*) p. 26
- [interpretive] What does Papa’s letter to Natasha (February 1968) reveal about her interests? (*She is interested in the scenery in the forests in the mountains; she loves her homeland and its people; she likes poetry.*) p. 26
- [critical] Did Papa show any bitterness to his country? (*No, he was glad that Natasha loved their homeland.*) p. 26

Choose a student to look up 2 Corinthians 1:3–10, the passage mentioned in Papa’s letter to Mama, and read it aloud.

- [critical] How do you think these verses would have encouraged Mama? (*Possible answer: God would comfort Mama in her loneliness; she could then comfort other people who were going through trials.*) p. 26
- [literal] What did Papa ask the family to do on Christmas Eve? (*tune the radio to a Christian station and sing “Silent Night”*) p. 27
[critical] Why do you think he wanted his family to be singing “Silent Night” at home at the same time that he was singing it in the prison camp? (*Possible answers: to make them feel more connected as a family while they celebrated Christ’s birth, to focus on the true meaning of Christmas in celebrating Christ’s birth instead of feeling sad that they were not together*)
- [literal] Why was Papa denied amnesty while some of the other prisoners were pardoned? (*He would not acknowledge that he was guilty of a crime.*) pp. 27–28
[critical] Had Papa committed a crime by preaching the gospel in the communist Soviet Union? (*No; the government called it a crime, but Papa had to obey a higher authority—God’s authority.*)
[interpretive] What did Papa say was the *real* reason he was denied freedom? (*his stand for Christ*) p. 28
[critical] How did God strengthen Papa in this discouraging situation? (*He reminded him that he was sharing in the sufferings of Christ: Christ had been punished, while a criminal, Barabbas, had been freed.*) p. 28
- [interpretive] What did Papa’s birthday letter to Natasha reveal about their relationship? (*He loved her; she was special to him because she was his first-born child.*) p. 28
- [interpretive] Did the Vins family get to keep all the letters that Papa sent them? (*No, many letters were taken by the police in house searches.*) p. 28
- [interpretive] In her letter to Papa, what did Babushka say was the thing that matters most about a person’s life? (*not how long he lives but how he lives*) p. 29
[interpretive] How are people of high integrity often treated by others? (*They are thought to be strange.*) p. 29
[literal] What kind of people did Babushka say are like “butterflies” that “burn their wings” so that they are forced to crawl through life? (*people who squeeze everything out of life for personal gain*) p. 29
[critical] Does living for ourselves bring us lasting joy? (*No, living for God does.*)

Scriptural Application

Read aloud Philippians 4:4, 10–13. Explain to the students that Paul wrote these words to the Philippian believers while he was in prison.

- What was the basis of Paul’s contentment in spite of his circumstances? (*His satisfaction was in Christ alone. Christ gave him strength.*)
- What can we show others about our God by displaying contentment with a joyful heart in times of suffering? (*We can show that He satisfies us; we need nothing else but Him to be happy.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 7)

Writing: Letters

Direct the students to write a handwritten letter to an older friend or family member that they do not see very often. The letter could give interesting news, provide encouragement, or share the gospel with that person. Encourage them to take some time before writing to plan what they will say in the letter.

Literature Elements: Figurative Language

“Go Figure!”

(Reproducible Activity—Lesson 7)

Chapter 8, pages 30–34

Lesson 8

Objectives

The student will

- Identify characters' challenges and their means of dealing with those challenges.
- Recognize characters' behavior toward one another and toward their circumstances.
- Use definitions and sentence formation to comprehend the meanings of new words.
- Apply the scriptural principle of displaying God's love by helping to meet the needs of those who are suffering.

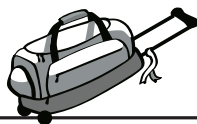
Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 5–8)
Chapter 8

Packing Up



Introducing the Story

Call attention to the pictures of Babushka on pages 36–37.

- What would you imagine Babushka to be like from looking at her pictures? (*Possible answers: kind, happy, warm, strong, loving, liked children*)
- How do you think Natasha felt about her grandmother? (*They had a special, close relationship because Natasha's family lived with her grandmother; they spent a lot of time talking with each other.*)

Tell the students that in this chapter they will read about a new ministry that God gave Babushka.

Developing Word Meaning

Distribute the vocabulary bookmarks. Choose students to use each word correctly in a sentence.

Traveling Along



Setting Purpose

Direct attention to the picture of the Council of Prisoners' Relatives on page 43. Encourage the students as they read to notice how this group was reorganized and what its purpose was.

Reading and Thinking

Guide a discussion following the silent reading of pages 30–34, using questions similar to these:

- [interpretive] What challenges did the relatives of Christian prisoners face? (*long hours waiting to deliver food or trying to find out information at the prosecutor's office, uncertainty, and missing their loved ones*) p. 30
[literal] What would the prisoners' relatives do for comfort when they met at Pastor Yakimenko's house? (*They shared their experiences with each other; they prayed and read God's Word together.*) p. 30
- [literal] What group was established to try to help the prisoners and their families? (*Council of Prisoners' Relatives*) p. 30
[literal] In what ways did the Council of Prisoners' Relatives help the prisoners, their families, and local churches? (*prayed, kept files, met needs of prisoners' families, published special bulletins to inform local churches of needs, and wrote petitions to government officials in defense of those persecuted for their faith*) pp. 30–31
[interpretive] Why was this ministry dangerous for those involved? (*The government was unfriendly toward Christian activities and organizations; those involved knew they could be arrested.*) pp. 31–32
- [critical] How did Babushka's involvement on the Council change life for the Vins family? (*Their home became a refuge for persecuted believers to stay and receive care and encouragement; it also placed the family in greater danger and increased the need for secrecy.*) pp. 31–32
[critical] How did Natasha and her family demonstrate servanthood when guests were staying in their home? (*served them meals and sometimes slept on the floor so guests could have beds*) pp. 31–32
[critical] Why was Babushka such an effective comforter to people with a family member in prison? (*She knew what it was like to have a husband and a son in prison.*)
[interpretive] What safety measures did the family take to keep their work from being discovered by the police? (*wrote important messages on paper and then destroyed them; did not save written addresses; did not keep journals; family mementos, such as personal letters or pictures, were entrusted to others for safekeeping*) p. 32
[critical] Why did Babushka remain active in her work with the Council after being threatened by government officials? (*She was obeying what God had called her to do.*)
- [literal] How many police officers and KGB agents were involved in the raid of the council meeting in Moscow? (*over twenty*) p. 33

[interpretive] What was the behavior of the KGB official like? *(He was rude; he didn't remove his hat; he spoke roughly; he took their passports.)* p. 33

[literal] What did the women do after the officials left? *(left the apartment in twos and threes, spent the night with friends, and finished the conference at a new location the next day)* p. 34

- [interpretive] How did the three young secretaries help Babushka with the work? *(They took away some of her traveling load by visiting prisoners' families and gathering information about their needs.)* p. 34

- [literal] What did the Council do for prisoners' families at Christmas? *(sent them packages of sweets, fruit, and nuts)* p. 34

[literal] What did the churches give to prisoners' families? *(a monthly allowance for living expenses)* p. 34

Scriptural Application

Read aloud 1 John 3:16–18.

- What does God command us to do if we know of a fellow believer in need? *(Reach out to help him.)*
- What is one evidence of someone being a true believer? *(Because he has love for Christ, he has love for others, which is displayed in practical ways.)*
- How can we help meet the needs of others? *(Possible answers: help in material ways, give emotional support, and offer spiritual encouragement)*
- How did Christians in the story help those in need? *(opened their homes up to people, gave them meals, comforted and prayed with them, gave practical advice, kept records, published bulletins, signed petitions, and made sure families' needs were met [such as making sure families had enough food and clothing])*

Explain that one specific example today could include a situation where a family has a fire and someone offers to go buy needed items for the family and someone else offers a place for them to stay.

Encourage the students to share some specific examples they are familiar with.

- What do we display to others when we help them? *(God's love; as He loves us, we love others.)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 8)

Government

“Submitting a Petition”

(Reproducible Activity—Lesson 8)

Drama

“KGB Raid”

See the instructions on the folder.

Chapter 9, pages 51–56

Lesson 9

Objectives

The student will

- Identify similarities and differences between characters' experiences and his own.
- Evaluate characters' responses from a biblical perspective.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of patiently enduring suffering, as Christ did.

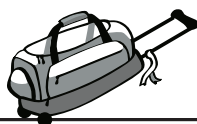
Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapter 9

Packing Up



Introducing the Story

Direct attention to the picture of the youth group on page 40 and the picture of the camping trip on page 41.

- In what ways do you think these young people were different from young people who have never been through persecution for their faith? (*Possible answers: more mature; more focused on matters of eternal significance instead of trivial, insignificant issues; more careful about where they went, what they did, and what they talked about; more appreciative of Christian friendships*)
- In what ways were they the same as other young people? (*They liked to be with their friends; they liked to have fun; they were at different levels of spiritual growth and interest.*)

Developing Word Meaning

Distribute the vocabulary bookmarks. Divide the students into four groups, assigning a word to each group. Challenge each group to come up with a hand symbol to represent their word and a sentence that uses the word. Then invite each group to teach the word, the symbol for the word, and the sentence they have formed. Allow other students to form sentences that include one of the four words, substituting the hand symbol for the word instead of saying it.

Traveling Along



Setting the Purpose

Encourage the students to notice as they read how Natasha's camp experience was different from anything the students have experienced. Point out that Natasha was fourteen years old when she went to camp.

Reading and Thinking

Guide a discussion following the silent reading of pages 51–56, using questions similar to these:

- [interpretive] Why were Natasha and her friends so excited about going on the camping trip? (*They had never been to a summer camp. They didn't get to attend Young Pioneers' camps with other friends from school because of the persecution of Christians. They were from the city and a camp atmosphere was all new to them.*) p. 51
- [appreciative] Can you think of any activities that you have not been able to participate in, either because you are a Christian or your parents are Christians? What are some things that you have done as an alternative to those activities?
- [literal] How many young people went to camp? (*about sixty*) How many adults went? (*ten*) p. 51
- [literal] What jobs did the campers help with at camp? (*washing dishes, watch duty by the bonfire*) pp. 51–52
- [interpretive] Why did the young people enjoy staying up and talking by the fire? (*They had a lot in common and were enjoying being together and discussing their dreams for the future.*) p. 52
- [literal] What kinds of spiritual activities took place at the camp? (*They had Bible lessons and learned Christian songs; the teens listened to Masha read a book about early Christians in the catacombs while the younger children listened to a story about Creation and drew pictures about it.*) p. 53
- [literal] What activities did the campers do just for fun? (*played games and swam in the river*) p. 53
- [appreciative] Have you been to camp? What were your favorite activities at camp?
- [interpretive] Why did the teens who went to get milk not know that cows were milked at different times of the day and that combining the milk would spoil it? (*The teens at this camp were from the city and would not have been familiar with milking cows.*) p. 53
- [interpretive] What happened to disturb the young people's peaceful experience at camp? (*All the adults and young people were arrested by the police, who suspected them of having a Christian camp.*) p. 54

[literal] What proof did the police find that Christian activities had gone on at the camp? (*They pasted together the torn pictures that the children had drawn about Creation.*) p. 55

[critical] Why was it dangerous for their teachers when the drawings were discovered? (*They could be considered criminals because they were responsible for planning the activities.*)

[literal] What were the consequences for Masha, their Sunday school teacher? (*A criminal case was opened against her; she had to move to another city to avoid arrest.*) p. 55

- [interpretive] Why did the young people struggle with having the right attitude toward their persecutors? (*They saw that their persecutors, although they represented the government, behaved lawlessly and unjustly.*) p. 55

[interpretive] In what way did the young people display rebellion and wrong attitudes? (*They argued and spoke with harsh words when defending themselves.*) p. 55

[interpretive] Who did the pastor and teachers use as examples for them to follow when being persecuted? (*Christ, Paul, and believers in the New Testament church*) p. 56

[critical] What is the right attitude to have toward those who persecute us if we are to be like Christ? (*love and forgiveness*) p. 56

Scriptural Application

Read aloud 1 Peter 2:18–25.

- How did Jesus respond when He, although completely righteous Himself, suffered for our sins? (*He patiently endured suffering, without sinning or retaliating.*)
- What would be a Christlike way to respond if we suffer unjustly at the hands of others for Christ's sake? (*Take it patiently; do not speak angry words or try to get back at our persecutors.*)

Of course, in addition to and even more important than being our example of patiently enduring suffering, Christ was our substitute, bearing our punishment and paying the penalty for our sins.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 9)

Writing: Personal Narrative

Instruct the students to write about a favorite camping memory. Ask them to include things they saw that made them think about how great God is (starry night, the beautiful landscapes, etc.). Encourage them to write about the important spiritual lesson they learned or life-changing decision they made. Students who have never attended camp or camped with their families could write about something they would like to do if they get to go to a camp in the future. Encourage each student to plan what to include in his narrative before writing it. When the students have finished, invite them to share what they have written.

Bible Memory

Direct an underground camp meeting. Turn off the lights in the classroom and tell the students to pretend that they are seated around a campfire in a forest. Tell them to imagine that they have not been able to risk bringing Bibles, so they must quote verses they have memorized. Allow several minutes for students to take turns sharing verses they have memorized.

Chapter 10, pages 57–61

Lesson 10

Objectives

The student will

- Identify details of setting.
- Identify relationships between setting and emotional responses of characters.
- Use discussion and writing to comprehend the meanings of new words.
- Apply the scriptural principle of the importance of prayer.

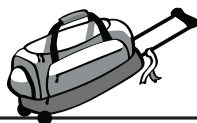
Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapter 10

Packing Up



Introducing the Story

- Have you ever been at a place that made you feel sad or happy, just because of the way it looked? What were some specific characteristics about that place that triggered these feelings? (*Answers will vary.*)

Explain that in this chapter, Natasha described the feelings she had as she and her grandmother traveled to a prison camp in the Ural Mountains to visit Papa. Encourage the students to notice how Natasha’s surroundings affected her mood about the visit as they got closer and closer to the prison.

Developing Word Meaning

Distribute the vocabulary bookmarks. Read each word aloud and briefly discuss its meaning. Then ask students to choose one of the following statements to respond to in writing:

- In one paragraph, describe a *dismal* place you have seen recently.
- Write a short dialogue in which one character is *brusque* in his speech.
- In one paragraph, describe a humorous experience in which you made a *futile* attempt to learn a new skill.

Ask the students to share what they have written.

Traveling Along



Setting the Purpose

Encourage the students to notice as they read the outcome of Babushka and Natasha’s adventurous trip to visit Papa in his prison camp.

Reading and Thinking

Guide a discussion following the silent reading of pages 57–61, using questions similar to these:

- [interpretive] Was the trip to the Ural Mountains an easy one for Babushka and Natasha? Why? (*No; it took several days and required them to wait and to use different modes of transportation; they had heavy bags to carry; it was cold and wet.*) pp. 57–58
[interpretive] Why was the town of Talyi depressing to Natasha? (*The streets were muddy; the houses were small and dark; the people were dressed differently and looked dismal and unfriendly.*) p. 57
[interpretive] How did she feel as she anticipated her visit with Papa? (*happy; it was “the only bright spot” in the gloomy village*) p. 57
- [critical] Why was it difficult to plan the time involved in a journey from Talyi? (*There was no train schedule; people wanting to travel just had to wait until a train came.*) p. 58
[literal] Why did Babushka and Natasha have so much luggage? (*They were taking food and warm clothing to Papa.*) p. 58
[interpretive] What made the train ride on the open-air rail car unpleasant? (*It was cold, and rain was pouring down on the passengers.*) p. 58
[critical] In what way did Natasha and Babushka immediately see God’s provision for them when they arrived at Anyusha? (*There was a small wooden hut for them to stay dry in, and a fire was burning in the wood stove.*) p. 58
- [literal] Why did the director of the prison camp refuse to give Babushka permission to see Papa? (*Papa was being punished because he had broken the rules by writing Bible verses in his notebook.*) p. 59
[literal] What was the director’s attitude like? (*He was brusque; he told Babushka she was wasting his time.*) p. 59
[literal] Where did Babushka and Natasha turn for help? (*They prayed and committed the matter to God.*) p. 59
- [interpretive] What made their overnight stay in the hut unpleasant? (*one narrow bed and bedbugs*) p. 59
[literal] What answer did the prison camp director give them the next morning? (*They would have to go to Talyi and get permission from the headquarters to see Papa.*) p. 59

[interpretive] What problems did they have on the journey back to Talyi? (*Babushka's back was hurting; they had to leave some luggage behind because Natasha could not carry it all; they had to start walking because the train did not come.*) p. 60

[critical] How did God provide for their needs? (*A train came along and took them to Talyi; the administrator at the headquarters there signed permission for them to visit Papa.*) pp. 60–61

➤ [literal] After all the difficulties of their journey, how long did they get to visit Papa? (*only two hours*) p. 61

[literal] What unusual thing did the officer allow them to do? (*give Papa some home-cooked food they had brought*) p. 61

[interpretive] What made it difficult to have a meaningful conversation with Papa? (*The guard stayed in the room with them the whole time.*) p. 61

[literal] What important thing did Natasha, Babushka, and Papa do at the end of their visit? (*prayed together*) p. 61

Scriptural Application

Read aloud Philippians 4:6–7.

➤ What does this verse tell us we should pray about? (*everything*)

Point out to the students that instead of worrying or complaining, Natasha and Babushka committed their needs in prayer to God. They also rejoiced and thanked God when He answered their prayers. Remind the students that in addition to our requests, our prayers need to include praise to God for Who He is and thanksgiving for what He has done.

➤ What is the result of committing every situation to God in prayer? (*God gives peace.*)

Going Further

Study Guide Questions

(Reproducible Questions—Lesson 10)

Math

“Scheduling Solutions”

(Reproducible Activity—Lesson 10A)

Expression of Thoughts

“Tracks of Trust”

(Reproducible Activity—Lesson 10B)

Chapter 11, pages 62–68

Lesson 11

Objectives

The student will

- Identify contrasting viewpoints of characters.
- Identify external causes for internal conflicts of characters.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of focusing on God's character.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapter 11

Prepare

- Six strips of paper by writing one of the following sentences on each one:
 - Everyone in the *delegation* that the southern states sent to the meeting in Washington, D.C., voted for two more recognized legal holidays.
 - Amanda tried to *suppress* tears as she listened to the tragic story of the serious injury of a close friend.
 - Because of conversations with a Christian teacher, Samuel was having doubts about the *validity* of atheism.
 - Mrs. Harper was not only Brianna's mother, she was her greatest *confidante*.
 - The ruthless guard thought that the Christian faith was only for weak and *spineless* people.
 - Katrina hated to remember the cruel, *gloating* exclamations of the communist leaders when they looked over the table of Bibles that had been taken from Christians.

Packing Up



Introducing the Story

Encourage students to write a short paragraph:

- Describe a time when you heard a testimony from someone older than you and felt challenged to follow that person's example.
- God often uses older Christians to guide younger Christians through similar experiences. Call attention to the

photo of Vera Shuportyak on page 41. Explain that in this chapter, Vera told the story of her prison experience to Natasha and her friends.

Developing Word Meaning

Give each sentence strip to a student. Ask the student to read the underlined word aloud and then read the sentence to the class. Invite other students to try to put into their own words the meaning of the vocabulary word based on the sentence context. Then distribute the vocabulary bookmarks.

Traveling Along



Setting the Purpose

Encourage the students to notice whom Natasha had been talking with and what was going on in her own heart at the time she heard Vera's story.

Reading and Thinking

Guide a discussion following the silent reading of pages 62–68, using questions similar to these:

- [interpretive] How was Vera unique among the Christians from Natasha's church who were imprisoned in 1966? (*She was the youngest—only nineteen years old.*) p. 62
- [critical] Why do you think the teenagers in Natasha's youth group were so eager to hear her tell about her prison experience? (*They felt close to her because she was young; they wanted to know what they could expect if they too were imprisoned.*) p. 62

Choose a student to read aloud the footnote on page 62.

- [interpretive] Why had Vera and the other Christians gathered outside the government building? (*to request a meeting with government officials about the persecution of Christians*) p. 62
- [interpretive] In what way were the Christians treated cruelly? (*They were beaten and arrested.*) p. 63
- [literal] What did the police find that caused them to put Vera in prison? (*her notebook with notes about what happened in Moscow*) p. 63
- [critical] How did God provide encouragement for Vera during her early days in prison? (*She was able to pray with other Christian women; she found a library with books that contained Bible quotations.*) p. 63
- [interpretive] In what way did Vera see life from a different perspective in prison? (*She saw what was really important; she saw the value of the human soul.*) p. 64
- [interpretive] What was the worst experience of Vera's prison stay? (*moving to a new prison, being exhausted and overcome with emotion at the inhuman conditions in the new cell*) p. 64

Choose a student to read aloud John 14:1–2 and Jeremiah 29:11, the verses that God used to comfort Vera and Ludmila during this time.

- [critical] Why do you think these particular verses were a comfort? (*They talk about the peace that comes when we trust God, His good plans for us, and the promise of future joys in heaven.*) p. 65
- [appreciative] If you were in prison without a Bible, would you be able to remember enough Bible verses for comfort?
- [interpretive] What did God do to remind Vera of His presence on a difficult day in the prison camp? (*He allowed her to see and hear a birch tree branch that softly scratched her window.*) p. 65
- [interpretive] Why was Natasha only listening during the meeting with Vera rather than asking questions? (*She was going through a time of doubting the Christian faith.*) p. 66
- [interpretive] What had brought on Natasha's doubts? (*A teacher whom she respected had criticized the Christian faith.*) p. 66

Point out to the students that Natasha was in seventh grade when Shelya had come to her school two years earlier.

- [critical] How were Shelya's tactics to change Natasha's mind different from the teacher Natasha had in elementary school? (*She tried to become her friend; she did not humiliate her.*) p. 66
- [literal] How had Shelya described God? (*a crutch for a crippled invalid*) p. 67
- [interpretive] What were Shelya's two basic arguments against Christianity? (*People who can't face life's problems themselves use God as a "crutch"; Natasha's future would be ruined.*) p. 67
- [critical] What was wrong with Shelya's view of God and man? (*God is not a crutch for weak men; every person on earth desperately needs God because without Him we are hopelessly lost in our sin. We are whole and spiritually healthy only when we are rightly related to Him. We can trust God with our future.*)
- [interpretive] What problems did this teacher say Natasha would have in the future if she did not give up her religion? (*She would not be able to get higher education; she would not have an opportunity for an interesting, creative profession.*) p. 67
- [interpretive] Why was Natasha going through so much inner turmoil? (*She secretly agreed with her teacher, but she felt that to side with her openly would be to side with those who had cruelly persecuted her family.*) p. 67
- [critical] Does believing the Bible make a person deficient in the knowledge he needs to do well in college? (*no*) How does a belief in the Bible actually help a person? (*The Bible is true on every subject*

that it addresses, and as God's Word, it gives a more accurate picture of the world than any other book.)

- [interpretive] Describe the conclusion Natasha came to after thinking through her decision about Christianity. (*She decided she didn't want to make the sacrifices that the Christian life demanded; she didn't want to give up her dreams of getting a higher education.*) p. 68
- [appreciative] Do you think you would have felt the same conflict inside if you had been in Natasha's shoes?

Scriptural Application

Read aloud Psalm 145, encouraging the students to listen for character qualities of God described in the chapter.

- What do we know about the character of God that can help us when we are doubting or when faced with opposition in the world? (*Possible answers: God is King [sovereign] over all the earth, and His kingdom will last forever; He is good; He is great; He is righteous; He is gracious and compassionate; He is merciful; He helps those who are weak and discouraged; He satisfies; He is holy; He is near when we pray, and He will hear and save us; He preserves those who love Him.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 11)

Critical Thinking

“Who Is Speaking the Truth?”

(Reproducible Activity—Lesson 11A)

Study Skills

“Book Look”

(Reproducible Activity—Lesson 11B)

Chapter 12, pages 69–75

Lesson 12

Objectives

The student will

- Identify characters' sources of guidance.
- Appreciate the inner struggles of a character.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of each individual's need to accept Christ as Savior.

Planning the Trip



Gather

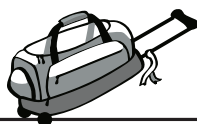
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 9–12)
Chapter 12

Prepare

- “Word Quest” (individual copies or a copy for classroom display)
(Reproducible Activity—Lesson 12)

Note: This lesson provides an excellent opportunity to present the gospel to your students.

Packing Up



Introducing the Story

- What problems or decisions have you talked over with your parents recently? (*Answers will vary.*)

Explain to the students that as they grow older, there will be more and more decisions they will want to discuss with their parents. Natasha and her brother and sisters could not discuss things with their father while he was in the prison camp. One of the reasons they enjoyed visiting him so much was that they had an opportunity to discuss things with him that they needed a father's guidance about.

Developing Word Meaning

Use “Word Quest” (Reproducible—Lesson 12) to develop understanding of the vocabulary words. Work together with the students to complete the classroom display of the page, or allow each student to complete a copy of the page independently. Distribute vocabulary bookmarks to the students.

Traveling Along



Setting the Purpose

Encourage the students as they read to notice where and how Natasha's search for the truth ended.

Reading and Thinking

Guide a discussion following the silent reading of pages 69–75, using questions similar to these:

- [literal] Who was most eager for Papa's return?
(*Jane*) p. 69
[critical] How do you think Mama felt when she set off on her journey to meet her husband? (*Possible answers: happy, excited, anxious that something might interfere with his release*)
- [interpretive] What was Papa suspicious of? (*that the warden wanted to search him personally and confiscate his papers before letting him out of prison*) pp. 69–70
[interpretive] How did God answer Papa's prayer for the protection of his important papers? (*God gave him the idea to leave in the first few minutes after midnight; He arranged for the officer on duty to be someone friendly to Papa and not search him.*) p. 70
[critical] Why was Papa's first thought on being released to get as far away from the prison camp as possible? (*He did not want anyone to come after him and search him; he wanted to get away from the whole experience of prison life.*) p. 70
- [interpretive] How did Papa's fellow church members welcome him back home again? (*They had a picnic in the woods after the church service, and he shared his prison experiences.*) pp. 70–71
- [critical] Why was it important for Papa to spend time with his children after he got out of prison? (*He had been away for so long that he didn't know his children well; he wanted to learn about their interests and be available to help them and answer their questions.*) p. 71
- [literal] What career did Papa suggest to Natasha? (*nursing*) p. 71
[literal] What was Natasha interested in doing? (*translating books*) p. 71
[interpretive] Why would it be hard for Natasha to get a job in the field where her interests lay? (*Christians did not have the opportunity to get the education that was needed for translation work; they were not accepted for jobs in that field.*) p. 71
- [interpretive] How did Papa make Natasha feel that she could safely talk to him about her concerns? (*He asked her to speak openly with him; he assured her that he loved her and wanted to know what was in her heart.*) p. 71

[critical] What do you think would have happened if Papa had acted shocked at Natasha's doubts about Christianity? (*She might have been afraid to talk to him anymore about her doubts.*)

[literal] What did Papa say was more important than Natasha's education and choice of profession? (*her relationship with God*) p. 72

- [interpretive] How did Papa answer the teacher's argument that Christianity was a "crutch" for weaklings? (*The Christians that Natasha had known all her life were not weaklings; they took courageous stands for their faith and suffered the consequences.*) p. 72

[interpretive] How did Papa answer Natasha's question: "Why is Christ so important to you?" (*He told about some experiences of suffering in prison, and he showed how those experiences had helped him understand what a great price Christ paid in suffering on the cross for our salvation.*) pp. 72–73

[critical] Why did Natasha not readily accept and agree with Papa's words? (*She was still having doubts; she felt that she had to find her own answers to her troubling questions.*) p. 73

- [interpretive] What finally led Natasha to a true knowledge of Jesus Christ? (*The Holy Spirit convicted her of her need for Christ during a message she heard at a youth rally.*) p. 74

[literal] What question did a preacher ask that the Holy Spirit used to convict Natasha of her need of a Savior? (*"Who is Jesus Christ to you?"*) p. 74

Choose a student to read aloud the paragraph where Natasha prays and asks Jesus to save her. (p. 74)

- [literal] Who else gave their heart to Christ that day? (*Natasha's childhood friends*) p. 74
- [interpretive] How did Papa respond when Natasha came home and told him the news that she was a Christian? (*tears of happiness, prayer of thanksgiving*) p. 75

Scriptural Application

Read aloud John 20:30–31.

- Why did John write the Gospel of John? (*to give evidence that would convince his readers that Jesus is God's promised Messiah, the Son of God, so they could accept Him as their Savior and have eternal life*)

Explain that throughout the Bible God gives us evidence that Jesus is the Son of God. The Bible has answers about the truth of Christianity. It was OK for Natasha to have questions, and her father patiently answered her questions. He was able to answer her questions from the Bible and from his own experience with truths from the Bible.

Point out that Natasha was right to realize that she needed to accept Christ for herself. She was not a Christian just because her parents were. Even though earlier in the story she stood up to persecution, defended her family, and even said she believed in God, she was not actually a Christian herself yet. She simply followed her upbringing. But as she got older and heard arguments against Christianity, she realized she hadn't personally accepted Christ as her Savior. She came to the point in her life when she *had* to decide for herself which path to follow.

Read aloud 1 John 2:3–6, 15; 4:7–11. These verses give either assurance of salvation to those who have put their faith in Christ or a warning to those who have not trusted Christ as Savior.

- What are some characteristics of true believers' lives? (*Possible answers: They love God; they hate sin; they love others with self-sacrificing love; they do not love the world; they want to obey God's Word; they imitate Christ; when they fall into sin, they feel the convicting power of the Holy Spirit.*)

Remind your students that having Christian parents, attending a good church, attending a Christian school, or doing good deeds does not make them Christians themselves. A true Christian is trusting in what Christ has done to take away his sin. A true Christian has a relationship with Jesus Christ, Who loved the world so much that He took their sins on Him and died as their sacrifice. A true Christian displays *evidence* of a new life in Christ, such as attending a good church, doing good deeds, reading his Bible, praying, and sharing God's love with others.

Close with the reading of 1 John 5:11–13. Those who are trusting in Christ have eternal life.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 12)

Art and Culture

"Ukrainian Egg Designing"

See the instructions on the folder.

Public Speaking

Invite volunteers to share their testimonies of salvation with the other students in the class.

Chapter 13, pages 76–79

Lesson 13

Objectives

The student will

- Identify internal conflicts of characters.
- Interpret a character's feelings from his actions.
- Use definitions and sentence formation to comprehend the meanings of new words.
- Apply the scriptural principle of caring for those who are weak or fearful.

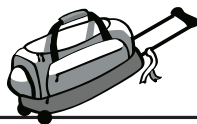
Planning the Trip



Prepare

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 13

Packing Up



Introducing the Story

- How many of you have younger brothers and sisters? How do you feel when one of them is hurt or frightened? (*Possible answers: compassionate, sorry for them, protective of them*)

Remind the students that at the time this chapter takes place, Natasha is the oldest of four children. She feels responsible for the well-being of her younger brother and sisters. In this chapter, she faces a conflict. She must choose which members of her family need her help the most.

Developing Word Meaning

Distribute the vocabulary bookmarks and briefly discuss the definitions of each word. Then invite students to make up sentences using one or more of the vocabulary words.

Traveling Along



Setting the Purpose

Call attention to the picture of the Vins home on page 38. Encourage the students as they read to imagine how Natasha felt coming home on a winter night to an unwelcome surprise.

Reading and Thinking

Guide a discussion following the silent reading of pages 76–79, using questions similar to these:

- [literal] What did the notice from the police tell Papa to do? (*appear the next day at the prosecutor's office for questioning*) p. 76
- [interpretive] What does the author mean when she says that Papa decided to go into ministry “underground”? (*go into hiding from the police so that he could continue his preaching ministry*) p. 76
- [interpretive] How do you think the family felt to say goodbye to Papa again? (*sad*) p. 76
- [interpretive] How does the author show us that life went on, and the family enjoyed happy times even though they missed Papa? (*The children kept going to school; Natasha got a job; Mama earned some money weaving tote bags; Babushka continued her ministry to prisoners' relatives; Natasha had a birthday celebration; she and her friends were involved in orchestra, Bible studies, and evangelistic trips.*) p. 76
- [literal] Where did Natasha go after work on December 1? (*to a Bible study with her youth group*) p. 77
- [literal] Where was Natasha's mother? (*visiting Papa*) p. 76
- [interpretive] Why did Natasha hurry as she walked home after the Bible study? (*It was late, and she didn't want Babushka to worry about her.*) p. 77
- [interpretive] What did Natasha's response to the policeman at the gate reveal about her feelings? (*She was anxious and in a hurry to get inside; she was annoyed that he wanted her to show documents before going into her own home.*) p. 77
- [interpretive] Why were the police officers at the house? (*They had come to arrest Babushka.*) pp. 77–78
- [critical] What do you think Babushka had done to offend the government and lead to her arrest? (*She was active in the Council of Prisoners' Relatives.*)
- [interpretive] What concerned Babushka the most about being taken away by the police? (*She didn't want to leave the children alone; they were frightened.*) p. 78
- [interpretive] When the officer told Babushka to hurry, what did Natasha suddenly realize? (*All the children were now her responsibility.*) p. 78
- [interpretive] What were Natasha's two main concerns for Babushka? (*She was afraid Babushka would have a heart attack; she didn't know where they were taking her.*) p. 78
- [literal] What did the family do together before Babushka left? (*prayed and asked God to protect Babushka*) p. 78
- [interpretive] Why did Babushka refuse to have Natasha go with her? (*She knew that the younger children needed her.*) p. 78

[interpretive] What sight touched Natasha's heart and made her realize that she was needed at home? (*Peter, Lisa, and Jane were standing in the snow with no coats or boots, wearing thin sweaters and house slippers.*) pp. 78–79

- [critical] How was Babushka treated when she arrived at the prison? (*like a criminal—the police took fingerprints and mug shots and then left her in a cold cell all night*) p. 79

Scriptural Application

Remind the students that instead of going with Babushka, Natasha stayed to care for her younger brother and sisters because they were weak and frightened.

Read aloud 1 Thessalonians 5:14.

- How should we treat those who are weak or fearful? (*Give them extra help, care, and encouragement; be patient with them.*)

Encourage the students to think of ways they could encourage younger brothers and sisters or friends who need help and support.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 13)

Social Studies

“Birthday Traditions Around the World”

(Reproducible Activity—Lesson 13)

Science

“Fingerprinting”

See the instructions on the folder.

Chapter 14, pages 80–86

Lesson 14

Objectives

The student will

- Evaluate the fairness and appropriateness of actions taken.
- Identify reasons for mixed emotions in a character.
- Use the definitions and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of following God's leading.

Planning the Trip



Gather

- A flower or a potted plant to be used as a gift.
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 14

Packing Up



Introducing the Story

Display the flower or plant.

- When would we give someone a flower or a plant?
(Possible answers: when someone is sick or in the hospital, loses a loved one, or has a birthday; when we just want to show our love)

In today's chapter, flowers were given on two separate occasions. In both cases, the flowers were a symbol of support and prayers. Tell the students that this flower or plant could be a gift from the class to someone (such as a teacher, a parent, or another student at the school) who is sick or has been through a difficult time recently. Discuss with the students whom you could give the flower or plant to.

Developing Word Meaning

Distribute the vocabulary bookmarks. Choose students to answer the following questions:

- Which word would describe the way Israelite slaves were treated by the Egyptians during the days of Moses? (*oppressed*)
- Which word would describe a situation in which a first grader was being asked to solve a college-level math problem? (*absurdity*)

- Which word would you use when describing a tall tale or an excuse that you find hard to believe? (*fabricated*)
- Which word would you be most likely to use when speaking of a new tax? (*levied*)
- Which word could we use of Jesus Christ when He pleads for believers before God the Father? (*advocate*)
- Which word would you use to describe someone who is known for his bad behavior? (*infamous*)
- Which word could be used to describe a traitor's angry words? (*slander*)
- Which word describes what a traitor and an enemy do together? (*collaborate*)

Traveling Along



Setting the Purpose

Encourage the students to notice as they read who received flowers and why.

Reading and Thinking

Guide a discussion following the silent reading of pages 80–86, using questions similar to these:

- [interpretive] Why wasn't the Vins family present at the beginning of Babushka's trial? (*They had not been notified of the time and place of the trial.*) p. 80
- [interpretive] Of what was Babushka accused? (*Possible answers: she was involved in the Council of Prisoners' Relatives; the petitions she signed on behalf of the Council of Prisoners' Relatives were said to contain slander of the Soviet State.*) pp. 80–81
[literal] What were the petitions about? (*They gave evidence of persecution of Christians taking place in the Soviet Union.*) p. 80
- [critical] What was unfair about the witnesses chosen to testify at the trial? (*None of them were victims of the persecution; they were the prison officials, policemen, and city officials who were accused of doing the persecution.*) p. 81
[interpretive] Why didn't Babushka have a lawyer to represent her case in the court? (*All the lawyers in the Soviet Union were atheists and in most cases would not defend a Christian.*) p. 82
[literal] What happened every time Babushka tried to defend herself? (*She was rudely silenced.*) pp. 81–82
- [literal] What did the court conclude that Babushka was guilty of? (*slander against the Soviet State*) p. 81
[literal] What was Babushka's sentence? (*three years in a prison camp*) pp. 82–83
[interpretive] What did Babushka mean when she said that for her “any sentence would be a death sentence”? (*She did not think she would survive imprisonment because of her heart condition.*) p. 82

- [interpretive] How did fellow believers support Babushka during and after the trial? (*Possible answers: took off work to be at the trial; came on trains from faraway cities; tossed flowers; shouted encouragement; sang a hymn as she was led away*) pp. 82–83
- [interpretive] Why was the trip to visit Babushka a challenge for Natasha? (*The location was difficult to find; she was carrying heavy bags of food, medicine, and clothes.*) p. 83
 - [literal] How did Natasha and Inna find the prison camp where Babushka was staying? (*Local Christians helped them.*) p. 84
 - [interpretive] Why was Babushka determined to keep working at the prison camp even though she was not physically strong? (*If she did not work, she would be moved to a different prison camp with awful conditions.*) p. 84
 - [interpretive] How did the believers respond when they heard the report about Babushka's prison experience? (*They sent a petition to the government asking for her release because of poor health and an unlawful sentence.*) p. 84
- [literal] What important event took place in June of 1971? (*Natasha and other members of the youth group were baptized.*) p. 84
 - [critical] Why did Natasha want to be baptized? (*Possible answers: to obey God's Word; to show others that she was a true believer in Christ*)
 - [literal] What did the young people who were going to be baptized do together before the baptismal service? (*prayed and gave short testimonies about favorite Bible verses*) p. 85
 - [literal] How many young people were baptized? (*thirty*) p. 84
 - [literal] How many people came to the ceremony? (*over four hundred*) p. 85
 - [interpretive] Why was Natasha's joy in the experience of baptism mixed with sadness? (*Papa and Babushka were not there to share the day with her.*) p. 85
- [critical] Why did Natasha pray before looking for a way to serve God? (*She knew that God had a special task just for her, and she wanted Him to lead her to that task.*) p. 85
 - [interpretive] How did God direct her? (*After conversations she had with her pastor, God gave her a job helping in a children's Sunday school class.*) p. 85
- [literal] What two other important events occurred in Natasha's life that year? (*She was admitted to nursing school; her youngest brother, Alex, was born.*) p. 86

Scriptural Application

Read aloud Psalm 25:4–5, 9–10 and Proverbs 3:5–6.

- After her baptism, how did Natasha show God that she cared about knowing His will for her life? (*She prayed and asked God how He would have her to serve.*)
- Are you following God's leading in your life? Have you been baptized after accepting Him as your Savior? Have you prayed and asked Him to show you a way that you could serve Him?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 14)

U.S. Government

“Group Discussion: Criminal Justice”

(Reproducible Activity—Lesson 14)

Use this page to generate a discussion about the U.S. criminal justice system. Allow each student to read the page and write down his ideas on the topic, based on the description of Babushka's trial in *Children of the Storm*. Then divide students into groups of four or five, choosing one student in each group to lead its discussion. Give them several minutes in class to discuss the differences in procedure that would have occurred if the trial had been conducted in the United States. Reconvene as a class to wrap up the discussion, allowing each group leader to share the conclusions his group reached.

Christian Service

Direct each student to make an encouraging card for the person you have decided to give the flowers or plant to. Arrange a trip for you and the students to personally deliver the gift, present their cards, and pray with the person.

Chapter 15, pages 87–94

Lesson 15

Objectives

The student will

- Identify a character's struggles.
- Evaluate the morality of characters' actions.
- Use a dictionary to comprehend the meanings of new words.
- Apply the scriptural principle of integrity.

Planning the Trip



Gather

- ☐ Vocabulary Bookmarks
(Reproducible Bookmarks—Lessons 13–16)
Chapter 15
- ☐ Several dictionaries.

Prepare

- ☐ “Puzzled About Words” (individual copies or a copy for classroom display)
(Reproducible Activity—Lesson 15A)

Packing Up



Introducing the Story

Read the following scenario to the students, asking them to evaluate the main character's actions:

Josh wanted to help his grandmother move into her new apartment on Saturday. He knew she needed help, and the job would probably take all day. But he had signed up to play baseball, and his coach had said that anyone who didn't come to the Saturday practice was off the team. “I know helping Grandma is more important than practicing baseball,” Josh thought. “But I don't want to be kicked off the baseball team. Maybe I'll type up a note to the coach that says I was sick on Saturday, and I'll fake my mom's signature on it. Maybe it wouldn't be wrong to do that just this once. After all, I know helping Grandma is the right thing to do.”

- What do you think of Josh's idea? What would be a better solution to the problem?
- Is it ever right to lie in order to get a chance to do something good? (*Allow discussion but lead to the conclusion that the Bible teaches it is never right to lie.*)

Developing Word Meaning

Distribute vocabulary bookmarks. Use “Puzzled About Words” (Reproducible Activity—Lesson 15A) to develop understanding of the vocabulary words. If students work independently, allow them to use dictionaries for help with the meanings of words.

Traveling Along



Setting the Purpose

Explain that in today's chapter, Natasha needed to miss school for an important reason. Encourage the students to evaluate whether Natasha handled her absence from school in a godly manner.

Reading and Thinking

Guide a discussion following the silent reading of pages 87–94, using questions similar to these:

- [interpretive] Why was Babushka transferred to the infamous prison camp with the bad conditions? (*It included barracks for the elderly and invalids who were too sick to work.*) pp. 84, 87

[literal] What were some of the negative conditions in this camp? (*bad odors and smoky conditions; poor laundry and toilet facilities; not enough food; a rude doctor who refused to give medicine; prisoners were not allowed to lie down on their beds during the day; no mail allowed that mentioned God or Jesus Christ*) pp. 87–88

- [critical] How did God show His special love and care for Babushka on her very first day in these horrible conditions? (*Vera, another Christian lady who was a prisoner there, introduced herself to Babushka.*) p. 88

[interpretive] How did Vera and Babushka encourage each other? (*Vera took care of Babushka when she was sick; they prayed together and shared memorized Bible verses with each other.*) p. 89

[interpretive] How did they communicate after Vera was forbidden to visit Babushka's barracks? (*Babushka would wait for Vera's work crew to march by so she could whisper a word of encouragement; Vera would smile in return.*) p. 89

[interpretive] What happened to Babushka's spirits after Vera was released from prison? (*She lost hope of surviving, felt helpless, and had a difficult time.*) How does this show the importance of Christian fellowship? (*True believers can encourage and comfort one another as no other people can.*) p. 89

- [literal] How many family visits was Babushka allowed per year? (*four*) p. 89

[literal] Who had asked Natasha not to miss any visits with Babushka? (*Papa*) p. 89

[literal] What did Babushka and the younger children talk about when they visited? (*funny stories about little Alex, the children's school life, stories from Babushka's childhood*) p. 89

[literal] What did she and Natasha talk about after the children were in bed? (*depressing things, such as the hardness of the other women, her physical problems, and the heartlessness of the doctor*) pp. 89–90

[interpretive] What brought about a change in Babushka's mood at these times? (*After they prayed for God's deliverance, Natasha told Babushka about her youth group.*) p. 90

- [interpretive] What was God's special way of comforting Babushka in prison after Vera was released? (*a recurring dream about green sprouts growing out of soil after the snow has just melted*) p. 90

[interpretive] What did Babushka do when she woke up from her dream? (*She praised God and quoted Bible verses to herself.*) p. 90

Read Romans 8:18 and Lamentations 3:22–23.

- [critical] How do you think Babushka's dream pictures the Bible verses about suffering and God's faithfulness? (*Possible answer: Suffering is like the snow; although it is cold and uncomfortable, God faithfully uses it to water the soil and bring forth growth.*) p. 90

- [interpretive] How did the special speaker at school offend Natasha? (*accused her father and other Christians of brutality*) p. 91

[interpretive] How did Natasha respond? (*She raised her hand and questioned the speaker about his "facts."*) p. 91

[interpretive] How did the other girls in the class respond? (*They wanted Natasha to have an opportunity to tell what she knew.*) p. 91

[critical] How did the attitude of the school officials change toward Natasha after this meeting? (*They summoned her to the office and questioned her about her family, telling her that religion and medicine were incompatible.*) p. 91

- [interpretive] What wrong decision did Natasha make when the school would not give permission for her to visit Babushka? (*She went anyway and got a nurse to sign a note excusing her for health reasons.*) p. 92

[critical] What was wrong with Natasha's actions? (*She was dishonest and deceitful; she reflected poorly on the name of Christ.*)

[literal] What happened as a result of Natasha's actions? (*She was expelled from school.*) p. 92

[interpretive] How did the other students try to justify Natasha's behavior? (*They told her that using a false note from a nurse was not a big deal and that some of them had done the same thing.*) p. 93

[critical] Do you think Natasha's deceptive behavior was the only reason for her expulsion? (*No; it was also because she was a Christian.*) pp. 92–94

[critical] Does the fact that other people—including Christians—are doing something wrong make it right? (*no*)

- [interpretive] How did Papa respond when Natasha tried to justify her actions to him? (*He told her she had been dishonest and was guilty of wrong thinking. She couldn't excuse herself because others considered such behavior acceptable; she must be responsible for her own actions and maintain Christian integrity.*) pp. 93–94

[interpretive] What was Papa grateful for? (*that God did not let Natasha get away with doing wrong*) p. 94

Scriptural Application

Read aloud Proverbs 11:3.

- What did Papa tell Natasha was "the highest treasure"? (*Christian integrity*) p. 94
- What will guide the upright, according to verse 3? (*integrity*)
- Can you think of a time when you, like Natasha, chose to do something that others justified but was really not a thing of integrity?

Lead a classroom discussion about examples from the book of Daniel of people who displayed integrity when facing a difficult choice. Discussion may include Daniel and his three Hebrew friends refusing to eat food offered to idols (Daniel 1:3–20), Daniel's friends not bowing down to the golden image (Daniel 3:13–18), and Daniel continuing to pray (Daniel 6:1–28).

- Why is it important for Christians to maintain integrity? (*It shows the world that Christ has changed them and made them honest and trustworthy.*)

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 15)

Christian Ethics: Integrity

"The Highest Treasure"

(Reproducible Activity—Lesson 15B)

Journalism: Interviewing

"Imaginary Interview"

(Reproducible Activity—Lesson 15C)

Chapter 16, pages 95–101

Lesson 16

Objectives

The student will

- Identify characters' sources of comfort.
- Identify characters' conflicting emotions.
- Use a dictionary and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of living to invest for eternity.

Planning the Trip



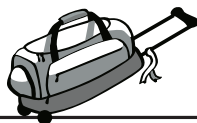
Gather

- ☐ A hymnal.
- ☐ “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 13–16)
Chapter 16
- ☐ Several dictionaries.

Prepare

- ☐ “Finding a Fine Fit” (individual copies or a copy for classroom display)
(Reproducible Activity—Lesson 16A)

Packing Up



Introducing the Story

Share the text of one of your favorite hymns from the hymnal you have brought. Tell the students why you like to sing that hymn. Encourage the students to think about the hymns that they sing at church.

- Do you have a favorite hymn? Why is it your favorite?

Explain that today's chapter is going to show the value that the Ukrainian Christians placed on their hymns.

Developing Word Meaning

Use “Finding a Fine Fit” (Reproducible Activity—Lesson 16A) to develop comprehension of the vocabulary words. Distribute vocabulary bookmarks.

Traveling Along



Setting the Purpose

Read to find out what new responsibilities Natasha undertook and why they put her in danger.

Reading and Thinking

Guide a discussion following the silent reading of pages 95–101, using questions similar to these:

- [critical] Why was it hard for Babushka to believe she was home again after her release from prison camp? (*She had not thought she would survive her prison term.*) p. 95
[interpretive] Why was there a mixture of happiness and sorrow for Babushka at her homecoming? (*She was happy to meet Alex for the first time but sad that her son could not come home.*) p. 95
[critical] How did being in prison change Babushka's perspective on everyday life? (*She learned to be thankful for even the smallest blessings God provides every day; she learned not to worry about tomorrow but to place trials in God's hands.*) p. 96
[interpretive] What dishonorable action did Babushka refuse to do to be released a year sooner? (*sign a statement that she didn't believe in God anymore*) p. 96
- [literal] What happened to Natasha soon after Babushka came home? (*She lost her job at the hospital.*) p. 96
[critical] What was the real reason she lost her job? (*She was a Christian.*) p. 96
- [literal] What did Papa suggest that Natasha do before getting another job? (*work for the underground printing house, “The Christian,” on the Ukrainian hymnbook it was getting ready to publish*) p. 97
[literal] What were Natasha's responsibilities? (*preparing meals, setting the table, and doing the dishes when choir directors met; typing the hymns that had been chosen*) p. 97
- [interpretive] What issues did Natasha talk to her father about? (*Papa's possible arrest, the family and their future, and Papa's challenges in ministry*) pp. 97–98
[literal] What did Papa tell Natasha was the greatest value in his life? (*faithfulness to God and biblical teaching*) p. 98
[literal] Why was Natasha's grandfather killed in prison? (*for preaching the gospel*) p. 98
[critical] Why was Natasha not afraid for Papa if he were to be arrested again? (*She had seen his profound trust in God and knew that he would be all right.*) p. 98
- [critical] Why were Natasha and Katya fearful of being noticed by the secret police at the end of their trips? (*The police could arrest them, and they could be put in prison for their work with the printing ministry.*) p. 98
[literal] What did Natasha do when she felt afraid? (*prayed and expressed trust in the Lord's protection*) p. 98

- [literal] Where did Natasha and Katya stay in Moscow? *(with a Christian family who opened their home to underground workers passing through town)* pp. 98–99
- [interpretive] Why did the workers keep assuring Natasha that Papa would be there soon? *(They did not want her to worry about him.)* pp. 98–99
- [appreciative] Have you ever had to wait a long time to find out about something that was difficult for you not to worry about? Did you trust God?
- [literal] What did they finally decide to do when Papa did not arrive? *(Victor flew to Papa's final destination in the Ural Mountains, Chelyabinsk, to try to find out what happened.)* p. 99
- [interpretive] What do you think encouraged Natasha as she reflected on her last conversation with Papa? *(She was thankful for the memories she had of growing up knowing her father.)* p. 100

Comment to the students about the importance of seeking advice from their parents and spending time talking with them.

- [literal] What had happened to Papa? *(He had been arrested on his way from Chelyabinsk to Novosibirsk.)* p. 100
- [interpretive] What comforted Natasha when she learned the news? *(She was surrounded by Papa's devoted friends in the underground ministry who were in as much danger as he was; they could truly sympathize with the pain she felt.)* p. 100
- [critical] How did God show His special care for Papa the night before Easter? *(He guided the youth group to stand directly under Papa's window to sing "Christ Is Risen.")* p. 100
- [critical] Why do you think the youth group was willing to risk the danger of going to the prison? *(They believed that encouraging a fellow believer was more important than their personal safety.)*

Scriptural Application

Read aloud John 12:25.

- What did Jesus mean when He said that we should "hate" our lives in this world? *(We should not grow attached to things in this life and value life on earth as much as eternal life. We should live for eternity.)*
- How did Natasha and the other Christians demonstrate that living for eternity was more important than their own lives? *(They risked their own safety and well-being to serve the Lord and minister to other Christians.)*
- What are some ways you could live to invest for eternity?

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 16)

Creative Writing

"Behind Bars"

(Reproducible Activity—Lesson 16B)

Music

Allow students to share favorite Easter hymns. Sing some traditional Easter hymns together.

Chapters 17 and 18, pages 102–11

Lesson 17

Objectives

The student will

- Identify values of characters.
- Evaluate whether a government's actions are just.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of God's giving strength in times of our weariness.

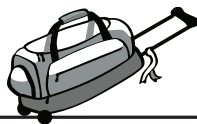
Planning the Trip



Prepare

- “Word Verdicts”
(Reproducible Activity—Lesson 17A)
- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapters 17–18

Packing Up



Introducing the Story

Discuss the role of an attorney.

- What is the job of a defense attorney during a court case? (*to defend the person who is accused of doing something wrong*)
- What is the value of having an attorney? (*Attorneys are familiar with laws and with the way the courts work; they can help someone who does not have enough knowledge of law to competently defend himself.*)

Developing Word Meaning

Use “Word Verdicts” (Reproducible Activity—Lesson 17A) to develop understanding of the vocabulary words. Distribute vocabulary bookmarks.

Traveling Along



Setting the Purpose

Encourage the students as they read to find out what Papa decided to do about hiring an attorney to help him with his court case.

Reading and Thinking

Guide a discussion following the silent reading of pages 102–11, using questions similar to these:

- [literal] What job did Natasha get? (*lab technician at the medical center*) p. 102
- [interpretive] How did KGB agents try to use Peter? (*They tried to bribe him with admission to the university in exchange for reporting on his father.*) What was Peter's response? (*He refused.*) p. 102
[critical] How did Peter's refusal show what was important to him? (*His Christian faith and his family were more important than getting a good education and a good job.*)
- [literal] Why was Mama summoned to the prosecutor's office? (*to discuss with her husband the hiring of an attorney for his trial*) p. 103
[interpretive] What was unusual about this turn of events? (*Christians usually did not accept attorneys since the attorneys in the Soviet Union were atheists; it was also unusual for families to be allowed to visit with prisoners before a trial.*) p. 103
- [literal] How long had it been since Babushka had seen her son? (*four years*) p. 103
[interpretive] How did Papa surprise Investigator Bekh during the meeting with his wife and his mother? (*He announced that he wanted to appeal to a Christian organization in the West to hire a Christian attorney.*) p. 104
[critical] What reasons did Georgi Vins give for his decision? (*The accusations against him were religious in nature; an atheist would not be competent in those issues; he knew of no Christian attorneys in the Soviet Union.*) p. 104
[literal] What did Investigator Bekh permit Babushka to do? (*pray*) p. 104
- [literal] From what country was the Christian attorney who agreed to come and defend Georgi Vins? (*Norway*) p. 104
[interpretive] Why was the Vins family not surprised to receive no answer to their petition to the government? (*All other petitions by their family had been ignored in the past.*) p. 105
- [critical] Why do you think the Vins family was not notified of the place and time of the trial? (*The government did not want family members to be at the trial.*) p. 106
[interpretive] How did the police guarding the door respond to the Christians' efforts to enter the courtroom? (*They refused to let Christians into the courtroom; they made them move to the opposite side of the street.*) p. 106

[interpretive] How did the elderly Christians show their love and commitment to the Vins family? *(They did not go home even though the weather was bitterly cold and it was snowing. They stayed and supported the family with their presence, prayers, sympathy, and concern.)* pp. 106–7

- [literal] What request did Papa make of the judge because his Christian attorney had been denied entrance into the Soviet Union? *(He asked that the trial be postponed until his attorney could attend.)* p. 107

[critical] Why do you think Papa petitioned the court to re-examine various cases of religious persecution in the past? *(He wanted the court to see that his own persecution was part of a long history of the government's persecution of Christians.)* pp. 108–9

[literal] Did the court accept these petitions? *(No, the court denied all the petitions.)* p. 109

[interpretive] Why did Papa refuse to participate in his trial? *(because he had no confidence that the court would be fair since it would not acknowledge past injustices to Christians)* p. 109

- [interpretive] How did Natasha and her family feel as they left the courtroom that day? *(outnumbered, defenseless against the government, tired)* p. 110
- [literal] How many Christians were waiting for Natasha and her family? *(over two hundred)* p. 110
- [interpretive] Name some ways in which God used other Christians to strengthen and encourage them. *(Their friends met them and prayed with them outside the court building; Galina took care of the children and fixed dinner for the family.)* p. 110
- [critical] What attributes of God was Galina displaying in her Christlikeness? *(God's lovingkindness and care)* p. 110
- [appreciative] Has God ever used another Christian to encourage you or your family when you needed help?

Challenge the students to think of ways they can encourage friends or family members who are currently going through difficult times.

Scriptural Application

Read aloud Isaiah 40:28–31.

- What is true about God, according to these verses? *(God, the Creator of all, doesn't get tired; He understands what humans cannot understand; He strengthens the weak and tired.)*
- How can these truths about God help you in times of discouragement or weariness? *(I can be patient and rest in knowing God understands; I can pray and ask Him for strength.)*

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 17)

Story Details

“The Third Degree”

(Reproducible Activity—Lesson 17B)

Research

“Valiant for the Truth”

(Reproducible Activity—Lesson 17C)

This is a group project.

Chapters 19 and 20, pages 112–20

Lesson 18

Objectives

The student will

- Notice Christlikeness displayed by several characters.
- Identify the meaning of characters' statements.
- Use contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of our obedience to and God's control over authorities.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapters 19–20

Prepare

- “Vocabulary Search”
(Reproducible Activity—Lesson 18A)

Packing Up



Introducing the Story

- How do you respond when you are treated unfairly?

Read 1 Peter 2:21–23 and point out that all too often we do not have this Christlike response when we encounter unfairness. Everyone wants to be treated with kindness and respect. Christians in the Soviet Union frequently encountered unfair treatment because of their belief in Christ. At these times, it would have been easy for them to lash out in anger and respond wrongly. But often, as you will see in this chapter, they responded instead with praise to God.

Developing Word Meaning

Distribute the vocabulary bookmarks. Direct the students to use their bookmarks to complete “Vocabulary Search” (Reproducible—Lesson 18A).

Traveling Along



Setting the Purpose

Encourage the students as they read to find out what important decision Natasha made about her life's work.

Reading and Thinking

Guide a discussion following the silent reading of pages 112–20, using questions similar to these:

- [interpretive] What impression did the trial leave on the Vins family? (*The verdict had been reached before the trial even started; there was no fairness or impartiality; the trial itself was a farce of lawlessness.*) p. 112
- [interpretive] What did the prosecutor's witnesses say about the wedding of Vasily and Vera? (*that it was a fake ceremony used as an excuse for a Christian meeting*) p. 112
- [critical] How did Vera disprove this accusation? (*She brought pictures of her family, showing the children's birth certificates to prove that the wedding was genuine.*) pp. 112–13
- [interpretive] Why did Vera ask the judge to play the tape of her wedding ceremony? (*to prove that the wedding sermon had been purely biblical, not an anti-Soviet message*) pp. 112–13
- [critical] Why do you think the judge refused to play the tape? (*He wanted to convict Georgi Vins; he did not want to be objective.*)
- [critical] What did Georgi Vins mean when he said that he left his defense and final statement with the Lord Jesus Christ? (*Even though the court had not shown him justice, he trusted God to be a faithful Judge of his case.*) p. 114
- [interpretive] What did the crowd of Christians do to encourage Papa after he was led to the police car? (*surrounded the police car, preventing it from driving away for about ten minutes, and sang a few hymns*) p. 114
- [critical] Why was the Russian hymn “Vorkuta” especially appropriate for Papa? (*It was written by a Christian prisoner and talked about how God will one day deliver His servants.*) p. 115
- [critical] In addition to Papa, who else listened to the hymns? (*Papa's guards, who even smiled*) p. 115
- [literal] What did Natasha notice about Papa as he listened to his verdict? (*He was calm.*) p. 115
- [literal] What was Papa's verdict? (*five years in prison camps plus five years of Siberian exile with the confiscation of his personal property*) p. 115
- [interpretive] What was Papa's response after the verdict was read? (*He praised the Lord.*) p. 115
- [interpretive] How did the KGB agents respond after Papa's verdict was read? (*The KGB agents angrily and noisily complained about the trial and said hateful things to the Christians.*) p. 116
- [interpretive] Who especially appreciated Papa's display of courage? (*Peter*) p. 116

[critical] Why did Mama tell Papa he had won the case? *(He had obeyed God and shown Christlikeness during his trial.)*

➤ [interpretive] How did the Vins family find out where Papa had been taken after he left the Kiev prison? *(A letter came with the address; they looked up the city on a map.)* p. 117

➤ [interpretive] What did Natasha Vins mean when she wrote, “That summer I found myself at a cross-roads”? *(She had important decisions to make that would affect the course of her life.)* p. 117

[interpretive] What opportunity was laid before her by the church leaders? *(full-time Christian work with the underground printing ministry)* p. 117

[critical] How had Natasha’s personal ambitions changed from before her salvation? *(Instead of her own plans and ambitions, God’s work was now her highest priority.)* pp. 117–18

[interpretive] Why were Mama and Babushka against Natasha’s desire to serve in the printing ministry? *(She would be in danger of arrest, and they felt that they already had enough worries with Papa in prison.)* p. 118

➤ [interpretive] Even though Natasha felt that God was leading her to work in the printing ministry, why did she feel that she could not pursue the opportunity at first? *(She didn’t want to leave home against the wishes of her family.)* p. 118

[critical] Did Natasha make the right decision to wait and pray when her family disagreed with her? *(Yes. God commands us to obey our parents, and He is ultimately in control of their decisions. He can change their hearts if He wants us to do something that they are opposing.)*

[interpretive] How did God free Natasha to become involved in the printing ministry? *(She asked Papa for his opinion when they visited him. He wrote that God’s work was most important and gave Natasha his blessing.)* p. 118

Point out that the family’s visit with Papa, as told in the Preface, took place at this point in the story.

➤ [critical] In what ways was her work in the printing ministry a “school of life”? *(She learned personal responsibility for her actions, dependence on God’s help and protection, and that serving God and others brings joy.)* pp. 118–19

[interpretive] What was “the greatest reward” Natasha and her companions received in their underground ministry? *(seeing the pastors and their wives respond with joy and thanksgiving when receiving the Bibles and books)* p. 119

Scriptural Application

Read aloud Proverbs 21:1–3 and Psalm 2:1–6.

- Who is in control of authority figures, such as kings, government leaders, teachers, and parents? *(God)*
- What is our responsibility toward these authority figures? *(obey them; pray for them)*
- Is God able to change the hearts of these leaders? *(yes)*

Remind the students that if a course of action is God’s will, He is able to make our leaders favorable to it.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 18)

Writing: Persuasion

“Specific Language”

(Reproducible Activity—Lesson 18B)

Statistics

“A Good Read”

(Reproducible Activity—Lesson 18C)

Chapter 21, pages 121–28

Lesson 19

Objectives

The student will

- Identify reasons for characters' emotions and actions.
- Identify the author's purpose in the structure of the chapter.
- Use visual and contextual clues to comprehend the meanings of new words.
- Apply the scriptural principle of trusting in God, Who is sovereign.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Chapter 21

Packing Up



Introducing the Story

Lead a discussion about foreign countries.

- How many of you have lived in or visited another country?
- If you could visit any country you wanted, where would you go?

Developing Word Meaning

Distribute vocabulary bookmarks. Divide the students into four groups, and assign each group one of the vocabulary words. Direct each group to learn its meaning. Then tell each group to teach the word to the class by acting out its meaning or writing a sentence using it.

Traveling Along



Setting the Purpose

Point out that this chapter is divided into sections, each one headed with a date and the name of a place. Encourage the students as they read to think about possible reasons that the author structured the chapter this way.

Reading and Thinking

Guide a discussion following the silent reading of pages 121–28, using questions similar to these:

- [interpretive] Why was the family planning to travel to Siberia at the end of Papa's first five years of prison? (*Families were allowed to join prisoners when they went into exile in Siberia.*) p. 121
[interpretive] Why was Mama worried? (*She had heard no word from Papa since he'd been taken from the prison to Siberia.*) p. 121
[literal] What did she do? (*went to Siberia to search for him*) p. 121
- [interpretive] Why was Mama both joyful and disappointed during her first visit to the prison in Tyumen? (*She was happy that she had found Papa, but she wasn't allowed to see him until the next day because it was too late.*) pp. 121–22
[literal] Why was there a delay in transporting Papa to his place of exile in the village of Berezhovo? (*The prisoners would be sent by barge after the ice on the river melted.*) p. 122
[literal] What was unpleasant about conditions in the Tyumen prison? (*overcrowded, dirty cell; lice; sleeping on a cement floor*) p. 122
[literal] What would be unpleasant about conditions in Siberia? (*primitive life in a hut; outhouse; cold; not many conveniences*) p. 123
[literal] What mattered most to Papa? (*having the family together again*) p. 123
- [interpretive] What surprising turn of events came on April 26? (*Papa was told he was being taken to Moscow.*) p. 123
[interpretive] What did Papa think was the reason for the sudden transfer? (*a new trial; facing new charges*) p. 123
[interpretive] How did he respond? (*Although feeling sad that he might be facing a new trial, he trusted God and prayed He would help him accept any outcome.*) p. 123
[literal] What did he do when he couldn't sleep at all that night? (*prayed*) p. 124
- [interpretive] On Friday, what was Papa's first clue that something unusual was happening? (*He was given dress clothes to wear instead of his prison uniform.*) p. 124
[literal] What did he find out from the government representative shortly afterward? (*He was being stripped of his Soviet citizenship and sent to the United States to live.*) p. 124
[critical] What are the consequences of being stripped of one's citizenship? (*having to leave a homeland; never being able to return; adjusting to life in a foreign country, including a different language*) pp. 124–25

Point out that Papa did not want to leave his homeland, even though his government had persecuted him unjustly.

- [interpretive] What concerned Papa about his family? (*He didn't know whether they would be allowed to join him in America.*) p. 125

[interpretive] What was his only comfort? (*Jesus remained unchanged when everything else in his life was falling apart. He trusted God.*) p. 125

[literal] What was the exchange made by the governments? (*Two Soviet spies were exchanged for five former Soviet prisoners.*) p. 125

- [interpretive] How did the Vins family find out what had happened to Papa? (*Mama's sister, Maria, had heard the news on the radio on Voice of America.*) p. 126

Explain to the students that Voice of America started in 1942 for the benefit of areas under military occupation of Nazi Germany. Its goal was to spread the truth about America and World War II through a fifteen-minute radio news program. At the time of the events in this chapter, Voice of America broadcast news to people living in countries where there was no freedom of the press and news was censored—such as the Soviet Union.

- [interpretive] How did the family confirm this news? (*They heard Papa's voice on the next broadcast on the radio.*) p. 126

[interpretive] How was it decided that every member of the Vins family would go to America? (*The family had no choice; the government told them they all must leave.*) p. 127

[literal] How much time did the family have to prepare to leave for America and say goodbye to friends? (*six weeks*) p. 127

[interpretive] Why did the family have mixed emotions about going to America? (*They were happy to be reunited with Papa; but they were sorry to leave their friends, ministries, and homeland.*) pp. 127–28

[appreciative] It's one thing to visit another country. But what if you were told by your government that you had to go live in another country and were never allowed to come back to yours? How would you feel?

- [critical] Why do you think Natasha Vins divided this chapter into sections headed by dates and place names? (*Possible answers: to emphasize how quickly the events happened that changed the family's lives so drastically; to help as a transition from Natasha's perspective to Papa's.*)
- [interpretive] What did Natasha put her trust in? (*God's sovereign plans*) p. 128

Scriptural Application

Read aloud Daniel 4:35 and Psalm 115:1–3.

- What is God able to do? (*His will, whatever He wants, whatever He pleases*)

Continue the psalm by reading aloud verses 4–8.

Point out to the students that these verses talk about the foolishness of trusting in other gods. Although the verses discuss idols, which can't even hear or see, they apply to anything else we might rely on instead of God.

Read aloud verses 9–11.

- Instead of trusting in idols, God commands us to trust Him. What do these verses tell us about Who God is? (*our help and shield*) What does that mean He can do for us? (*help and protect us*)

Read aloud verses 12–13.

- What happens when we choose to trust God? (*He blesses us.*)
- Think about what these verses say about God's character. Based on Who God is, why should a Christian respond to difficult life situations by trusting God? (*God is sovereign—He is in control of every situation. God is powerful—He will help and protect us. God is good—He loves His people, and He will always do what is right.*)

Point out that both Papa and Natasha declared their trust in God as they went through these events.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 19)

Arts and Crafts

“Patriotic Picture Frame”

See the instructions on the folder.

Heritage Studies

Ask students to share stories of relatives who have come to this country from another one. If any of your students have gone through this experience themselves, ask them to share their stories. Talk about the challenges people face when changing their residence to a foreign country.

Epilogue, pages 129–35

Lesson 20

Objectives

The student will

- Identify ways in which God’s leading brought unexpected blessings.
- Identify differences between the open display of Christianity in free countries and the secret practice of Christianity in persecuted countries.
- Use definitions and sentence formation to comprehend the meanings of new words.
- Apply the scriptural principle of recognizing God’s wise leading in our lives.

Planning the Trip



Gather

- “Vocabulary Bookmarks”
(Reproducible Bookmarks—Lessons 17–20)
Epilogue

Packing Up



Introducing the Story

Explain that Soviet president Mikhail Gorbachev planned to restructure the economy of the Soviet Union in the 1980s. The economic reforms that took place eventually led (along with other factors) to the dissolving of the Soviet Union in 1991. Countries that had been Soviet republics, such as Ukraine, became independent again, forming their own governments.

Developing Word Meaning

Distribute vocabulary bookmarks and briefly discuss the words and their definitions. Choose students to use each word in a sentence. Then ask for volunteers to form sentences that use at least two of the words.

Traveling Along



Setting the Purpose

Call attention to the pictures on pages 45–49 of Georgi Vins taken in the days following his arrival in America. Point out that his case received a great deal of media and public attention. Tell the students to notice the picture of the Vins family on page 49, taken two years after they arrived in America. Encourage the students as they

read to find out what new ministry God gave the Vins family once they were settled in America.

Reading and Thinking

Guide a discussion following the silent reading of pages 129–35, using questions similar to these:

- [literal] Where in America did the family stay for the first week, away from strangers? (*Middlebury, Vermont*) p. 129
- [interpretive] Papa believed that God had given him freedom for a reason. What type of ministry did Papa believe God wanted him to do in America? (*help the persecuted Christians in the Soviet Union*) p. 129
- [interpretive] What questions did Papa have during his early weeks in America? (*How could he start a ministry when he didn’t know the language? Who were his true friends? Where could he turn for help and advice?*) p. 129

[critical] As Papa faced these questions, challenges, and changes in his life, what did he realize about God? (*God is constant and unchangeable.*) p. 129

Choose a student to read aloud Hebrews 13:5 and Isaiah 55:9.

- [critical] Natasha found these two Scripture passages comforting during the family’s time of adjustment to life in America. What attributes of God do these verses focus on? (*faithfulness [He will never leave us]; omniscience [He is wiser than we are]*) p. 130

Explain to the students that the promise about God’s never leaving us includes two statements, each with a double negative, in Greek—emphasizing how God will never ever desert us.

- [literal] Where in America did the Vins family settle and begin their mission of helping Soviet believers? (*Elkhart, Indiana*) p. 130
- [interpretive] How did the mission spread the word to Christians in the West about the Persecuted Church? (*published a quarterly newsletter that reported facts about persecution, informed readers on how to pray for prisoners’ needs, and gave information on writing letters and petitions*) p. 130

[interpretive] How did their ministry enable the voice of the Persecuted Church to be heard throughout the world? (*The Prisoner Bulletin was published in over fifty countries; Papa was invited to preach in churches in many different countries.*) p. 130

- [interpretive] When the family arrived in America, what made the strongest impression on Jane? (*freedom*) On Natasha? (*availability of Christian literature and Bibles*) On Alex? (*all the people carrying Bibles as they went into a church service*) p. 131

[literal] To what did Natasha compare the sound of turning pages in Bibles during a church service? (*the sweet music of freedom*) p. 131

- [interpretive] What prayer of Natasha did God answer in His time? (*She asked God to bring to her people all the riches of Bible knowledge that could be found in the United States.*) p. 132
[critical] How did God answer? (*He changed the political situation in the Soviet Union eight years later so that American professors could go into the country and train Russian and Ukrainian believers.*) p. 132
- [interpretive] What youthful dream of Natasha did God fulfill in an unexpected way? (*She had dreamed of translating books. After Bible college training, she was able to translate Christian books into Russian.*) p. 132
[critical] How was this even better than her childhood dreams? (*She had dreamed only of translating novels, and now she was translating many kinds of useful Christian books.*) p. 132
- [literal] What happened in 1985 to cause grief for the Vins family? (*Babushka died.*) p. 132
[literal] What happy events took place that same year? (*The family became U.S. citizens; Peter and Lisa graduated from colleges and got married.*) p. 132
- [literal] What important event happened in 1990? (*Papa had his Soviet citizenship restored, and he was able to return to Russia and Ukraine to preach.*) pp. 132–33
- [interpretive] In what ways did the mission expand its outreach to the Russian and Ukrainian people following Papa's visit to his homeland? (*helped fund the printing of Bibles and Christian books, supported pastors, built churches, and sponsored Christian camps*) p. 133
- [interpretive] What happened to interrupt Papa's active ministry? (*He was diagnosed with an inoperable brain tumor.*) p. 133
[literal] What are some of the things Papa and Natasha talked about while he was on his death-bed? (*the book he was writing, his trip to the Ural Mountains, and his desire for the Lord to continue his ministry*) pp. 133–34
[interpretive] What did Papa tell Natasha he and the pastors did several times during his last trip? (*Often they stopped, kneeled by the side of the road, and prayed for the Lord to send His laborers to those villages and towns.*) p. 134
[interpretive] Why was this conversation so special to Natasha? (*It was the last time she was able to carry on a conversation with Papa before he died.*) p. 134
- [critical] What reason does Natasha suggest for the Lord's blessing on Papa's life and ministry? (*an answer to the prayers of his father, Peter Vins, as he awaited his execution in a prison cell in Siberia*) pp. 134–35

- [critical] Why do you think Natasha chose to include the Scripture passage at the end of the book? (*to show that God should receive all the glory for the way He had worked in the Vins family's lives and ministry*) p. 135

Scriptural Application

Point out that as Natasha looked back over her life and her father's life, there were probably many things she could not understand. God had allowed many circumstances that she would not have chosen for herself and for her family. But she realized that God had done these things out of His great wisdom and knowledge of what was best. Read aloud Romans 11:33–36.

- What does this passage teach about God's wisdom? (*It is too deep and great for us to understand it all.*)
- Can you think of something specific God has done in your life that shows how great His wisdom is?

Guide a class discussion on what lessons God has taught you and your students as you read this book. Review some truths from the Bible that challenged all of you. Invite students to share testimonies on what God has taught them. Remind the students that we can always trust God to do all things for His glory and our good.

Going Further



Study Guide Questions

(Reproducible Questions—Lesson 20)

Geography

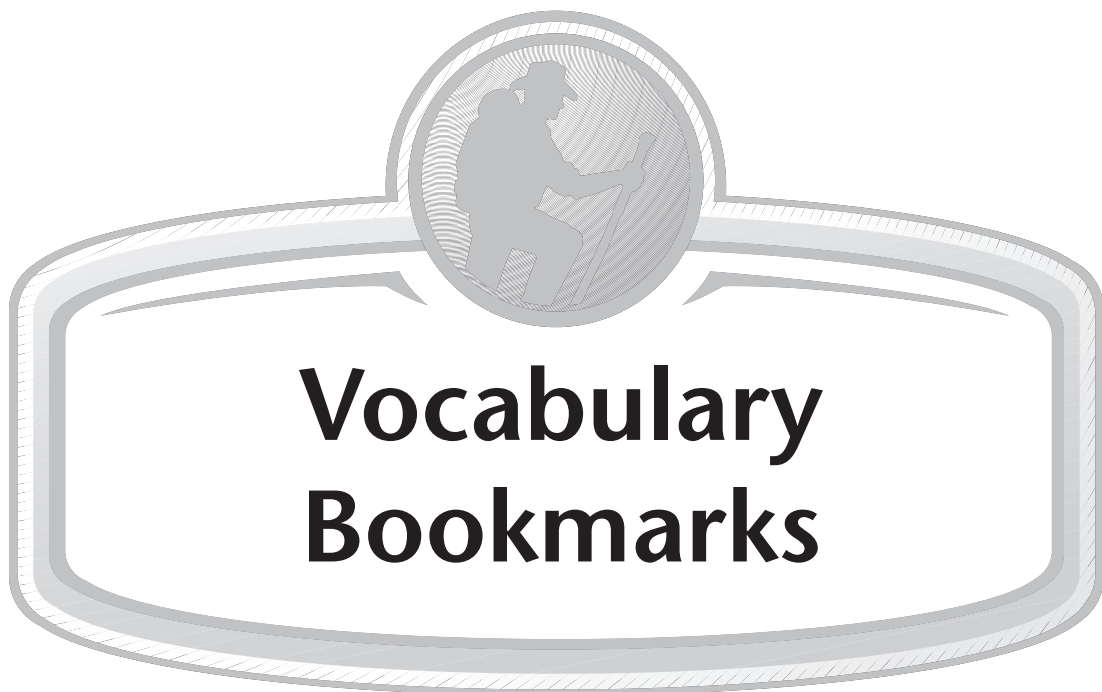
“Where Is the Persecuted Church?”

(Reproducible Activity—Lesson 20A)

Bible Study: Prayers

“Prayers of Our Parents”

(Reproducible Activity—Lesson 20B)



Vocabulary Bookmarks

| | | | | | | | |
|--|--|---|---|-----------------|-----------------|-----------------|-----------------|
| <p>Chapter 4 composed (11)—made up of re-education (11)—a repeated instruction or training to change someone's beliefs or behavior traumatic (11)—emotionally harmful or stressful harassment (14)—persistent annoyance</p> | <p>Chapter 3 progressive (7)—advancing, making use of new ideas stupefied (7)—dulled the senses of comrades (7)—friends; fellow members of a political group sectarians (8)—members of a small religious group that has separated from a larger denomination confirmed (8)—firmly settled in a habit demoted (9)—lowered in rank candidacy (9)—the act of seeking an office or position unanimously (10)—having the agreement of all undermine (10)—to weaken or ruin</p> | <p>Chapters 1–2 babushka (2)—a woman's head scarf worn tied beneath the chin; Russian for “grandmother” tram (2)—a streetcar squabble (3)—a quarrel over something unimportant kasha (3)—a Russian porridge made from hulled, crushed buckwheat atheism/atheistic (4)—disbelief in or denial of God indoctrination (4)—instruction in a certain idea, belief, or point of view cosmonaut (4)—a Soviet astronaut implicitly (5)—unquestioningly</p> | <p>Preface terminal (ix)—a station at the end of a line of transportation abruptly (x)—suddenly; unexpectedly barracks (x)—a building to provide temporary lodging communal (x)—commonly owned among a group sprigs (x)—small shoots or twigs of plants ration (xii)—an allowance of food verge (xiii)—the edge or brink</p> | <p>Lesson 4</p> | <p>Lesson 3</p> | <p>Lesson 2</p> | <p>Lesson 1</p> |
|--|--|---|---|-----------------|-----------------|-----------------|-----------------|

Vocabulary Bookmarks

| | | | |
|---|--|---|---|
| <p>Chapter 8</p> <p>petitions (31)—<i>formal requests made to an authority</i></p> <p>compiling (31)—<i>gathering and putting together</i></p> <p>archives (33)—<i>collections of records or documents of historical interest</i></p> <p>acute (34)—<i>intense; severe</i></p> | <p>Chapter 7</p> <p>censor (25)—<i>one who examines materials for objectionable elements</i></p> <p>taiga (26)—<i>a coniferous forest in northern Eurasia</i></p> <p>amnesty (27)—<i>a pardon granted by a government</i></p> <p>commemoration (27)—<i>honoring a certain memory with a ceremony</i></p> <p>imminent (28)—<i>ready to happen at any time</i></p> | <p>Chapter 6</p> <p>surveillance (21)—<i>close watch of a person or group</i></p> <p>prosecutor (22)—<i>one who carries out a legal action</i></p> <p>evading (22)—<i>avoiding or escaping</i></p> <p>the accused (23)—<i>the defendant in a criminal case</i></p> | <p>Chapter 5</p> <p>disperse (16)—<i>to separate and move in different directions</i></p> <p>disrupt (16)—<i>to interrupt or throw into confusion</i></p> <p>interrogated (16)—<i>examined by questioning</i></p> <p>vigorous (17)—<i>strong, forceful</i></p> <p>initiated (17)—<i>set in motion by taking the first step</i></p> <p>inevitable (17)—<i>unable to be avoided</i></p> <p>vividly (17)—<i>intensely, distinctly</i></p> <p>ransacked (18)—<i>searched thoroughly</i></p> <p>confiscate (18)—<i>to seize by authority</i></p> <p>intervened (19)—<i>came between</i></p> <p>discrimination (20)—<i>difference in treatment based on class or category</i></p> |
| Lesson 8 | Lesson 7 | Lesson 6 | Lesson 5 |

Vocabulary Bookmarks

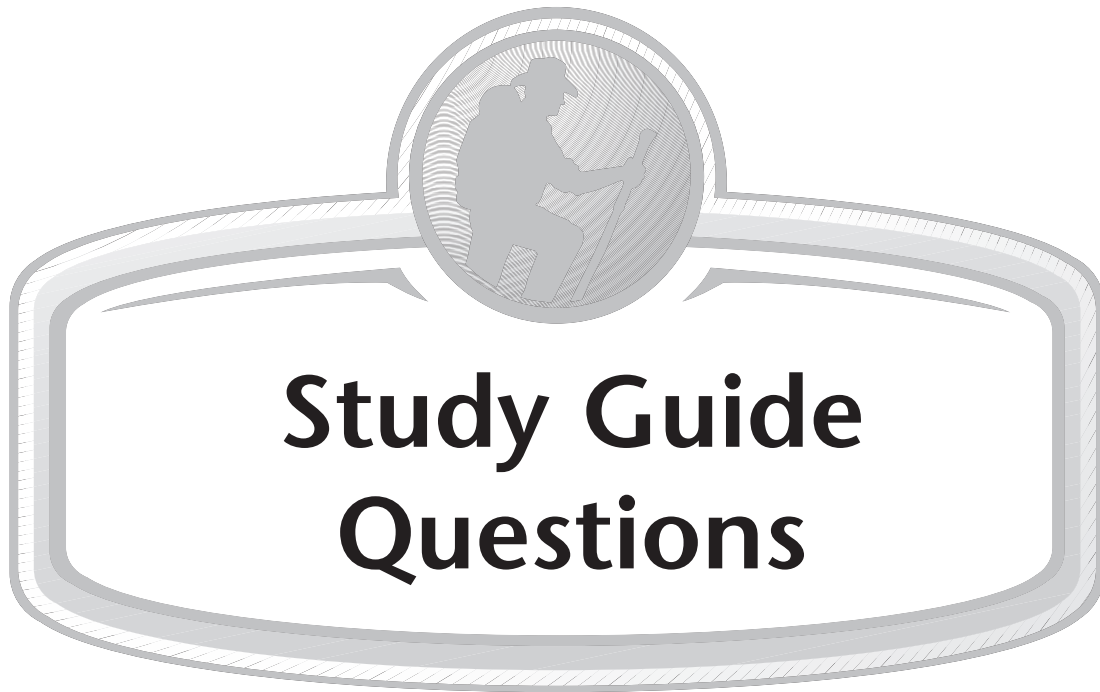
| | | | |
|--|--|--|---|
| <p>Chapter 12</p> <p>unpretentious (69)—modest; not pretending to be something one is not</p> <p>accumulated (69)—gathered by increasing amounts</p> <p>interacted (71)—acted upon each other (usually through talk and discussion)</p> <p>refute (72)—show to be false by argument</p> <p>pertinent (72)—having logical importance to the matter at hand</p> <p>puny (74)—small and weak</p> | <p>Chapter 11</p> <p>delegation (62)—a group of persons representing a larger group</p> <p>suppress (64)—to keep back or prohibit</p> <p>validity (66)—a logical conclusion based on truth or fact</p> <p>confidante (66)—a woman friend who is entrusted with secrets</p> <p>spineless (67)—lacking courage or strength</p> <p>gloating (67)—expressing malicious satisfaction</p> | <p>Chapter 10</p> <p>narrow-gauge railway (57)—a railroad track with a shorter than usual distance between rails</p> <p>dismal (57)—gloomy, depressing</p> <p>brusque (59)—abrupt, blunt, or harsh</p> <p>futile (60)—producing no result</p> | <p>Chapter 9</p> <p>catacombs (53)—underground cemeteries; early Christians often met here for worship during times of persecution</p> <p>kinship (53)—relation by family or common interests</p> <p>occupant (53)—one who lives or stays in a certain place</p> <p>intensified (55)—increased in strength</p> |
| Lesson 12 | Lesson 11 | Lesson 10 | Lesson 9 |

Vocabulary Bookmarks

| | | | |
|--|--|---|--|
| <p>Chapter 16</p> <p>parole (96)—conditional release of a prisoner</p> <p>dissident (96)—disagreeing with an established system of belief</p> <p>tirade (96)—a long, angry speech</p> <p>reduction (96)—a decrease</p> <p>profoundly (98)—deeply</p> <p>deprive (100)—take something away from</p> <p>bewilderment (101)—state of being confused</p> | <p>Chapter 15</p> <p>emitted (87)—gave out</p> <p>recurring (87)—happening repeatedly</p> <p>quarantine (88)—isolation to prevent spread of disease</p> <p>infirmary (90)—a small hospital in an institution</p> <p>atrocities (91)—appalling acts of cruelty</p> <p>incompatible (91)—unable to be blended or combined</p> <p>imploring (92)—pleading urgently</p> <p>reinstate (93)—bring back to a previous position</p> | <p>Chapter 14</p> <p>fabricated (80)—made up; invented</p> <p>slander (81)—a false statement</p> <p>oppressed (81)—crushed or kept down by abusive power</p> <p>levied (81)—imposed or collected by legal authority</p> <p>absurdity (81)—a ridiculously unreasonable idea or situation</p> <p>collaborate (82)—to work together</p> <p>advocate (83)—to plead for or defend another</p> <p>infamous (84)—having an extremely bad reputation</p> | <p>Chapter 13</p> <p>engaging (77)—drawing favorable attention</p> <p>perplexed (78)—confused, puzzled</p> <p>formalize (79)—to make official</p> <p>murky (79)—dim</p> |
| Lesson 16 | Lesson 15 | Lesson 14 | Lesson 13 |

Vocabulary Bookmarks

| | | | |
|--|--|--|--|
| <p>Epilogue formalities (129)—rules followed merely for the sake of procedure complexity (130)—being complicated systematic theology (131)—studying what the Bible says about a particular subject (like a topical study) retracted (132)—taken back inoperable (133)—not treatable by surgery inseparable (134)—unable to be separated</p> | <p>Chapter 21 warden (121)—the chief official of a prison primitive (123)—simple or crude in style deported (124)—expelled from a country convoy (125)—an accompanying group, usually for the purpose of protection</p> | <p>Chapters 19–20 impartiality (112)—equal treatment of all farce (112)—a ridiculous or empty show; a mockery incitement (112)—an urge to action indictment (112)—a formal accusation pretext (112)—an effort intended to conceal something surged (114)—moved suddenly forward endorse (115)—to approve or express support exile (115)—forced absence from one's own country pandemonium (116)—a wild uproar unbridled (116)—freed from restraint inclination (118)—a preference</p> | <p>Chapters 17–18 collaborate (102)—work together indignantly (104)—responding angrily over an injustice or an offense competent (104)—well-qualified flanked (108)—placed beside biased (108)—unfairly prejudiced posthumously (108)—occurring after one's death exonerated (108)—freed from blame mistrial (109)—a trial made invalid by an error</p> |
| Lesson 20 | Lesson 19 | Lesson 18 | Lesson 17 |



Study Guide Questions



Study Guide Questions

1. Why was the Vins family traveling to Siberia?
2. Give one example of something the family did to help Papa forget his troubles and enjoy their time together.
3. Name one special blessing God had given Papa to encourage him in prison while he was away from his family.
4. Why was it important for Papa to spend time talking privately with each of his children?
5. Why did the Vins family have to leave Papa sooner than they had planned?

Study Guide Questions

1. How did Natasha feel when her kindergarten teacher laughed about her belief in God?
2. Who encouraged Natasha during weekend visits to her home?
3. What sad news did Papa give Natasha and Peter about Kiev Baptist Church?
4. What important world event did Natasha's teacher offer as "evidence" that there was no God?
5. Why did the persecuted church meet in the woods?

Study Guide Questions

1. What caused the Vins family to become more widely known in Kiev as Christians?
2. How did Natasha's teacher at school react to the newspaper article?
3. What did the principal require Natasha to do?
4. How did the news about Natasha's beliefs about God change her relationships with the other students?
5. What stand did Natasha take that angered her classmates?

Study Guide Questions

1. What happened after Natasha failed to respond to the atheistic instruction she was receiving?
2. What was the first thing Natasha's family did after being told that the government would try to take the children from the home?
3. What did Valentina Anatolievna tell Natasha she could do if she wanted to remain with her family?
4. Why didn't Natasha give in and join the Young Pioneers?
5. What encouraged Natasha during this difficult time in her life?

Study Guide Questions

1. What happened to Papa after the secret police raided the church service in the woods?
2. What did the church leaders recommend that Papa should do for his own safety?
3. What was hidden under Natasha's mattress during the house search?
4. What happened to Natasha after she refused to do the Young Pioneer report her teacher assigned?
5. What did Babushka do to help protect Natasha at school?

Study Guide Questions

1. Why was it dangerous for Papa to come home and see his new baby?
2. What happened to Papa after he had been in hiding for three years?
3. Why did Peter Vins run away from school?
4. Name one way that other Christians helped the family before and during Papa's trial.
5. What courageous thing did Lisa do when the family met with Papa after his trial?

Study Guide Questions

1. What did Mama do as soon as Papa's prison camp location was known?
2. What was the main form of communication between Papa and his family?
3. How did Papa show that he was thinking of each of his children individually?
4. What did Papa ask the family to do on Christmas Eve?
5. Why was Papa denied amnesty while some of the other prisoners were pardoned?

Study Guide Questions

1. Name two ways in which the Council of Prisoners' Relatives helped prisoners, their families, and local churches.
2. How did Babushka's involvement on the Council change life for the Vins family?
3. Why did Babushka remain active in her work with the Council in spite of the danger and the threats of government officials?
4. How did God protect the women when the police raided their meeting?
5. What did the Council do for prisoners' families at Christmas?

Study Guide Questions

1. Why were Natasha and her friends so excited about going on the camping trip?
2. What kinds of spiritual activities took place at the camp?
3. What happened to disturb the young people's peaceful experience at camp?
4. What proof did the police find that Christian activities had gone on at the camp?
5. What were the consequences for Masha, their Sunday school teacher?

Study Guide Questions

1. What made the journey to the Ural Mountains difficult for Babushka and Natasha?
2. Why did Babushka and Natasha have so much luggage?
3. In what way did Natasha and Babushka immediately see God's provision for them when they arrived at Anyusha, where the prison camp was?
4. Where did Babushka and Natasha turn for help first when the director of the prison camp refused to allow them to see Papa?
5. How did God make a way for them to get the permission they needed?

Study Guide Questions

1. How was Vera unique among the Christians from Natasha's church who were imprisoned in 1966?
2. Why was Vera imprisoned?
3. In what way did Vera see life from a different perspective in prison?
4. What was going on in Natasha's life that caused her to have doubts about the Christian faith?
5. Describe the conflict going on inside Natasha.

Study Guide Questions

1. Who went to meet Papa upon his release from prison camp?
2. How did God answer Papa's prayer for the protection of his important papers?
3. What career did Papa suggest to Natasha when she talked to him about her doubts? What was Natasha interested in doing?
4. What did Papa say was more important than Natasha's education and choice of profession?
5. What finally led Natasha to a true knowledge of Jesus Christ?

Study Guide Questions

1. Why did Papa go into hiding again?
2. Why was Natasha late coming home after her Bible study?
3. Why were the police officers at the house?
4. What did the family do together before Babushka left?
5. Why did Babushka refuse to have Natasha go with her?

Study Guide Questions

1. Why wasn't the Vins family present at the beginning of Babushka's trial?
2. What was unfair about the witnesses chosen to testify at the trial?
3. How did fellow believers support Babushka during and after the trial?
4. Why was Babushka determined to keep working at the prison camp even though she was not physically strong?
5. How did Natasha show that she loved God and wanted to follow Him?

Study Guide Questions

1. How did God show His special love and care for Babushka on her very first day after she was moved to the prison camp with the horrible conditions?
2. What happened to cause a drop in Babushka's spirits?
3. How did Natasha help encourage Babushka during visits to the prison?
4. How did the attitude of the school officials change toward Natasha after the meeting in which her father was slandered?
5. What wrong decision did Natasha make when the school would not give permission for her to visit Babushka?

BJ BookLinks *Children of the Storm*, Reproducible Questions—Lesson 15

See Study Guide Answer Key.

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Study Guide Questions

1. Why was there a mixture of happiness and sorrow for Babushka at her homecoming?
2. What was the real reason Natasha lost her job at the children's hospital?
3. What new project did Natasha accept?
4. Why were Natasha and Katya fearful of being noticed by the secret police at the end of their trips?
5. What comforted Natasha when she learned the news that Papa had been arrested again?

BJ BookLinks *Children of the Storm*, Reproducible Questions—Lesson 16

See Study Guide Answer Key.

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Study Guide Questions

1. How did KGB agents try to use Peter? What was Peter's response?
2. What was unusual about Papa's desire to discuss the possibility of an attorney?
3. What reason did Georgi Vins give for wanting to hire a Christian attorney?
4. What happened to the Christian attorney who had agreed to come and defend Papa at the trial?
5. Name some ways in which God used other Christians to strengthen and encourage the Vins family during the trial.

Study Guide Questions

1. How did Vera disprove the court's accusation that her wedding was a fake ceremony used as an excuse to have an illegal meeting?
2. What did the crowd of Christians do to encourage Papa after he was led to the police car?
3. What was Papa's verdict?
4. What opportunity to serve was laid before Natasha by the church leaders?
5. How did God free Natasha to become involved in the printing ministry although her mother and grandmother refused to let her go at first?

Study Guide Questions

1. Where was Papa supposed to be sent following his first five years of prison?
2. What happened instead of his finishing his term in Siberia?
3. What concerned Papa about his family?
4. How did the Vins family find out what had happened to Papa?
5. How did the family feel about moving to America?

Study Guide Questions

1. What type of ministry did Papa believe God wanted him to do in America?
2. How did the mission spread the word to Christians in the West about the Persecuted Church?
3. What youthful dream of Natasha's did God fulfill through her work with her father's ministry?
4. Why was Papa able to return to Russia and Ukraine in 1990?
5. How did Papa's ministry continue on after his death?



Siberian Biomes

When Papa was in prison in Yakutsk, Siberia, the Lord used objects in nature—a plant and a cat—to bring him joy. Siberia includes land biomes of both taiga (coniferous forest) and tundra (treeless area south of the Arctic ice cap). Because Siberia is so far north, its climate is very cold and supports only certain types of plant and animal life.

Read the information on each plant or animal. Work with a group to create a classroom display such as a bulletin board, travel poster, mural, or computer presentation about Siberia.

Siberian Larch



This tall tree has deciduous needles that are green in the spring and summer and then turn yellow and drop from its branches in the fall. It grows to a height of fifty to sixty-five feet. It does not grow well in wet areas, and its tolerance of dry, cold climates makes it well-suited to the taiga of Siberia.

Siberian Chipmunk



About four to six inches in length, this chipmunk has yellow or brown fur and alternating light and dark stripes on its back. It lives on the ground in lodges it builds itself. Some lodges even have different rooms inside them. The Siberian chipmunk is good at climbing. It feeds mostly on seeds, nuts, vegetables, and grains, and it hibernates during the winter.

Least Siberian Shrew



This is one of the smallest species of shrew, weighing only 1.6 to 2.5 grams (approximately the weight of two paper clips). It is dark brown with a light underside and a short tail. It eats mostly small insects. A Siberian shrew can eat up to five times its weight in twenty-four hours! Because of its ability to burrow through snow, it stays active through all the seasons.

Siberian Crane



Also called the “Snow Crane,” this bird is completely white except for reddish legs and a dark red mask that colors its bill and eyes. It grows to be nearly five feet in height and weighs about thirteen pounds. It eats mostly aquatic plants, although it also consumes some berries, fish, and insects. Most breed in Siberia but migrate to a warmer climate during the winter.

Siberian Musk Deer



This is one of the smaller species of deer. An adult weighs between fifteen and forty pounds and stands about twenty inches from shoulder to hoof. It feeds on vegetation found in the north, such as lichens, grass, and coniferous needles and bark. The adult male’s musk gland produces a substance that is useful in perfumes, soaps, and medicines.

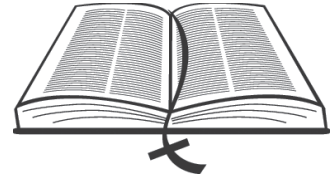
Siberian Tiger



The largest of all cats, this tiger can weigh more than six hundred pounds. It has the orange and black markings common to most tigers. It is a carnivore, spending most of its time hunting for its food and feeding mostly on deer and wild boar. It needs at least twenty pounds of meat daily to survive, and it can eat one hundred pounds of meat at a time. It grows a longer, thicker coat than most tigers, which helps it keep warm in the cold climate.

Wisdom and Foolishness

"The fool hath said in his heart, There is no God" (Psalm 14:1). Below are some ideas from philosophers who have greatly influenced atheistic thought in the world. Although the world considers them great thinkers, the Bible calls them "fools." Each view expressed is false and can be refuted with the Word of God.



Look up each Scripture passage. Match each philosopher's idea with a Scripture passage that proves it to be false. Write the biblical philosophy about each philosopher's thoughts and actions in your own words.

| | | |
|---------------------------|---|-----------------------------|
| A. Gen. 1:1; Col. 1:16–17 | C. Ps. 145:8–9; Rom. 5:8 | E. Isa. 41:10; Rom. 1:18–22 |
| B. Job 19:26; 1 John 5:11 | D. Ps. 42:2; Job 19:25; 1 Thess. 1:9–10 | |

_____ 1. Epicurus, an ancient Greek philosopher, believed that when the body dies, there is no afterlife for the soul.

_____ 2. Charles Darwin popularized the theory of evolution, which leaves God out of the study of how the world began.

_____ 3. Ludwig Feuerbach argued that God was made up by the human imagination to help people with their fears and problems.

_____ 4. Friedrich Nietzsche stated that God is dead.

_____ 5. George Eliot and other writers attacked God's moral character, seeing Him as cruel and vengeful instead of good, and therefore rejecting Him.

Word Challenge

Match the italicized word in each sentence with its definition from the box.

- | | |
|---|---|
| A. the act of seeking an office or position | F. lowered in rank |
| B. to weaken or ruin | G. members of a small religious group that has separated from a larger denomination |
| C. friends; fellow members of a political group | H. dulled the senses of |
| D. firmly settled in a habit | I. having the agreement of all |
| E. advancing, making use of new ideas | |

- _____ 1. If we really want to keep up with our changing times, we need to be more *progressive* in our policies.
- _____ 2. The continual, loud throbbing of the music had so *stupefied* the boy that he did not hear or even see his mother come into his room.
- _____ 3. All of your *comrades* think you should join the same political organization that they belong to.
- _____ 4. The pastor did not encourage our family to join one of the small groups of *sectarians* that worshiped in our city.
- _____ 5. Until he married last spring, we had thought our Uncle Steve was a *confirmed* bachelor.
- _____ 6. Mr. Shanks was *demoted* from plant manager to factory-line worker.
- _____ 7. Do you support Katie's *candidacy* for class president?
- _____ 8. It looks like every hand is raised in favor of the new gymnasium, so the vote is *unanimously* approved.
- _____ 9. I have never heard my teacher *undermine* my parents' authority by questioning what they believe and teach me in our home.



Cause and Effect

Sometimes right actions cause unpleasant consequences. In this chapter Natasha learned that her family's Christian beliefs and activities affected her relationships with her teacher and classmates at school.

Identify the relationships between cause and effect by matching each cause in the left column with its effect(s) in the box on the right. Write one correct letter in each blank.



_____ 1. A newspaper article criticized Natasha's parents.

_____ 2. Natasha's teacher ridiculed her in front of the class and sent her to the principal.

_____ 3. Babushka prayed with Natasha and encouraged her to endure persecution with God's help.

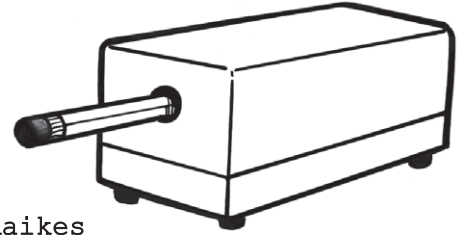
_____ 4. Natasha refused to join the Young Pioneers.

- A. Natasha felt less fearful.
- B. Natasha's teacher found out about her family's belief in God.
- C. Mama lost her job.
- D. Natasha's angry classmates gathered around her desk and shouted at her.
- E. Papa was demoted at his job to a position with less pay and responsibility.
- F. Natasha became an outcast in her class.
- G. Natasha had to begin receiving atheistic instruction.
- H. Natasha's teacher accused her of stubbornness and ruining her class's reputation.

How have your actions this week had an effect on someone else? Were your actions right or wrong? Was the effect positive or negative? Write a brief paragraph.

Editor Needed!

Imagine that the following paragraph about the history of Sunday school was written by Alina, a Ukrainian student who is not strong in English. She needs you to edit her paragraph before the school newspaper can publish it. Rewrite her paragraph, making corrections to grammar, spelling, and punctuation. Use the checklist to help you as you edit.



The **sunday school** movement was developed by **Robert Raikes** of Gloucester England. He took street childs and bringed them into the church. To give them instruction each Sunday afternoon and he **fed** them as **well**. The moral change in the community was so greatest that everyone noticed, many other citys began having Sunday schools. The movement **eventually** spreads to other countries and is still **widely** practiced today among **christians in** much nations.

Editor's Checklist

- ☐ I checked the paragraph for mistakes in capitalization.
- ☐ I checked the paragraph for mistakes in punctuation.
- ☐ I checked the paragraph for mistakes in spelling.
- ☐ I checked the paragraph for mistakes in grammar (fragments, run-on sentences, verb forms).

Edited Paragraph

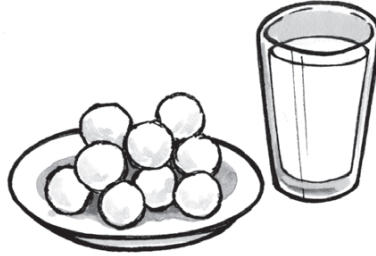
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Food and Culture

Ukrainian Almond Balls

This recipe represents the kind of treat that Natasha and her family might have baked at Christmas. Almond flavor is popular in Ukrainian pastry.

- 1 cup butter
- ½ cup powdered sugar
- 1 teaspoon almond extract
- ¼ teaspoon salt
- 1 cup blanched ground almonds
- 2 cups sifted flour
- 1 cup maraschino cherries, halved (optional)
- 1 cup powdered sugar

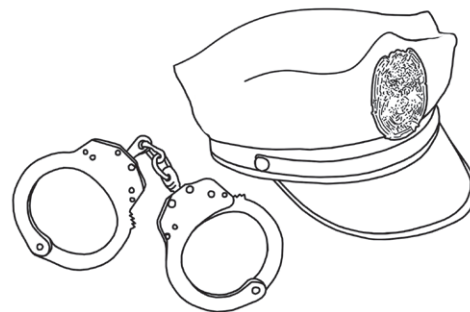


1. Preheat the oven to 325 °F.
2. Cream together the butter and sugar until smooth.
3. Stir in the almond extract, salt, and nuts until thoroughly blended.
4. Add the flour and mix well.
5. Portion out dough by teaspoonfuls.
6. Optional: Push a cherry half into each portion and roll into a ball, covering the cherry.
7. Place the balls on a greased baking sheet. Bake at 325 °F for 20–25 minutes until light golden in color.
8. While still hot, roll balls in powdered sugar. Serve with milk or hot tea.

Yield: 30–36 balls

Sentence Sense

Each italicized word is used the same way that it is used in the book.
Mark the meaning that makes the best sense in the sentence.



1. The policemen cried, “*Disperse!* This is an illegal meeting!”
 - ☐ to separate and move in different directions
 - ☐ to examine by questioning
2. The preacher asked them not to *disrupt* the service.
 - ☐ to seize by authority
 - ☐ to interrupt or throw into confusion
3. The children were afraid that they would be taken to the police station and *interrogated*.
 - ☐ set in motion by taking the first step
 - ☐ examined by questioning
4. The policemen were *vigorous*, shoving and dragging the Christians away from their meeting.
 - ☐ intense, distinct
 - ☐ strong, forceful
5. The police *initiated* a criminal case against Papa.
 - ☐ set in motion by taking the first step
 - ☐ separated and moved in different directions
6. Papa left because his arrest was *inevitable* if he stayed in Kiev.
 - ☐ strong, forceful
 - ☐ unable to be avoided
7. Natasha *vividly* remembered the first time the police searched her home.
 - ☐ intensely, distinctly
 - ☐ unavoidably
8. The police *ransacked* every room, throwing clothes and bedding all over the floor.
 - ☐ searched thoroughly
 - ☐ seized by authority
9. After a thorough search, the police made a list of items they were going to *confiscate*.
 - ☐ to come between
 - ☐ to seize by authority
10. When Natasha was attacked and beat up after school, Babushka *intervened* for her with the school principal.
 - ☐ interrupted or threw into confusion
 - ☐ came between
11. “This treatment is quite similar to the *discrimination* against blacks in the United States,” Babushka told the principal.
 - ☐ difference in treatment based on class or category
 - ☐ interruption

Outline: Communism

Read the information on Communism and develop an outline that summarizes the material.

Communism

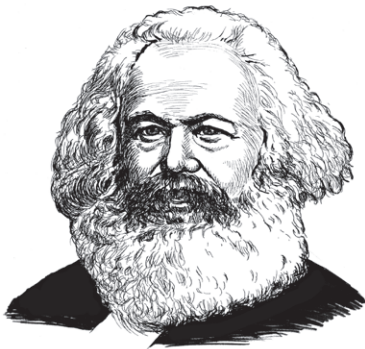
For centuries various groups of people have practiced communal living (having property in common). But it was not until the 1900s that Communism, based on the teachings of Karl Marx and Vladimir Lenin, became an official political system. The Soviet Union was the first country to have a communist government.

Under Communism, the government is run by the Communist Party. This political party controls who holds political offices, what policies are made, and who is hired for important jobs. People are not free to choose their leaders or have any real voice in the laws that govern their daily activities.

The government also controls all sources of economic production, such as agriculture and industry. In the Soviet Union, people worked in factories and on collective farms like the one mentioned in Pavlik Morozov's story. But they did not own these businesses or properties. They could not keep the goods they produced or sell them for a profit. Everything produced in a communist system is owned and distributed by the government. The goal is to provide an equal income for everyone and to avoid having classes of people in society.

One obvious weakness in the communist system is the lack of opportunity to advance in a career. Workers have no incentive to be more productive, creative, or competitive in their work. Why should they try to do a better job if their income will remain the same regardless of their performance? Another weakness is the lack of personal freedom. In the Soviet Union, the government punished those who expressed any disagreement with or criticism of Communism. Religion was viewed as a threat to the communist system, so Christians and other religious people were not permitted to join the Communist Party. They were denied good jobs or government positions. In many other communist countries, Christians have experienced imprisonment and physical persecution.

Communism has taken slightly different slants in the various countries that have tried to adopt it. China, North Korea, and other countries are still operating under various forms of Communism.



Karl Marx



Vladimir Lenin

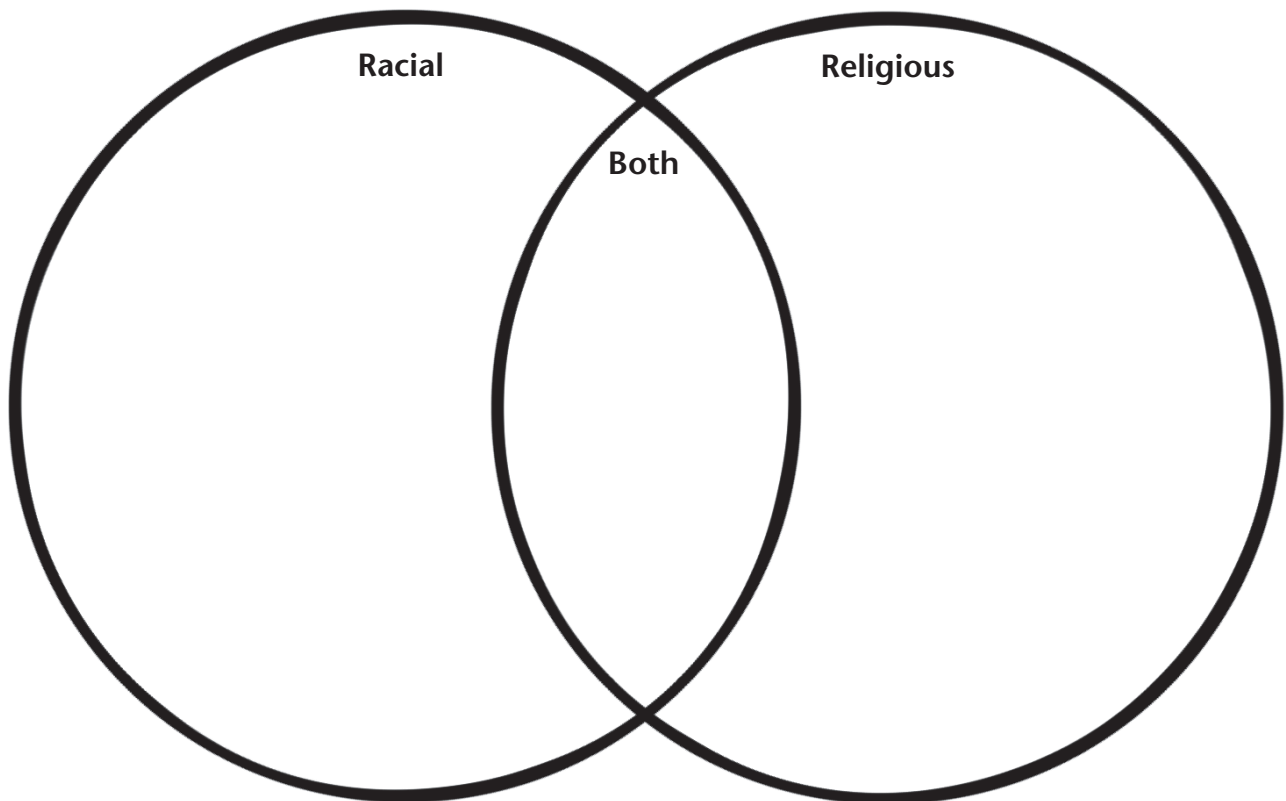
Think About Your Outline

- What is the best way to divide this essay into parts?
- How many main points will you have? What will they be?
- What subpoints will you include under each main point?

Discrimination: A Venn Diagram

A Venn diagram allows you to see similarities and differences between two objects, ideas, or situations. The overlapping part of the circles contains information that is common to both subjects being compared. The outer part of each circle contains information that is unique to each subject.

Participate in a discussion about discrimination with your classmates and teacher. Complete the Venn diagram to show how the religious discrimination Natasha Vins experienced compared to the racial discrimination against blacks in the United States.



Hymns and Their Histories

Lisa's singing of a hymn encouraged Papa just after the trial that sentenced him to prison. Although the singer of the hymn was only six years old, the words comforted Papa and helped him to focus on God.

Take this quiz to test your familiarity with well-known English hymns. Write the letter of the correct choice in the blank.



- _____ 1. This hymn was written by Horatio Spafford after an accident at sea took the lives of his daughters.
A. "Fairest Lord Jesus"
B. "It Is Well with My Soul"
C. "Onward, Christian Soldiers"
- _____ 2. This hymn was written by Charles Wesley to express his joy on the first anniversary of his conversion.
A. "O For a Thousand Tongues to Sing"
B. "What a Friend We Have in Jesus"
C. "Nearer, Still Nearer"
- _____ 3. Fanny Crosby wrote the words of this hymn to go with a tune composed by Phoebe Knapp. When Mrs. Knapp played the tune, Fanny Crosby exclaimed, "_____, Jesus is mine!"
A. "Like a River Glorious"
B. "Rescue the Perishing"
C. "Blessed Assurance"
- _____ 4. This hymn by Philip Bliss has become a popular children's hymn.
A. "Send the Light"
B. "Jesus Loves Even Me"
C. "Blessed Be the Name"
- _____ 5. These words, penned by Isaac Watts as a meditation on Psalm 98, have become a popular Christmas hymn.
A. "Away in a Manger"
B. "O Little Town of Bethlehem"
C. "Joy to the World"
- _____ 6. This hymn, authored by Frances Havergal, is thought to have been her favorite of her own writings. The hymn was found in her Bible after her death. Her faith was expressed with clear simplicity.
A. "I Am Trusting Thee, Lord Jesus"
B. "To God Be the Glory"
C. "Am I a Soldier of the Cross?"
- _____ 7. John Newton wrote the words of this hymn in praise for the grace of God that saved him from a tragic, wretched life as a slave trader. It has become the most popular hymn in the English language.
A. "Leaning on the Everlasting Arms"
B. "Higher Ground"
C. "Amazing Grace"

Go Figure!

In their letters, Babushka and Papa use various forms of figurative language to get their points across in a clear and vivid way. Comparisons such as simile and metaphor strengthen our writing and make abstract ideas easier to understand.



Read each example of figurative language from Chapter 7. Write in your own words what you think is the literal meaning of the italicized portion.

1. Papa's letter to Natasha: "*You are my first song, my firstborn!*"

2. Babushka's letter to Papa: "The motto of our day is to squeeze everything out of life for personal gain. But how often such people, *like butterflies, quickly burn their wings in the fire of life and crawl* defeated and empty-hearted for the rest of their days."

3. Babushka's letter to Papa: "I know that you have times of loneliness, when you feel you could *fall down under the heaviness of your cross.*"

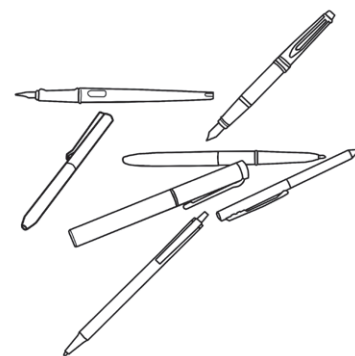
4. Babushka's letter to Papa: "Do not despair . . . , but remember that *the sun is always shining behind the cloud!*"

Choose one of the following statements and rewrite it, using a comparison in place of the italicized portion to make it clearer and more vivid.

The letter telling about my cousin's illness *made me feel sad*.
 The little boy ate his macaroni and cheese *very quickly*.
 The woman's hands moved *quietly and gently* over the harp strings.

Submitting a Petition

A petition is one way that citizens can influence their government leaders. A petition is a formal written request to an official signed by citizens. Many signatures on a petition indicate that the request is important to a large number of people and worth the official's time to consider. The decision to grant the request is ultimately his, but his decision can be influenced by the number of people who feel strongly about the issue.



Think of a request you would like to make of the leaders at your school. Write a petition, stating your request as clearly and politely as possible. Get as many people to sign it as you can. Present your petition to your teacher.

Signatures

| | |
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8 Drama

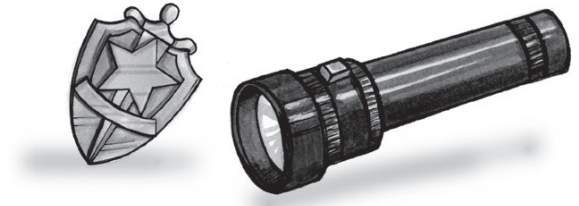
KGB Raid

Materials

- 2 pages of repositionable stickers

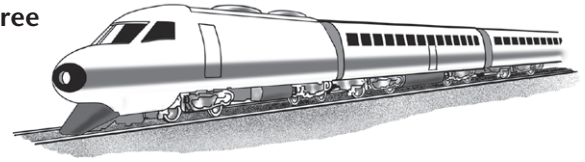
Directions

1. Choose two students to play the roles of KGB agents (communist secret service agents). Give each of them a page of repositionable stickers. Send them out of the classroom for five minutes, instructing them to role-play a raid on the classroom.
2. While the two KGB agents are gone, instruct the other students to look for places in the classroom where they could hide important Christian objects that might be seized in a raid, such as Bibles, Christian textbooks, songbooks, sermon notes from chapel, Christian pictures or posters, etc.
3. Direct the KGB agents to enter the room and tag with stickers any Christian objects they find. After letting them search for several minutes, direct them to remove the stickers and be seated.
4. Discuss with the students the anxious feelings that would accompany a raid, and how difficult it would be to hide everything that would give evidence of Christianity. Lead in prayer, thanking God for the religious freedom that you and your students enjoy.



Scheduling Solutions

Imagine that there are two train lines making connections in the three cities listed. Use the train schedules to solve the problems below.



Eastbound Trains

| | Line 1 | | Line 2 | |
|-----------|-----------|------------|-----------|------------|
| | Arrivals | Departures | Arrivals | Departures |
| Kiev | | 5:00 a.m. | | 1:00 p.m. |
| Chernihiv | 6:00 a.m. | 7:00 a.m. | 2:00 p.m. | 3:00 p.m. |
| Moscow | 1:00 p.m. | | 9:00 p.m. | |

Westbound Trains

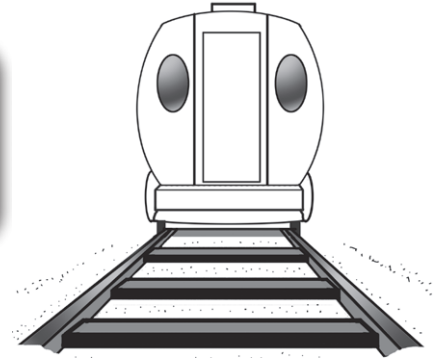
| | Line 1 | | Line 2 | |
|-----------|------------|------------|-----------|------------|
| | Arrivals | Departures | Arrivals | Departures |
| Moscow | | 2:00 p.m. | | 10:00 p.m. |
| Chernihiv | 8:00 p.m. | 9:00 p.m. | 4:00 a.m. | 5:00 a.m. |
| Kiev | 10:00 p.m. | | 6:00 a.m. | |

- _____ 1. If you traveled east on Line 1 from Kiev, how many hours would it take you to arrive in Moscow?
- _____ 2. If you traveled west on Line 1 from Moscow to Chernihiv, how many hours would it take you?
- _____ 3. How long would your layover in Chernihiv be if you arrived and departed on Eastbound Line 1?
- _____ 4. How long would your layover in Moscow be if you arrived there on Eastbound Line 1 and then departed on Westbound Line 2?
- _____ 5. Which Eastbound line would be better to take from Kiev to Chernihiv if you enjoy traveling in the early morning?
- _____ 6. Which Westbound line would be better to take from Moscow to Chernihiv if you enjoy traveling at night?
- _____ 7. If you left Chernihiv on Eastbound Line 2, would you arrive in Moscow in time to travel back west on Line 1 that same day?

Tracks of Trust

While Natasha and her grandmother were on their journey to visit Papa, many things happened to discourage them. If they had given in to thoughts of defeat, they probably would have given up before getting to see Papa. Following the “right tracks” in their thinking—trusting God instead of looking at problems—had much to do with the success of their journey.

Imagine that each of these thoughts went through Natasha’s mind as she journeyed with Babushka to visit Papa in the prison camp. Write *T* in the blank if the thought expressed is a track of trust; write *N* if it is a negative track of discouragement or unbelief.



- _____ 1. “I wish we were back in Kiev right now. It’s so much more beautiful than this muddy, gloomy town where everyone dresses in black.”
- _____ 2. “This place seems lonely and forsaken, but I know God is with us here.”
- _____ 3. “No train schedule? We will probably be waiting here for a train for the next two days.”
- _____ 4. “We have brought too many heavy bags. We will never be able to load them all on the train when it comes.”
- _____ 5. “I’m sure some of these men will help us with our luggage. Papa needs these things, and God will see that he gets them safely.”
- _____ 6. “We’re all soaked and shivering in this freezing, rainy weather, but it is worth it all to get to visit Papa and bring him some encouragement.”
- _____ 7. “The camp director has refused to let us see Papa. We might as well go back home.”
- _____ 8. “If we pray and commit our situation to God, He can change the camp director’s mind so that he will let us visit Papa.”
- _____ 9. “It is impossible to sleep in this hut with its narrow bed and bedbugs. I just want to go home.”
- _____ 10. “Babushka has hurt her back, and I can’t carry all the bags by myself. We will have to pray and ask God for wisdom about what to do.”
- _____ 11. “We will never make it to Talyi if we have to walk along the tracks until a train comes. We might as well give up trying.”
- _____ 12. “Praise the Lord that He brought a train along and spared us hours of walking!”
- _____ 13. “God has been so gracious to us on this trip. Now all we need is the administrator’s permission and we will be free to visit Papa.”
- _____ 14. “Our visit with Papa was only two hours long! It was hardly even worth all the trouble to come.”
- _____ 15. “Even though our visit was short, I know that our encouragement and prayers helped to lift Papa’s burden and brighten his day.”

Who Is Speaking the Truth?

In this chapter, Miss Vins presents a contrast between two voices that spoke to her as a young teen. The two perspectives created a conflict inside her. Both voices belonged to young women she admired. One was her friend from church, Vera Shuportyak. The other was her teacher, Shelya Abramovna. One of the voices was speaking the truth; the other was speaking lies.



Read each of the following statements. Write a V in the blank if Vera said it, and an S in the blank if Shelya said it.

- _____ 1. "Christianity is the fate of feeble and spineless individuals."
- _____ 2. "[In our prison cell,] Ludmila and I began to remind each other of verses from the Bible."
- _____ 3. "A small, frost-covered branch . . . scratched softly against my window. For me it was like God's smile."
- _____ 4. "Only those who lack a sense of personal value and are unable to confront the challenges of life turn to religion."
- _____ 5. "[Christians] just want to dump their problems on God. For them God is like a crutch for a crippled invalid!"
- _____ 6. "I felt afresh [God's] presence and tender care, and was able to fall asleep peacefully."
- _____ 7. "What kind of future awaits you if you don't turn away from religion? . . . Do you realize that you are denying yourself the possibility of an interesting, creative profession? Why should you ruin your life?"

Choose one of Shelya's false statements and write a short paragraph explaining why it is not true. Before writing, look up the Scripture passages below. Use one or more of them to support your argument, or think of examples of people in the Bible whose lives disprove the statement.

Joshua 1:7–9
 Psalm 1
 Psalm 9:9–10
 Psalm 37:3–6
 Psalm 40:4
 Psalm 118:8–9
 Proverbs 3:5–6

Book Look

When Vera was in prison, one of her greatest comforts was a library where she found some books that contained quotations from the Bible. Reading helped relieve her loneliness and gave her something profitable to do while she waited for her trial. Christians can profit from reading many different types of books, and the library is an excellent place to find a variety of free reading material. Knowing the Dewey decimal system and the type of books in each category can help you locate books faster in a library.



Identify the correct Dewey decimal category for each book listed. Mark the circle next to the correct answer.

1. *A Guide to Russian Plant Life*

- ☐ 100–199
☐ 300–399
☐ 500–599

2. *Manifesto of the Communist Party* by Karl Marx and Friedrich Engels

- ☐ 000–099
☐ 300–399
☐ 700–799

3. *A Concise Russian Grammar*

- ☐ 400–499
☐ 500–599
☐ 900–999

4. *Commentary on the Psalms*

- ☐ 100–199
☐ 200–299
☐ 400–499

5. *History of the Bolshevik Revolution*

- ☐ 200–299
☐ 600–699
☐ 900–999

6. *Collected Works of Russian Composers*

- ☐ 000–099
☐ 700–799
☐ 800–899

7. *Beginning English: Comprehension and Conversation*

- ☐ 100–199
☐ 400–499
☐ 900–999

Dewey Decimal Classification System

| | |
|---------|--|
| 000–099 | General references |
| 100–199 | Philosophy and psychology |
| 200–299 | Religion |
| 300–399 | Social sciences (government, education, economics) |
| 400–499 | Language |
| 500–599 | Natural sciences and mathematics |
| 600–699 | Technology |
| 700–799 | The arts |
| 800–899 | Literature |
| 900–999 | Geography, history, travel, biography |

Word Quest

Match each *italicized* word with its definition. Then find all six vocabulary words in the word search puzzle. Words can go in any direction.

- A. modest; not pretending to be something one is not
- B. gathered by increasing amounts
- C. acted upon each other (usually through talk and discussion)
- D. show to be false by argument
- E. having logical importance to the matter at hand
- F. small and weak

- _____ 1. So much snow had *accumulated* overnight that the tree stump was completely covered.
- _____ 2. I have heard that pastor on the radio but have never personally *interacted* with him.
- _____ 3. The teacher answered only the *pertinent* questions, refusing to be drawn away from her topic.
- _____ 4. I was surprised to see the *puny* little ant carrying a potato chip several times its size.
- _____ 5. I found a new website that gives several good arguments to *refute* the theory of evolution.
- _____ 6. The *unpretentious* musician quickly silenced the applause and began to talk casually about the process of composing.



| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C | S | X | W | I | J | T | Y | A | O | P | M | T | H | A | Y | D | E |
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| A | C | C | A | Y | G | I | H | N | R | E | Q | U | T | O | P | E | T |
| I | N | U | V | S | S | N | O | T | H | W | U | C | P | T | K | F | O |
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| S | E | D | T | U | K | N | O | L | M | R | B | I | A | F | D | T | A |
| W | R | E | T | Y | N | T | O | O | E | R | E | G | T | M | M | E | S |
| B | A | B | H | O | R | I | D | T | N | J | Y | F | N | F | Q | K | P |
| A | Z | Z | I | D | F | O | N | W | H | I | C | G | U | P | L | U | S |
| M | E | E | W | O | F | I | D | A | T | E | R | T | K | L | A | K | I |
| O | D | E | T | A | L | U | M | U | C | C | A | Z | C | I | L | I | B |

12 Art and Culture

Ukrainian Egg Designing

Springtime, the time of year that Natasha Vins was saved, is the traditional season for the art of *pysanky*, or Ukrainian egg painting. For many Christians, the egg is a symbol of the new life given to those who believe on Christ for salvation. Some people see in the bright colors of the Ukrainian eggs symbols of the Easter story, such as red for Christ's suffering, white for His purity, and green for new life in Him. Ukrainian eggs often include traditional Christian symbols, such as crosses, fish, and triangles in their designs.

Pysanky is a time-consuming art form, similar to *batik*. The artist dyes the egg multiple times in successively darker colors. Before each dyeing, he paints a design with wax on the egg, using a special tool called a *kistka*. Each time the egg is dipped in the dye, the wax blocks the dye's color so that the waxed part will retain the previous color of dye. At the end of the process, the wax is carefully melted and removed to reveal a beautiful, multicolored design.

This art project encourages each student to design a colorful Ukrainian egg on paper. Examples of colors and patterns used in Ukraine may be found online.

Materials

- A compass for each student
- A piece of white paper for each student
- A ruler for each student
- Books with colored photos or online photos of Ukrainian painted eggs (*pysanky*)
- Colored pencils or fine-tip markers

Directions

1. Make available books with colored photos or online photos of Ukrainian eggs.
2. Distribute the supplies to each student.
3. Instruct students to design their own egg on paper.
4. You may choose to extend the project, using the designs created on paper and making application to prepared eggs. Various *pysanky* instructions are available to adapt to your classroom situation.



Birthday Traditions Around the World

Natasha celebrated her eighteenth birthday with her Christian friends from the church youth group. Birthday celebrations differ from country to country, but some traditions are kept almost everywhere.

Read the following information about birthday traditions around the world. Then answer the question about your own family's traditions.

In Russia, sometimes the birthday person is given a pie instead of a cake. The birthday message would be cut into the crust rather than written with frosting.

In many Latin American countries, a girl's fifteenth birthday is a special occasion. She wears a fancy white dress, and a party is given to mark her coming-of-age as a young woman. Other Latin American birthday traditions include breaking a piñata in Mexico and pulling on the birthday person's earlobe in Argentina.

In England, cakes are baked with small prizes hidden inside them. The cook has to be careful to let those eating her cake know that they might be getting more than they bargained for!

In Israel, a child having a birthday sits in a chair. His family and friends raise the chair up into the air and lower it again as many times as his number of years.

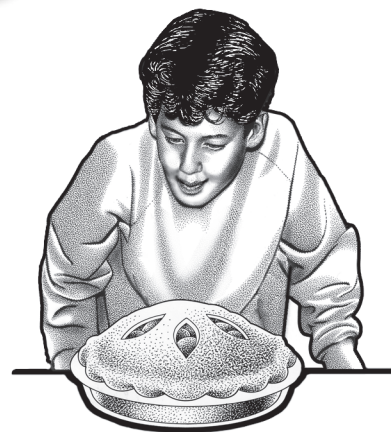
In many African countries, groups of children all celebrate together when they reach a certain age. Grownups teach them the customs, laws, and songs of their tribe.

In China, families celebrate a child's first birthday with a party. Party guests offer the child gifts of clothing, toys, or money.

In Denmark, families celebrate a birthday in the home by flying the nation's flag. Sometimes parents serve the child breakfast in bed or place presents all around his bed while he is asleep.

What special birthday traditions does your family have? _____

On your own paper, write a paragraph that compares and contrasts birthday celebrations in your country and in other countries. Use some of the facts given above as examples in your paragraph, but be sure to put the ideas in your own words.



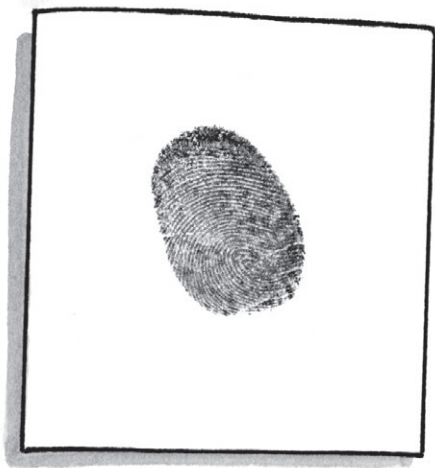
13 Science

Fingerprinting

Explain that modern technology has changed fingerprinting methods, and today fingerprints can be taken digitally without soiling the fingers. However, in the days when Natasha's story took place, older fingerprinting methods similar to the ones below were in use.

Materials

- 1 index card for each student
- A black ink pad or a pencil and a piece of transparent tape for each student



Directions

1. Instruct each student to label the index card with his name.
2. Let the students take their fingerprints by one of two methods. (The first method is messier and requires more cleanup, but the fingerprints tend to show up more clearly.)
 - 1) Press finger onto ink pad and then onto index card.
 - 2) Shade one area of the card heavily with pencil. Press finger onto shaded area. Press finger onto the sticky side of a piece of tape. Stick the tape onto the card so that the fingerprint shows.
3. When each student has made his fingerprint, lay all the fingerprint cards on a table and invite the students to look at them. Explain that no one has ever found two fingerprints that are exactly alike. That is why fingerprints are such a reliable source for forensics experts to use as identification. Discuss the following questions:
 - What words would you use to describe the shapes you see in each fingerprint? (*Explain that forensics experts use the terms loop, whorl, and arch to describe the varied patterns in fingerprints.*)
 - Which fingerprints have similar patterns in their design?

A Defendant's Rights Under the United States Constitution

If convicted, the defendant may not be subjected to “cruel and unusual punishment” as part of his sentence.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Puzzled About Words

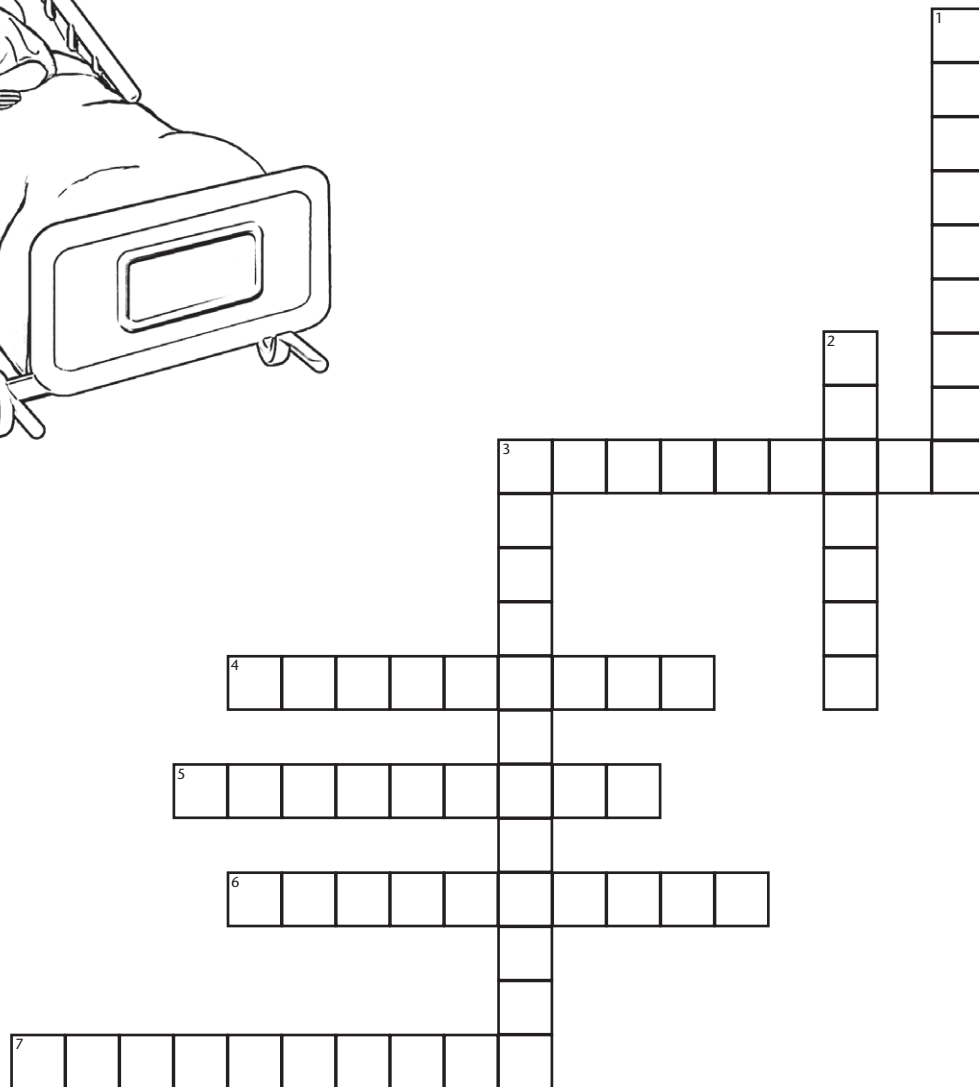
Complete the crossword puzzle, using the list of vocabulary words on the vocabulary bookmark.

Across

3. pleading urgently
4. a small hospital in an institution
5. bring back to a previous position
6. appalling acts of cruelty
7. isolation to prevent spread of disease

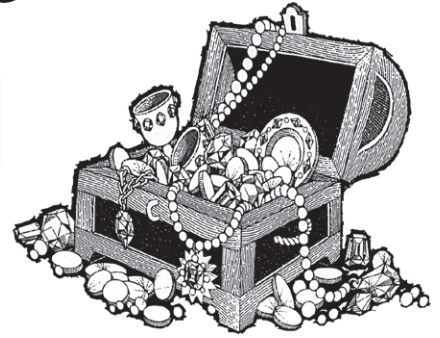
Down

1. happening repeatedly
2. gave out
3. unable to be blended or combined



The Highest Treasure

Papa told Natasha, "Christian integrity is the highest treasure." He believed that keeping a testimony of upright Christian living was more important than anything else.



If you have integrity, what would you do in each of the following situations? Write a possible course of action on the lines below each description.

1. You go through the lunch line and hand the cashier a \$5.00 bill. You stick the change in your pocket and sit down to eat your lunch. It isn't until later in the afternoon that you take the money out of your pocket and realize that the cashier gave you back \$1.00 too much. It's too late to return the money today—the lunch line is closed until tomorrow. What should you do?

2. Your church youth group is planning to go hiking this weekend. You really want to go, but you already promised your neighbor that you would mow her lawn for her this Saturday. Your friend says, "Just tell your neighbor a really urgent matter came up, and you're not going to be able to do the job. She'll find someone else—it's no big deal." What should you do?

3. You and your lab partner for the class science project are supposed to do an experiment outside of class and write down your observations. "Hey, let's not go to all this trouble," says your lab partner. "I found a website last night that tells about the very same experiment. We can just copy down all the information we need without having to do the experiment ourselves." What should you do?

4. Your parents tell you to call them as soon as orchestra rehearsal is over so they can come pick you up. But when the rehearsal gets out early, some of your friends decide to go out for pizza and ask you to go along. One of your friends says, "It's early and your parents aren't expecting you to call yet. Why don't you wait and call them later?" What should you do?

Imaginary Interview

In this chapter, both Babushka and Natasha responded to persecution for their faith. Natasha faced a different kind of persecution at nursing school than the physical persecution Babushka faced in prison. We saw some differences in their responses based on their level of maturity; but in the end, both were determined to continue serving God.

Imagine that you had the opportunity to interview Babushka and Natasha about their experiences. How do you think they would answer these questions? Role-play with a partner, one person taking the role of the interviewer and the other the part of Babushka. Then reverse roles to conduct the interview with Natasha. Use these questions in the interview activity.



Questions for Babushka

1. What do you think was the most important element that helped you survive your prison camp experience?
2. What was your reaction when you found out there was another Christian in your prison camp?
3. Describe some ways the Lord comforted you during your stay at the prison camp.
4. What did you like best about visits with your grandchildren?
5. What encouragement would you give young people who are facing persecution for their faith?

Questions for Natasha

1. Why was it so important for you not to miss a visit with Babushka?
2. How did you feel when the assistant principal refused to give you permission to miss classes?
3. Why did you agree to the plan to have the nurse sign a fake medical excuse to allow you to miss school?
4. How did your father's viewpoint of the situation change your thinking?
5. If you had to go through the whole situation again, what would you do differently?

Finding a Fine Fit

Use a dictionary to match each word with its definition. Then fill in the blanks with the word that fits best in the sentence.

- | | |
|-----------------------|---|
| _____ 1. bewilderment | A. a decrease |
| _____ 2. deprive | B. deeply |
| _____ 3. dissident | C. state of being confused |
| _____ 4. parole | D. a long, angry speech |
| _____ 5. profoundly | E. take something away from |
| _____ 6. reduction | F. conditional release of a prisoner |
| _____ 7. tirade | G. disagreeing with an established system of belief |



8. The criminal was sentenced to life in prison with no possibility of _____.
9. It would be cruel to _____ the old woman of the home she has lived in all her life.
10. My sister finished her _____ about my messy room and stomped away, letting the door slam behind her.
11. The Jewish woman was _____ grateful for her unexpected rescue from Nazi Germany during World War II.
12. I stood in silent _____ when I opened the door and my friends yelled, "Surprise!"
13. The _____ preacher was removed from his pulpit, and his church was closed by the government.
14. The _____ in the cost of tuition made it possible for me to enroll in school the next year.

Behind Bars

For Natasha and her family and friends in the underground ministry, prison was a real and constant threat. They lived their lives knowing that at any moment their work for the Lord could be discovered and cost them their freedom.

Imagine that you are behind bars, facing a prison sentence because of your faith in Christ. Write a letter to your family, describing your situation. (Assume your letter will not be censored.) Tell why you were arrested and what conditions in the prison are like. Share with your family a verse that has encouraged you during your prison term.



Word Verdicts

You are the judge: choose the correct definition for each italicized word.
You may use a dictionary to help you.



- _____ 1. The agents wanted the man to *collaborate* with them in reporting on his neighbor.
A. collect information
B. work together
C. spy
- _____ 2. The officer shouted *indignantly* that the accused man would dare to ask for another court date that was more convenient for his family.
A. responding angrily over an injustice or an offense
B. excitedly
C. lazily; unwilling to work
- _____ 3. The man said that a patent attorney would not be *competent* to deal with matters concerning real estate.
A. courageous
B. enthusiastic
C. well-qualified
- _____ 4. The accused sat in the courtroom, *flanked* by two armed soldiers.
A. ridiculed
B. placed beside
C. supported
- _____ 5. The young man said that the pre-trial examination had been *biased* since it was conducted by all middle-aged women.
A. unfairly prejudiced
B. canceled
C. cut short
- _____ 6. Many citizens were *posthumously* forgiven of their “crimes.”
A. occurring after one’s birth
B. occurring after one’s death
C. in a gracious manner
- _____ 7. The citizens were all *exonerated* and released from captivity after the war was over.
A. imprisoned
B. paid a sum of money
C. freed from blame
- _____ 8. The accused wanted the court to call a *mistrial* because he had been treated unfairly.
A. a trial made invalid by an error
B. a trial presided over by a female judge
C. a trial in which both attorneys are present

The Third Degree

The KGB agents were always looking for opportunities to question the family members of Christians to gather evidence that could convict them of crimes against the government. Both Natasha and Peter were often given "the third degree" by KGB agents hoping to find and arrest their father. Sometimes these agents used threats or bribery in their attempts to get information.



Imagine that KGB agents are questioning you about the book *Children of the Storm*. You must answer quickly and concisely. Your teacher will set a time limit of fifteen minutes. See how many questions you can answer in that time. You may use the book to help you.

1. In what year was the book published? _____
2. In what city did Natasha grow up? _____
3. What was Papa's job before he went into full-time ministry? _____
4. What was Mama's job before her Christian beliefs became known? _____
5. Name Natasha's four brothers and sisters. _____, _____, _____, _____
6. Name Natasha's first Sunday school teacher who later had to move away to avoid arrest.

7. What Christian ministry to prisoners and their families did Babushka become involved in?

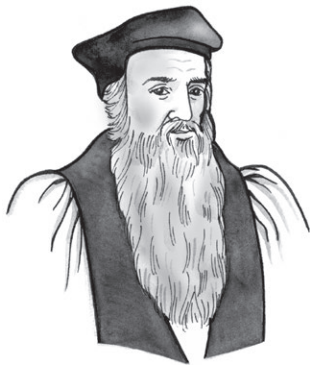
8. In which mountains was Papa's prison camp located? _____
9. What was the first name of the young lady who told her prison story to Natasha's youth group?

10. At what event did Natasha become a Christian? _____
11. What did Natasha study in college? _____
12. What did Papa tell Natasha was the highest treasure? _____
13. Name the underground printing house where Natasha worked. _____
14. Name the close family friend who looked after Alex and Jane during Papa's trial in 1975.

Valiant for the Truth

Any case in a court of law is strengthened by careful research. Papa's research allowed him to present some powerful arguments at his trial, although the court would not listen to him. Research starts with gathering facts and then organizing and presenting those facts in a way that is clear and informative.

With a group, research one of the following Christians (or pair) who was imprisoned or even martyred for his faith in Christ. Select a member of your group to present a brief report of your findings to the class.



John Huss



Hugh Latimer and Nicholas Ridley



Thomas Cranmer



John Bunyan



Richard Baxter



John and Betty Stam

Vocabulary Search

Read the list of words and definitions on your vocabulary bookmark. Determine which word would best complete each sentence. Write the word in the blank.



1. Some of the teens did not care about the soccer game; they had used the _____ of attending the game to have a social gathering.
2. _____ broke out at the end of the game.
3. The crowd came down from the stands and _____ onto the field.
4. I was shocked at the _____ anger of the players on the losing team who threatened the referee.
5. They felt that the referee had not shown enough _____ in his decisions.
6. “This wasn’t even a fair game; it was a _____!” one of them shouted.
7. The losing team’s coach did not _____ the players’ behavior.
8. Although he had an _____ to leave the situation alone, he met with the referee and the players to deal with the angry behavior.
9. The league official read an _____ against the players for their disrespect toward the referee and suspended them from playing in the next game.
10. The team was distraught at what they thought was an unjust _____.
11. In the future, this will be an _____ to all the players to accept the referee’s decisions with calmness and good sportsmanship.

Specific Language

Word choice is very important when seeking to persuade someone that your position is right. The language used must be clear and specific. In the trial of Georgi Vins, we can find several examples of non-specific language. The judge said that the tape of Papa's sermon at the wedding had been reviewed by "experts," but he did not give the names and credentials of these people. He said that the sermon contained "anti-Soviet" statements and "calls to disobey Soviet law," but he did not give specific examples to prove his points. Persuasive writing or speaking must use specific language to express its position, and it must support that position with specific facts and examples.



Revise each statement so that it replaces the italicized word or words with specific information.

1. I read *somewhere* that it is important to eat a variety of fruits and vegetables.

2. The newspaper article contained *a lot of false information* about the basketball game.

3. *Many* students agree that *they* should make the science fair optional.

4. *Experts* have said that most students who get *a lot of sleep* perform well on tests.

5. *People* say that the best way to study is to review your notes each day after class.

6. *Someone* needs to do *a lot of work* on our town's Vietnam War memorial.

A Good Read

Natasha's new job with the underground printing house involved her transporting Bibles, hymnals, Christian magazines, and children's books. These kinds of materials were extremely scarce in her country, and therefore they were valuable.



Find out how much Christian reading material your classmates have available to them. Take a survey of three other students, asking them these questions.

| Survey Questions | Student 1 | Student 2 | Student 3 |
|--|-----------|-----------|-----------|
| 1. Does your home have three or more Bibles in it? | | | |
| 2. Does your family subscribe to at least one Christian magazine? | | | |
| 3. Do you have at least one Christian hymnal or songbook in your home? | | | |
| 4. In addition to Bibles and hymnals, do you have more than ten Christian books in your home (including devotional books, biographies, or Christian fiction)? | | | |
| 5. Do you have at least two Bible study helps or reference materials in your home (including commentaries, concordances, Bible dictionaries, Bible encyclopedias, or Bible atlases)? | | | |
| 6. Does your school have a library that contains Christian books? | | | |
| 7. Does your church have a library that contains Christian books? | | | |
| 8. Does your town or the town nearest you have a Christian bookstore? | | | |

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How many of the students you surveyed have at least three Bibles at home? _____

How many students subscribe to a Christian magazine at home? _____

How many students have a Christian hymnal or songbook at home? _____

How many students have more than ten Christian books at home? _____

How many students have at least two Bible study helps at home? _____

How many students have Christian materials available to them in a library? _____

How many students have a Christian bookstore available to them? _____

In general, what conclusion can you draw from this survey about the availability of Christian materials in the area where you live? _____

Arts and Crafts

Patriotic Picture Frame

Materials

- 1 small wooden frame for each student
- Acrylic paint: red, white, and blue (or other appropriate patriotic colors)
- Paintbrushes
- Craft glue
- Assorted buttons
- Small painted twigs
- Sand
- Pebbles
- Patriotic ribbon



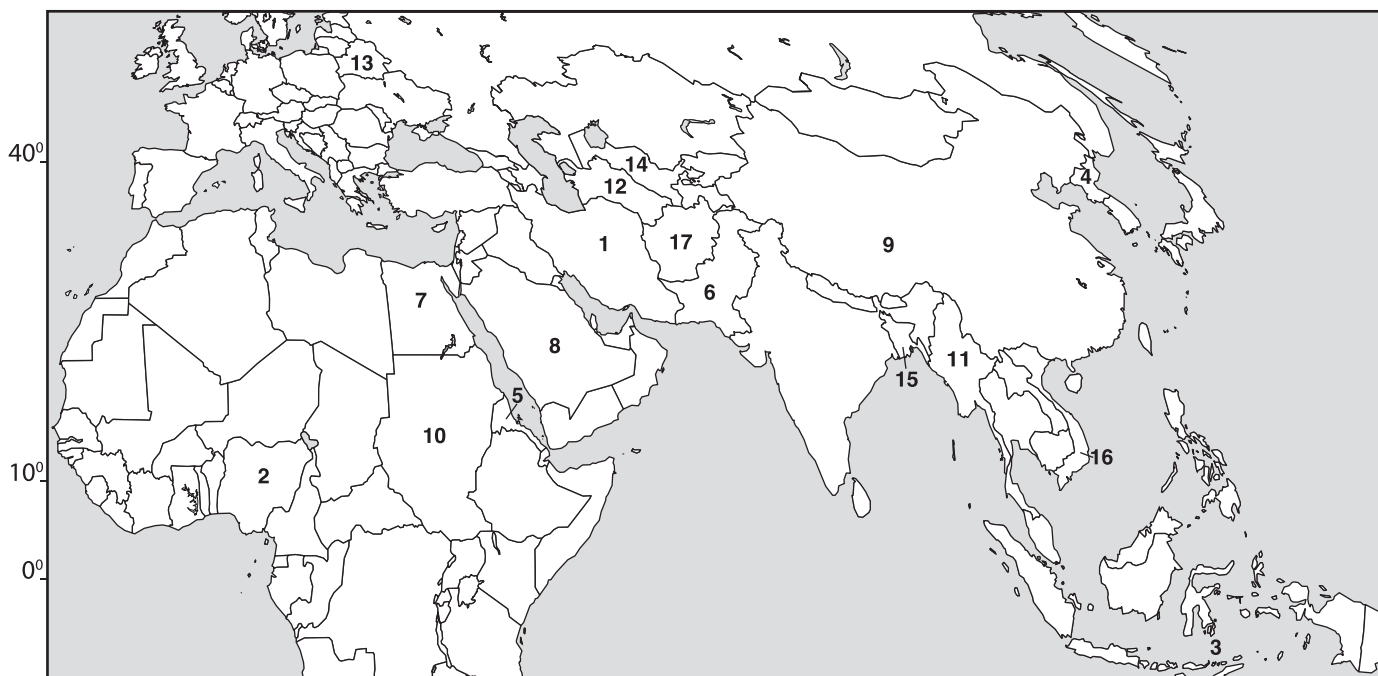
Directions

1. Allow students to work in small groups, sharing the art supplies. Direct each student to paint his frame; suggest painting colored stripes.
2. Allow each student to embellish his frame by gluing buttons, painted twigs, pebbles, sand, and/or ribbons in the corners and around the edges. Encourage him to be creative with his design.
3. Suggest that the students give the frame as a gift to a parent or to display a family picture inside it.

Where Is the Persecuted Church?

According to information from Frontline Missions International, the numbered countries on this map are some of the major countries in the world today where Christians experience persecution. Many of these countries are in what is known as the 10/40 Window—the part of the world located between 10 and 40 degrees north of the equator that includes many countries with great needs for the gospel. Although Christians cannot enter these countries as traditional missionaries, sometimes they are able to minister by holding a traditional job, such as teaching.

Identify each country on the map and write its corresponding number in the blank. You may use classroom, textbook, or online maps to help you.



_____ Afghanistan

_____ Eritrea

_____ Saudi Arabia

_____ Bangladesh

_____ Indonesia

_____ Sudan

_____ Belarus

_____ Iran

_____ Turkmenistan

_____ Burma (Myanmar)

_____ Nigeria

_____ Uzbekistan

_____ China

_____ North Korea

_____ Vietnam

_____ Egypt

_____ Pakistan

How can you pray for believers in the persecuted church? You can ask that God would give them grace to bear the trials He has given them, and you can pray that He would change the hearts of their government leaders.

Which country will you pray for this week? _____

Prayers of Our Parents

At the end of the book, Natasha Vins praises God for His faithfulness to her family through several generations. Although in some families children turn away from God, several generations in the Vins family walked faithfully with Him. Miss Vins gives credit for the Lord's blessing on her family to the prayers of her grandfather, who was martyred in prison.



The Bible gives several examples of parents who prayed for their children and wanted their families to serve the Lord. Read each Scripture passage and answer the questions about it.

Judges 13:6–8

1. What did Samson's parents want the man of God to teach them? _____

1 Samuel 1:9–11

2. What did Hannah promise to do if the Lord would give her a son? _____

Job 1:4–5

3. What did Job pray concerning his children? _____

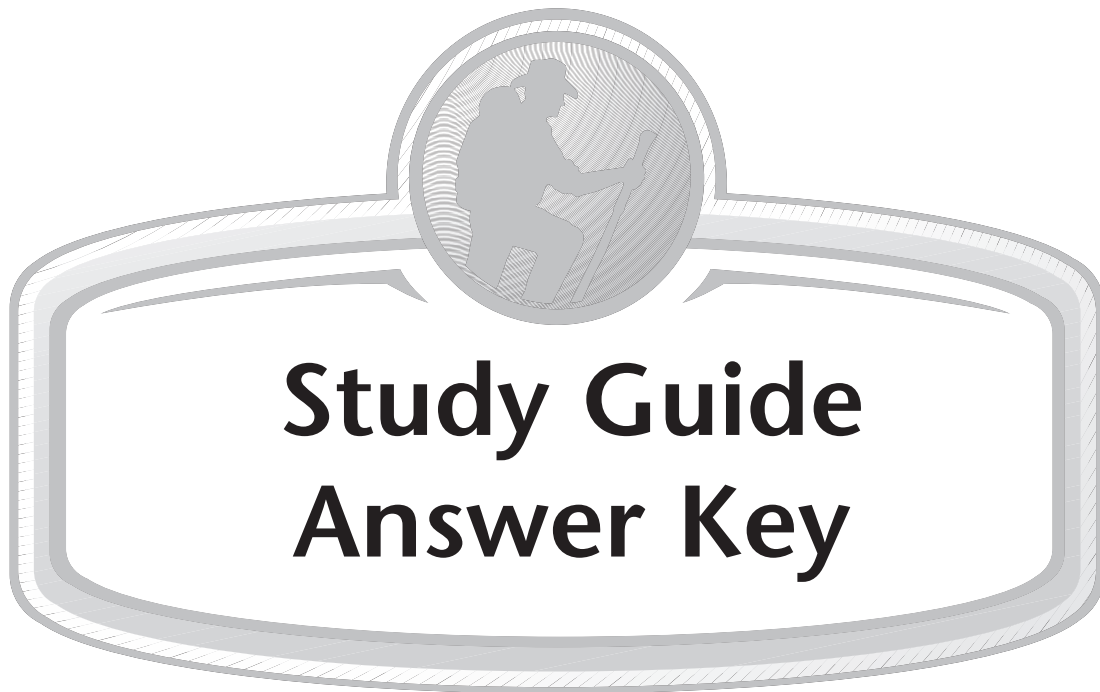
Mark 5:22–23

4. What did Jairus beg the Lord Jesus to do for his daughter? _____

Romans 15:5–6, 13; Ephesians 3:14–20; Philippians 1:9–11

5. These are all prayers that Paul prayed for his spiritual children, those he had won to Christ. List four of the requests he made for them.

Perhaps you have parents who pray for you, or maybe you do not have Christian parents. One way we can honor our parents is to pray for them. What are some things you can pray about for your parents?



Lesson 1

1. to visit Papa in a prison camp
2. Possible answers: brought him clothes from home; prepared meals, using a tablecloth and flowers; the little ones wrestled with Papa and listened to stories; stayed up late eating, drinking tea, and talking; prayed together
3. provided a little palm tree, sent him a kitten
4. His children were growing up, and they needed a father's advice and wisdom.
5. Papa was needed to repair electrical equipment during the night.

Lesson 2

1. embarrassed for being different
2. her grandmother, Babushka
3. Children were no longer allowed to attend church with their parents.
4. Yuri Gagarin, a cosmonaut who flew into space in April 1961, did not see God.
5. It was a secret meeting because they could be arrested if the police found their meeting place.

Lesson 3

1. Their names were published in a newspaper article.
2. She embarrassed Natasha in front of the class and sent her to the principal's office.
3. take special atheistic instruction from her assistant
4. They rejected her and treated her as an outcast.
5. She refused to become a member of the Young Pioneers.

Lesson 4

1. A court case was opened against her parents to take away their parental rights.
2. prayed
3. join the Young Pioneers
4. It would require her to fight against religion.
5. Possible answers: Christmas festivities, talks with Babushka, prayer, meeting other Christian children in her Sunday school who were undergoing the same difficulties

Lesson 5

1. He was put in prison for fifteen days. He lost his job.
2. live in hiding in the homes of believers in different towns
3. the family Bible
4. The teacher and her classmates were angry; the class shunned her; some boys from class beat her up on the way home from school.
5. She went to see the principal and threatened to have a policeman accompany Natasha to school.

Lesson 6

1. The secret police were watching the house and might try to arrest him.
2. He was arrested.
3. He felt it was the only way to avoid being questioned about Papa.
4. Possible answers: An elderly woman took care of the children; Masha took them to the train station; forty Christians came to offer their support.
5. sang a hymn for Papa in front of the guard

Lesson 7

1. went to visit him
2. letters
3. wrote them individual letters
4. tune the radio to a Christian station and sing “Silent Night”
5. He would not acknowledge that he was guilty of a crime.

Lesson 8

1. Possible answers: prayed, kept files, met needs of prisoners’ families, published special bulletins to inform local churches of needs, and wrote petitions to government officials in defense of those persecuted for their faith
2. Their home became a refuge for persecuted believers to stay and receive care and encouragement; it also placed the family in greater danger and increased the need for secrecy.
3. She was obeying what God had called her to do.
4. Possible answer: God kept the police from searching the apartment and discovering their important papers.
5. sent them packages of sweets, fruit, and nuts

Lesson 9

1. They had never been to a summer camp. They didn’t get to attend Young Pioneers’ camps with other friends from school because of persecution of Christians. They were from the city and a camp atmosphere was all new to them.
2. They had Bible lessons and learned Christian songs; the teens listened to Masha read a book about early Christians in the catacombs while the younger children listened to a story about Creation and drew pictures about it.
3. All the adults and young people were arrested by the police, who suspected them of having a Christian camp.
4. They pasted together the torn pictures that the children had drawn about Creation.
5. A criminal case was opened against her; she had to move to another city to avoid arrest.

Lesson 10

1. It took several days and required them to wait and to use different modes of transportation; they had heavy bags to carry; it was cold and wet.
2. They were bringing food and warm clothing to Papa.
3. There was a small wooden hut for them to stay dry in, and a fire was burning in the wood stove.
4. They prayed and committed the matter to God.
5. Possible answers: A train came along while they were walking toward Talyi and took them there; the administrator at the headquarters there signed permission for them to visit Papa.

Lesson 11

1. She was the youngest—only nineteen years old.
2. She and others had gathered outside a government building to request a meeting with officials about religious persecution; she had taken notes on the group’s activities.
3. She saw what was really important; she saw the value of the human soul.
4. A teacher whom she respected had criticized Christianity and told Natasha she would not be able to have an interesting, creative career as a Christian.
5. She didn’t want to make the sacrifices that the Christian life demanded, and she didn’t want to give up her dreams of getting a higher education; yet she felt that she couldn’t side with those who had persecuted her family.

Lesson 12

1. Mama
2. God gave him the idea to leave in the first few minutes after midnight; He arranged for the officer on duty to be someone friendly to Papa and not search him.
3. nursing; translating books
4. her relationship with God
5. The Holy Spirit convicted her of her need for Christ during a message she heard at a youth rally.

Lesson 13

1. He was probably going to be arrested, so he went into hiding so that he could continue his preaching ministry.
2. The Bible study had ended late; the bus ride was slow because of traffic and snow.
3. They had come to arrest Babushka.
4. prayed and asked God to protect Babushka
5. She knew that the younger children needed her.

Lesson 14

1. They had not been notified of the time and place of the trial.
2. None of them were victims of the persecution; they were the prison officials, policemen, and city officials who were accused of doing the persecution.
3. Possible answers: took off work to be at trial; came on trains from faraway cities; tossed flowers; shouted encouragement; sang a hymn as she was led away
4. If she did not work, she would be moved to a different prison camp with awful conditions.
5. Possible answers: She was baptized; she prayed about a task she could do to serve Him.

Lesson 15

1. Vera, another Christian lady who was a prisoner there, introduced herself to Babushka.
2. Vera was released from prison and Babushka was left without help and moral support, as well as any Christian fellowship.
3. listened to and talked with her; prayed with her
4. They became suspicious of her, questioned her about her family, and told her that religion and medicine were incompatible.
5. She went anyway and got a nurse to sign a note excusing her for health reasons.

Lesson 16

1. She was happy to meet Alex for the first time but sad that her son could not come home.
2. She was a Christian.
3. working for the underground printing house, "The Christian," helping with a Ukrainian hymnbook
4. The police could arrest them, and they could be put in prison for their work with the printing ministry.
5. Possible answers: she was comforted by knowing of his profound trust in God; she was comforted by his friends in the underground ministry who could truly sympathize with her.

Lesson 17

1. They tried to bribe him with admission to the university in exchange for reporting on his father; he refused.
2. Christians usually did not accept attorneys since the attorneys in the Soviet Union were atheists.
3. The accusations against him were religious in nature; an atheist would not be competent in those issues; he knew of no Christian attorneys in the Soviet Union.
4. He was denied entrance into the country.
5. Their friends met them and prayed with them outside the court building; Galina took care of the children and fixed dinner for the family.

Lesson 18

1. She brought pictures of her family, showing the children's birth certificates to prove that the wedding was genuine.
2. surrounded the police car, preventing it from driving away for about ten minutes, and sang a few hymns
3. five years in prison camps plus five years of Siberian exile with the confiscation of his personal property
4. full-time Christian work with the underground printing ministry
5. Natasha asked Papa for his opinion. He wrote that God's work was most important and gave her his blessing.

Lesson 19

1. a village in Siberia
2. He was stripped of his Soviet citizenship and sent to America.
3. He wasn't sure whether they would be allowed to join him in America.
4. Mama's sister, Maria, had heard the news on the radio on Voice of America.
5. happy to join Papa but sad to leave their homeland, friends, and ministries

Lesson 20

1. help the persecuted Christians in the Soviet Union
2. published a quarterly newsletter
3. She was able to translate Christian books into Russian.
4. He had his Soviet citizenship restored.
5. His ministry merged with a mission that continues a gospel ministry in Russia, countries in Eastern Europe, and other countries, working with national pastors.



Lesson 2A

"Two Different Worlds"

Answers will vary.

Home: heard stories about God and the Bible; taught belief in God is good and honorable; taught to love Jesus and pray; church viewed as special; enjoyed going to church; valued worship enough that Papa would risk being jailed; wanted to live according to the Bible; church and faith valued as a regular part of life; important to develop a relationship with Him

School: taught atheism, that God does not exist; belief in God is foolish and brings ridicule or mockery; taught that Lenin lives in your heart; Lenin's hatred of the church promoted; children not allowed at church services

Lesson 2B

"Wisdom and Foolishness"

1. B
2. A
3. E
4. D
5. C

Lesson 3A

"Word Challenge"

1. E
2. H
3. C
4. G
5. D
6. F
7. A
8. I
9. B

Lesson 3B

"Cause and Effect"

1. B, C, E
2. F, G
3. A
4. D, H

Lesson 4

"Editor Needed!"

Edited paragraph (one possibility):

The Sunday school movement was developed by Robert Raikes of Gloucester, England. He took street children and brought them into the church to give them instruction each Sunday afternoon, and he fed them as well. The moral change in the community was so great that everyone noticed, and many other cities began having Sunday schools. The movement eventually spread to other countries and is still widely practiced today among Christians in many nations.

Lesson 5A

"Sentence Sense"

1. to separate and move in different directions
2. to interrupt or throw into confusion
3. examined by questioning
4. strong, forceful
5. set in motion by taking the first step
6. unable to be avoided
7. intensely, distinctly
8. searched thoroughly
9. to seize by authority
10. came between
11. difference in treatment based on class or category

Lesson 5B

"Outline: Communism"

Answers will vary. Sample outline:

Communism

- I. Government controlled by Communist Party
 - A. Political offices, leaders
 - B. Policy making
 - C. Hiring for jobs
- II. Economics controlled by the Communist Party
 - A. Economic production
 - B. Ownership and distribution of all products
- III. Weaknesses of Communism
 - A. Lack of advancement opportunities
 - B. Lack of work incentives
 - C. Lack of personal freedoms
 1. Freedom of speech
 2. Freedom of religion

Lesson 5C

"Discrimination: A Venn Diagram"

Answers will vary. Answers may include:

Racial: Segregated buses, neighborhoods, restaurants, schools

Both: anger displayed, decreased occupational and educational opportunities, shunned, treated unfairly and unkindly, violated human rights

Religious: home searches, imprisonment

Lesson 6

"Hymns and Their Histories"

1. B
2. A
3. C
4. B
5. C
6. A
7. C

Lesson 7

"Go Figure!"

Possible answers:

1. You make me feel so happy.
2. Such people hurt themselves by their selfish behavior and lose all the joy of life.
3. You could become completely discouraged because of your difficult problems.
4. There is hope even in the discouragements of life.

Lesson 10A

"Scheduling Solutions"

1. 8 hours
2. 6 hours
3. 1 hour
4. 9 hours
5. Line 1
6. Line 2
7. No

Lesson 10B

"Tracks of Trust"

1. N
2. T
3. N
4. N
5. T
6. T
7. N
8. T
9. N
10. T
11. N
12. T
13. T
14. N
15. T

Lesson 11A

"Who Is Speaking the Truth?"

1. S
2. V
3. V
4. S
5. S
6. V
7. S

Lesson 11B

"Book Look"

1. 500–599
2. 300–399
3. 400–499
4. 200–299
5. 900–999
6. 700–799
7. 400–499

Lesson 12

"Word Quest"

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

| | | | | | | | | | | | | | | | | | |
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Lesson 15A
"Puzzled About Words"

Across:

3. IMPLORING
4. INFIRMARY
5. REINSTATE
6. ATROCITIES
7. QUARANTINE

Down:

1. RECURRING
2. EMITTED
3. INCOMPATIBLE

Lesson 16A
"Finding a Fine Fit"

1. C
2. E
3. G
4. F
5. B
6. A
7. D
8. parole
9. deprive
10. tirade
11. profoundly
12. bewilderment
13. dissident
14. reduction

Lesson 17A
"Word Verdicts"

1. B
2. A
3. C
4. B
5. A
6. B
7. C
8. A

Lesson 17B

"The Third Degree"

1. 2002
2. Kiev
3. engineer
4. teacher
5. Peter, Lisa, Jane, Alex
6. Masha
7. Council of Prisoners' Relatives
8. Ural Mountains
9. Vera
10. youth rally
11. nursing
12. Christian integrity
13. "The Christian"
14. Galina

Lesson 18A

"Vocabulary Search"

1. pretext
2. pandemonium
3. surged
4. unbridled
5. impartiality
6. farce
7. endorse
8. inclination
9. indictment
10. exile
11. incitement

Lesson 18B

"Specific Language"

Answers will vary. Possible answers to offer as examples:

1. in the *Bow Times*
2. the wrong names of hoop shooters and the number of baskets made during the second half of Friday night's basketball game where the Titans whipped the Bulldogs
3. Ninety of the one hundred seventh graders; the teachers
4. Research scientists from Greer Medical Center; at least eight hours of sleep a night
5. Educators from the University of Taylorsville
6. A sculptor with experience in granite restoration; repair work on the weathering and cracks

Lesson 20A

"Where Is the Persecuted Church?"

- 17 Afghanistan
- 15 Bangladesh
- 13 Belarus
- 11 Burma (Myanmar)
- 9 China
- 7 Egypt
- 5 Eritrea
- 3 Indonesia
- 1 Iran
- 2 Nigeria
- 4 North Korea
- 6 Pakistan
- 8 Saudi Arabia
- 10 Sudan
- 12 Turkmenistan
- 14 Uzbekistan
- 16 Vietnam

Lesson 20B

"Prayers of Our Parents"

Answers will vary. Possible answers:

1. how to rear their son, train their son, bring up their son
2. If God would give her a son, she would give her son to the Lord for His service.
3. Job regularly prayed for his children for forgiveness of their daily sins, including cursing God in their hearts.
4. heal her and allow her to live
5. that they would glorify God with their mind and mouth; be unified; have inner strength from the Holy Spirit; let Christ dwell in their hearts and be rooted and grounded in love; know the depth of Christ's love and be filled with the fullness of God; their love would abound in knowledge and discernment; approve things that are excellent; be sincere; not be offensive; be filled with the fruit of righteousness

They would love the Lord with all of their heart, soul, and mind; that they would seek God's wisdom.