



TRAILBLAZER BOOKS

Curriculum Guide

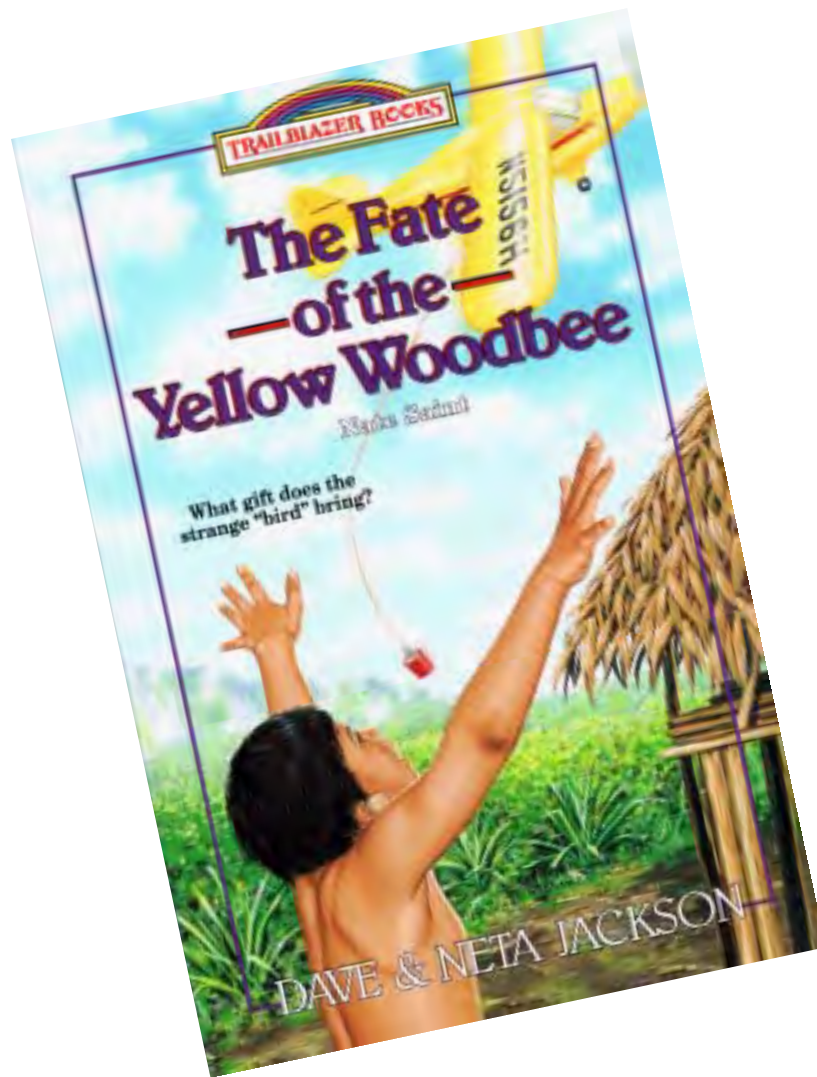
Nate Saint

The Fate of the Yellow Woodbee

Bring
Christian Heroes
of the Past to Life
With the Official
Trailblazer Books
Curriculum!

Julia Pferdehirt
with Dave & Neta Jackson

A Trailblazer Curriculum Guide



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CONTENTS

How to Use This Guide	2
Lessons	
1 Chapters 1 & 2	4
2 Chapters 3 & 4	5
3 Chapters 5 & 6	6
4 Chapters 7 & 8	7
5 Chapters 9 & 10	8
6 Chapters 11 & 12	9
7 Chapter 13 & More About	10
Map	11
Activities	
Geography	12
Science	14
History	15
Social Studies and Folkways	17
Literature and Language Arts	19
The Church Today	20
Mega Projects	12, 16, 20-22
Resources	23

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Julia Pferdehirt with Dave and Neta Jackson

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Paper version published by Bethany House Publishers
11400 Hampshire Ave. South
Minneapolis, Minnesota 55438

Digital version published by Castle Rock Creative
212 Grey Ave.
Evanston, IL 60202
www.DaveNeta.com and www.Trailblazerbooks.com

HOW TO USE THIS GUIDE

Welcome to the TRAILBLAZER BOOKS Curriculum Guides! As a teacher or homeschooling parent, you're glad when you see your students with their noses in books. But a good story is only the beginning of a learning adventure. Since the TRAILBLAZER BOOKS take readers all over the world into different cultures and time periods, each book opens a door to an exciting, humanities-based study that includes geography, history, social studies, literature, and language arts.

This Curriculum Guide for *The Fate of the Yellow Woodbee* about Nate Saint puts a host of activities and resources at your fingertips to help launch your students on a journey of discovery. The wealth of options allows you to choose the best pace and content for your students. You might want to assign students to simply read the book and then do one or two projects on folklore or food, travel or topography. Or you can delve deeper, planning a two-week unit with daily reading and vocabulary, research, creative writing, and hands-on projects. *Advance planning is key to effective use of this guide.*

SCOPE AND SEQUENCE

This guide includes **seven lessons**, enough for a two-week unit. Each lesson covers two chapters. All lessons include vocabulary, background information, discussion questions, and suggested activities. **Activities** are grouped by subject matter in the back of this guide: Geography (GEO), Science (SCI), History (HIS), Social Studies and Folkways (SS/FW), Literature and Language Arts (LIT/LA), and the Church Today (CT). Within each subject, look for symbols indicating different types of activities (writing, research, speech, reading, hands-on projects, video). Activities and resources particularly appropriate for younger or older students are designated as follows: younger (*), older (**). A three- to five-day Mega Project is also included. All activities list resources and materials needed.

PLANNING

Four to six weeks prior to the study . . .

- Skim *The Fate of the Yellow Woodbee*, review lessons (pages 4–10), and choose

activities, noting materials needed.

- Reserve materials on interlibrary loan and order films from specialty sources. (Titles and authors are listed in the **Activities** sections; full publication information is available under **Resources** on page 23 of this guide.)
- Purchase craft materials.

If you are planning a two-week unit . . .

- Students will cover one lesson daily for seven days.
- Choose one or more short, focused activities to accompany each lesson. Activities especially appropriate to the chapter(s) covered are noted on each lesson page.
- The remaining days can be devoted to one of the **Mega Projects**.

Note: Choose activities based on the age level, interests, and learning needs of your student(s). You might choose one activity from each discipline during the unit, *or* you might opt to balance the different types of activities.

LESSONS

- Assign relevant chapters in *The Fate of the Yellow Woodbee* the day before the lesson, to be read either individually *or* out loud.
- **Praise and Prayer**, written by TRAILBLAZER authors Dave and Neta Jackson, provides an opportunity for students to spend a short time in God's Word and apply scriptural concepts to their own lives.
- Read aloud the **Background** segment, then discuss **Vocabulary and Concepts**. (*Or* ask students to use context clues and a dictionary to define unfamiliar words as they read, leaving puzzling words or concepts to discuss the following day.)
- Give students an opportunity to discuss thoughts and reactions to their reading using the questions in the **Talk About It** feature. Discussion, debate, and interaction can be lively. Enjoy!
- Use the suggested **Activities**, or one of your own choosing.

Note: Unless marked otherwise, page and chapter numbers refer to Dave and Neta Jackson's original TRAILBLAZER BOOK *The Fate of the Yellow Woodbee*.

HISTORICAL SUMMARY

Around the world, many thousands of people have never heard about Jesus. Whole tribes cannot read the Bible because there isn't a Bible in their language. People can't go to church because there aren't churches. They don't know God loves them or that Jesus is eagerly waiting to forgive because no one has come to tell them that wonderful news.

These are "unreached people." Between 1952 and 1955, ten missionaries—Nate and Marj Saint, Roger and Barbara Youderian, Pete and Olive Fleming, Ed and Marilou McCully, and Jim and Elisabeth Elliot—arrived in the mountains of Ecuador hoping to contact an "unreached" tribe called the Waorani (also spelled Huaorani and Huorani).

The Waorani were a fierce and violent people. Even their headhunter neighbors, the Jivaro, feared them.

The Waorani called themselves by this name, which means "the people." Other tribes called them "Auca"—an insult that means "savage." Still, the Auca earned their nickname! In Auca tradition, if someone hurt you, you hurt him back. If someone killed your relative, you killed his relative. The tribe had no leaders or laws. Problems were often solved by fighting. Because of killings, fights, and feuds, many Aucas died young. Others were killed by other tribes, disease, or white men's guns.

Rubber and oil companies also threatened the Auca tribe. When Shell Oil built a base near Auca territory, the Auca called the white-skinned oil workers *cowodi* (foreigners). *Cowodi must be cannibals*, the Auca thought. Auca warriors attacked the oil base with blowguns and spears. The oil workers responded by shooting any Auca they saw—armed, unarmed, man, woman, or child.

Those ten young missionaries knew the Aucas could be dangerous. They also knew white oil and rubber workers had treated the tribe with cruelty and violence. Finally, they knew God's love could break through cruelty and violence. They knew that, though the Aucas seemed to wander freely in the rain forest, they weren't truly free. Without Jesus, they lived in constant fear and superstition.



Lesson One

CHAPTER 1: **SAVED BY THE “WOODBEE”**

CHAPTER 2: **OPERATION AUCA**

PRAISE AND PRAYER: CHANCE . . . OR GOD?

Nate Saint, an excellent pilot, got lost . . . and discovered the Auca tribe the missionaries had been searching for. Chance? Or God? **Read Proverbs 16:9 (also 3:5–6 and 5:21).** What do these verses tell us about the plans we make? About God’s role in those plans? When we make plans, what should be our attitude?

Thought: Look for God’s purpose in things that don’t go as you planned.

Prayer: O Lord, I want to trust you to “direct my steps” today.

VOCABULARY AND CONCEPTS

expedition, agile, nettles, feud, lax, smoldering, manioc, halfheartedly, nudged, throttle, conquistadors, hacienda

BACKGROUND

The Auca were isolated and “primitive.” Imagine, the Auca hunted with wooden spears. Nate Saint’s airplane was a frightening thing to them. They knew nothing of science and technology. They decided the “woodbee” (airplane) must be magic or an evil spirit. White people, they decided, must be cannibals.

Isolated tribes like the Waorani (Auca) knew little about the outside world. They were—and still are today—in danger. In the 1950s many tribes’ land was polluted by oil drilling. Greedy lumber companies traded machetes or metal pots for permission to cut trees on tribal land. Those tribes didn’t understand that lumbering would destroy the animals and plants they depended on for food.

TALK ABOUT IT

Some people think “primitive” tribes like the Auca are better left alone. Any contact with the “outside world” changes a tribe’s way of life. Even contact with missionaries like Nate Saint can have mixed results. For example, missionaries taught tribe members to read. Reading opens a world of information and jobs. Young people learn job skills and often move away to make money.

Missionaries helped the Aucas by bringing antibiotics, vaccinations, and other medical care. But contact with outsiders exposed them to polio and measles. The Aucas also learned about new and interesting foods, and their diet became more healthy, but they began eating sugar, and something unheard of occurred—the Indians got cavities! Today Steve Saint has helped the Aucas start a dental clinic.

Talk about different kinds of results that might happen when outside people, even missionaries, begin to affect the life of an isolated tribe.

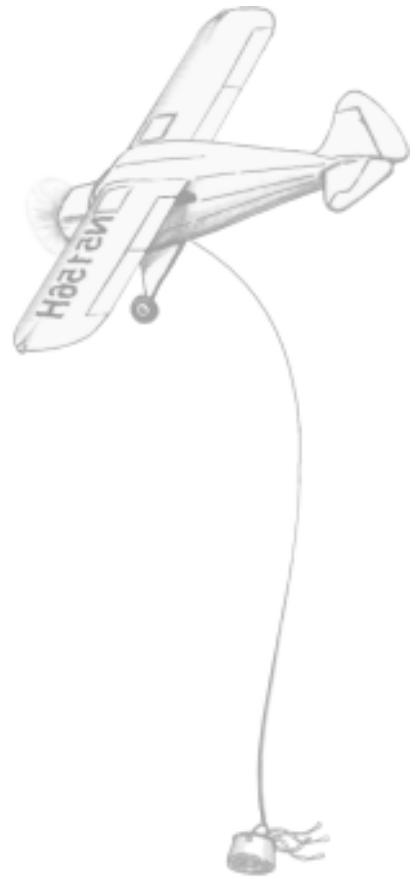
ACTIVITIES

GEO 1, 2, 3, 4; CT 1

Niwa ran
and ran
through the
jungle as
nettles
stung his
bare skin
and sticks
scratched
his legs.

Lesson Two

CHAPTER 3: STRANGE GIFTS CHAPTER 4: A CARVED MESSAGE



PRAISE AND PRAYER: GETTING TO KNOW YOU

It takes time to get to know another person. Two people who want to get married should spend time together and with each other's families ("courting"), talking to each other, listening to each other, getting to know each other well before making such an important step. **Read John 8:31–32; Luke 9:35; Luke 11:1–4; and 2 Timothy 2:15.** What do we have to do if we want to know God? (Not just know *about* God, but *know* God personally, as Savior and Friend.)

Thought: If we want to know God, we have to spend time with him and with God's family (the church).

Prayer: Lord, I want to spend time with you today—talking to you, reading your words in the Bible, listening to you with my heart.

VOCABULARY AND CONCEPTS

avenge, tapir, tendrils, hostility, taboos (see BACKGROUND below)
The airplane is described as "droning" (see page 30). What does that mean?

BACKGROUND

When missionaries make contact with any tribe, it is important to understand as much as possible about the people. Nate Saint and the other men worked hard to learn as many Auca words as they could. They talked with friendly tribes, rubber hunters, and other missionaries.

One reason for learning about people before making contact is so that missionaries can be sensitive to any fears, taboos, or rules in the culture. For example, the Auca people didn't understand that the airplane was a machine. They thought it was a living creature.

TALK ABOUT IT

The Auca people really believed white people were cannibals. Aucas knew *their own people* were humans, but outsiders—who could tell?

Think like an Auca. Imagine: A spaceship flies overhead. Whoever (or whatever) is inside drops cool gifts—walkie talkies and computer games. You like the gifts, but you're suspicious. One day the ship lands. Your friend is taken for a ride. He comes back, but the story he tells is scary. He says the pilot's head is human, but the body has colored fur instead of skin!

What would you think? How do you decide whether this "creature" is safe? Is it "human"? What should you do? What might happen?

ACTIVITIES

SCI 1, 2, 3; CT 2, 3

A long
"vine" came
out of the
bottom of
the
woodbee
with
something
shiny
attached
to it.



Inside the cage was a beautiful parrot munching on a piece of banana.

Lesson Three

CHAPTER 5: WORD FROM A LOST SISTER

CHAPTER 6: PALM BEACH

PRAISE AND PRAYER: MISUNDERSTOOD!

Missionaries often misunderstand people in other cultures—and are also misunderstood. Even in our own families, at school or at work, it hurts when people misunderstand what we mean to do or are trying to say! But there is someone who knows us better than *anyone* and never misunderstands. **Read Psalm 139.** According to the psalmist, how well does God know us? Why?

Thought: Jesus said: “I am the good shepherd; I know my own sheep, and they know me” (John 10:14 NLT).

Prayer: Thank you, Lord, that you know me, even all the things hidden in my heart, and you still love me.

VOCABULARY AND CONCEPTS

speculation, spiral, sandbar, descended, maneuver, lurched, anaconda, reel
What does “eight miles as the crow flies” on page 59 mean?

BACKGROUND

A challenge for Nate Saint was figuring where and how to land the Piper Cruiser airplane. Airplanes require a level, open landing field. It must be long enough to give room for the plane to slow down after landing and to speed up for takeoff. In a thick jungle, open places just didn’t exist naturally. The sandy beach along the Curaray River was the longest, most open place they could find. But even there, the softness of the sand posed a problem. The Cruiser’s wheels might sink down, trapping the men in Auca territory!

TALK ABOUT IT

Look back through the chapters to find instances where words or actions had one meaning to the missionaries and a different meaning to the Aucas. How often the missionaries’ careful plans were totally misunderstood by the Aucas! Their plan to call out “We like you” from the airplane was supposed to show friendliness. Instead, some Aucas said the words proved the “woodbee” was an evil spirit. Others said it must be filled with cowodi (foreigners or cannibals)!

Have you ever miscommunicated with someone? Have you ever meant one thing but realized your friend thought you meant something completely different? Talk about those times. How did you feel? How did you clear up the misunderstanding? Could the missionaries have cleared up the misunderstandings between them and the Aucas? Why or why not?

ACTIVITIES

SCI 4, 5, 6; HIS 1, 2

Lesson Four

CHAPTER 7: THE RUNAWAY COUPLE

CHAPTER 8: FIRST CONTACT



PRAISE AND PRAYER: LANGUAGE BARRIER

Early in Bible history, people all spoke one language. **Read Genesis 10:1–9.** Why did God confuse their language? **Now read Acts 2:1–12.** What happened at Pentecost when God sent the Holy Spirit? Why (see v. 11)?

Thought: God wants people of every language to know about his love and his power to save them.

Prayer: Dear Lord, help me be willing to learn another language so I can share your love with others.

VOCABULARY AND CONCEPTS

scornfully, chaperone

What does “The tallest trees . . . created an upper canopy, filtering out much of the sunlight” on page 71 mean?

What does “buzz the beach three times before trying to set down” on page 74 mean?

BACKGROUND

The misunderstandings continued between the missionaries and the Aucas. The missionaries attached photos of themselves to a stick, carved with five notches. The Aucas didn’t even look at the photos, but thought they were strange, shiny “leaves.”

When the missionaries made that “first contact” with the two Auca women and one man, a terrible, tragic misunderstanding occurred. This misunderstanding was known only by a few Auca people until Pete Fleming’s widow visited the tribe in 1989! The missionaries showed the Aucas a photo of Dayuma. The missionaries smiled, and said Dayuma’s name. They thought it would show the Aucas that Dayuma was alive, and that she was the missionaries’ friend.

But the Aucas knew nothing about photographs. They thought, *how did the cowodi make Dayuma so small and flat? What have they done to her?* In the end, some of the Aucas decided the missionaries must have *eaten* Dayuma. This confirmed their great fear that all white people were cannibals.

Jim tried
the word he
thought
meant to
eat, but the
Indians
expressed
no
recognition.

TALK ABOUT IT

Imagine you are making first contact with an isolated tribe. How might you learn about these people? learn their language? communicate friendship? What would you definitely do on a first contact? What would you definitely *not* do?

ACTIVITIES

GEO 5, 6, 7; LIT/LA 3, 7



Lesson Five

CHAPTER 9: “CANNIBALS”

CHAPTER 10: ANGELS IN THE SKY

PRAISE AND PRAYER: THE POWER OF OUR TONGUE

In chapter 9 of *Fate of the Yellow Woodbee*, Nankiwi tells a lie to protect himself. What is the result of that lie? **Read James 3:1–12.** What is the hardest part of our bodies to control? Why is it compared to a forest fire (see vs. 5–6)? Name some of the problems that can be caused by what we say.

Thought: “Careless speech cuts like a sword, but the words of the wise brings healing” (Proverbs 12:18, author’s paraphrase).

Prayer: Lord, guard my tongue today, so that my words heal instead of hurt.

VOCABULARY AND CONCEPTS

massacre, dazzling, shimmering, vicious, scowled

What does “The spear that Nankiwi held at the ready was no idle threat” on page 87 mean?

BACKGROUND

Nankiwi and Gimari went into the forest alone. Niwa’s brother might spear them both if he found out. So Nankiwi said the missionaries had attacked them. His lie was like a match lighting pine needles. Argument sparked. Were the cowodi really cannibals? Did they have guns?

In the end, some tribe members decided the missionaries were cannibals. A group vowed to kill the cowodi. Taking their spears, they headed toward Palm Beach.

Hours later, the bodies of the five men floated in the Curaray River. An amazing, almost unbelievable thing happened. *Angels* appeared to the Auca killers. They heard singing and saw huge beings and brilliant lights in the sky. Years later, the Aucas heard a recording of a choir singing. Then, they finally understood what they had heard that day on Palm Beach. The Aucas hadn’t told anyone about the angels until 1989, when Pete Fleming’s widow, Olive, visited their village.

TALK ABOUT IT

It is hard to imagine what Nate Saint and the other men might have been thinking when the Auca warriors approached them carrying spears. Later, one of the killers said Pete Fleming was the last to die. He stood in the water and cried out, “Why do you kill us? We want to meet you.” Seconds later he was speared to death.

What do you think the missionaries were thinking? They had a gun. Why didn’t they use it? Why didn’t Pete Fleming try to run?

ACTIVITIES

HIS 3; LIT/LA 1, 2, 4

“Wait, wait.
Don’t kill
me,”
Nankiwi
begged.
“We have
just
escaped
the cowodi.
You are in
danger,
too.”

Lesson Six

CHAPTER 11: CHAOS CHAPTER 12: REUNION



PRAISE AND PRAYER: LOVE OUR ENEMIES?

How do you think the wives and children of the five missionaries felt when they learned that the Aucas had killed the five men? How did they respond? Why?

When someone hurts us or those we love, what do we feel like doing?

Read Matthew 5:38–48. What did Jesus say our response to enemies should be?

Read Luke 23:33–34. How did Jesus respond to His enemies? Do you have an “enemy”? Why is it hard to love this person? How can you respond like Jesus?

Thought: “I destroy my enemy when I make him my friend.”—Abraham Lincoln

Prayer: O God, help! Loving my enemies is hard! I need your help.

VOCABULARY AND CONCEPTS

erupted, prospect, resemblance, mused

What are “the balsa wood disks characteristic of his people” on page 120?

BACKGROUND

Nate Saint and the other men died in January 1956. After the murders the Saints’ last child was born. Nate’s sister, Rachel, made friends with Dayuma, a young Auca girl who had run from her tribe. Dayuma taught Rachel the Auca language. Rachel told Dayuma about Jesus. In time Dayuma became the first Auca Christian. About two years later Rachel Saint and Elisabeth and little Valerie Elliot followed Dayuma to the Auca village. The Aucas weren’t afraid of them—after all, what could two women and a little girl do?

With Dayuma’s help, they began to tell the Auca people about Jesus.

TALK ABOUT IT

When Nate Saint and the others died, many Christians asked, “Why did God allow this to happen?” Some people believed God hadn’t wanted the men to die. They thought the missionaries had made a mistake in contacting the Aucas before learning their language and ways of thinking. Others thought God allowed the deaths because He knew many other young men and women would become missionaries when they heard how these men died.

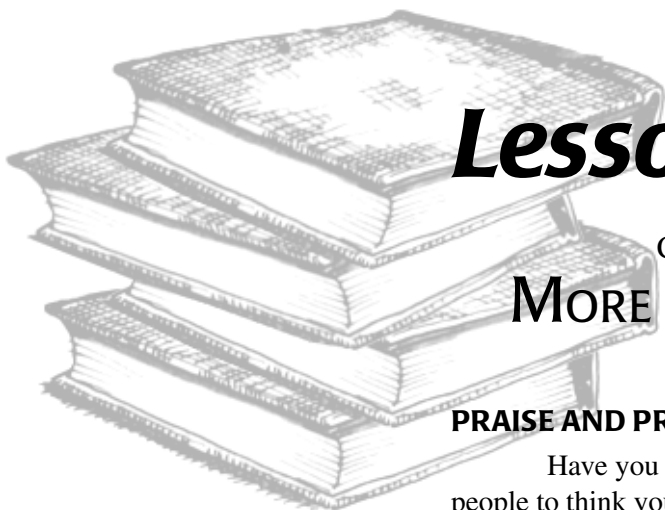
What do you think? Why did God allow the men to die? Was it God’s plan? Or did God make good things happen in spite of human mistakes?

(*Note:* In her book *The Savage My Kinsman*, Elisabeth Elliot said no one knows the answers. What we *do* know is that God is good and we can trust him.)

ACTIVITIES

SS/FW 1, 2, 3; LIT/LA 5; CT 3, 4

One day,
[Elisabeth]
said
something
that finally
made
sense to
Niwa. “We
have come
to work on
‘God’s
Carving,’”
she said.



The people were eager to get their own copies of “God’s Carving” to read themselves.

Lesson Seven

CHAPTER 13: RETURN TO PALM BEACH MORE ABOUT THE ECUADOR MARTYRS

PRAISE AND PRAYER: NO FOOL

Have you ever “gone along with the crowd” because you didn’t want people to think you were weird or a scaredy-cat? Have you ever kept your mouth shut about being a Christian for fear other people would think you are a fool? You’re right! They might! **Read 1 Corinthians 1:18–31; 3:18–19; and 4:9–13.** How does God’s “foolishness” compare to worldly “wisdom”? Give some examples. **Read and memorize James 3:17.** What kind of wisdom should we have?

Thought: “He is no fool who gives what he cannot keep to gain what he cannot lose.”—Jim Elliot, one of the five missionary martyrs.

Prayer: O God, help me to be willing to stand up for you, even if people think I’m a fool.

VOCABULARY AND CONCEPTS

consulting, idolized, reclusive, apt, wanton, prompt, media

What does “rescued from the brink of extinction” on page 131 mean?

What does “Auca is a term of contempt” on page 133 mean?

BACKGROUND

Nine years after the missionaries were killed, Rachel Saint finished the first Waorani copies of the book of Mark. A small but growing church was forming. Kimo, a Waorani (Auca) man, was the leader. Most of the tribe became Christians. Waoranis became missionaries to their violent relatives “downriver.” Some were martyred—killed by their cousins just as they had killed Nate Saint and the other men—but in time many of the “downriver” Waoranis heard the good news about Jesus and became Christians, too.

Today, Steve Saint is a missionary helping the Waorani and other tribes to become independent. Steve encouraged the white missionaries to leave, letting the Waoranis run their own church. He’s helped them learn trades and find ways to make a living. He has helped them to keep oil, rubber, and lumber companies from stealing the tribe’s land.

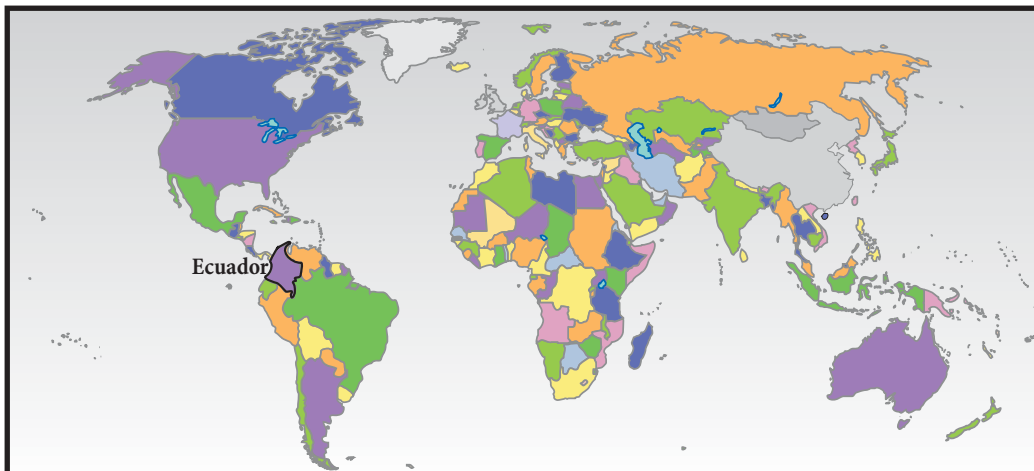
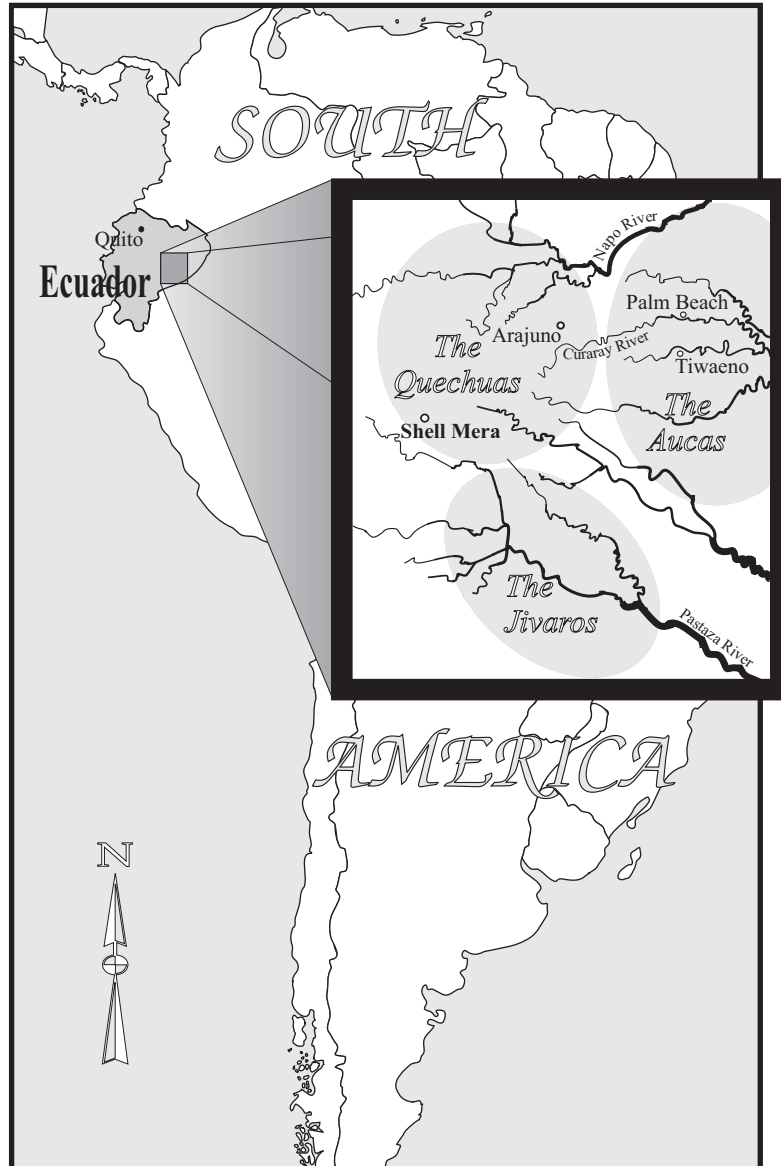
TALK ABOUT IT

In his journal Jim Elliot wrote some words that are now famous. He wrote, “*He is no fool who gives what he cannot keep to gain what he cannot lose.*”

What do you think this means? Do you agree with it? Does it make sense to you? Why do you think Jim Elliot wrote it? Why are these words famous today?

ACTIVITIES

HIS 4; LIT/LA 6; CT 5



Geography

If we know the land, we will know more about the people. In a land like Ecuador, with the ocean on one border, a mountain range stretching through the center of the country, and thick rain forest on the other border, people live in very different environments. The mountains separate the rain forest tribes from people groups living near the ocean. Thick forests keep people from traveling quickly and easily, so tribes like the Aucas live far from towns and cities.

Learning about geography helps us understand how people live. Geography is more than being able to find Ecuador on a map; it is understanding how the land affects people and culture.



GEO 1: Where is Ecuador? Use an atlas to locate the country. Draw a map of South America and name all the countries, including Ecuador. Be sure to show the region where the story is set, in the rain forest area between the Pastaza, Curaray, and Napo rivers in eastern Ecuador. (HANDS-ON)



GEO 2: Like all countries on the western coast of South America, Ecuador is a geologist's amusement park. On one coast is an ocean. The Andes Mountains, rain forests, and rivers form the rest of the country.

Using clay, papier-maché, or salt dough, create a raised-relief map of South America. Show the Andes Mountain range. Color code the rain forest areas with clay or paint. Be sure to include major rivers. Notice how many rivers eventually become part of the Amazon. (HANDS-ON)

Mega Project



GEO 3: Where we live affects how we live. Ecuador is about 109,000 square miles. That is roughly the size of the state of Colorado. In fact, all of Ecuador

would fit into Texas *twice*, with enough land left over to fit the state of Maine!

In that relatively small area are thirty volcanoes, rain forests, tropical rivers, and part of the Andes mountain range. Ecuador has ocean coastline, harbors, rivers, and the famous Galapagos Islands.

In your family, class, or homeschool group, find out how the *geography* of Ecuador has influenced the way people live.

Part 1: In classroom or homeschool group settings, divide into small groups. Make a list of ways the following kinds of geography might affect people's lifestyles. For example, do you think big cities or small villages would be located near those thirty Ecuadorian volcanoes? How might living near an ocean affect jobs? How might living in a rain forest affect housing?

List your guesses and theories about housing, employment or ways of making a living, food and diet, clothing, transportation, contact with the outside world, farming, and traditions or pace of life in the following geographic locations: ocean coastline, harbors, rain forest, Andes Mountains, volcanoes, rivers.

Share your guesses with the whole group. Talk about why you think geography affects lifestyle. Provide a photocopy of your guesses and theories for each student.

Part 2: Each individual student will learn more about the link between geography and lifestyle.

At your library or on the Internet, learn about the people and regions of Ecuador. What information can you find out about the lives of people living along the Pacific Ocean on Ecuador's western coast? What can you learn about the people living in the Andes Mountains? What about the lives and lifestyles of Indians living in the rain forests and river valleys? Compare your guesses with facts you learn in books and on the Internet.

Create a large poster-sized map of Ecuador, using symbols, words, and pictures to show

what you've learned about: housing, employment or ways of making a living, food and diet, clothing, transportation, contact with the outside world, farming, and traditions or pace of life in each geographic location.

- You may wish to use photos from the Internet, copied from books, or cut from old issues of *National Geographic* magazine for this project.
- If you invent symbols to show kinds of transportation, jobs, etc., be sure to include a key on your map.
- On a separate piece of poster board, on flip-and-read note cards, or as a border to decorate your map, list your first guesses along with facts you learned that proved those guesses true or false.

Part 3: Invite family or other students to your home, class, or homeschool group to share what you have learned. Allow guests to view posters, flip-and-read note cards, and photo exhibitions, or to listen to oral reports.

A fun conclusion to this project might be to prepare and share traditional Ecuadorian food. (MEGA)



GEO 4: Learn about Ecuador and the following topics: rain forest explorers, mountain villages, beautiful weaving, street musicians, the battle of oil vs. environment. *National Geographic* magazine includes articles about Ecuador in the following issues: "Close Look at the Galapagos" (April 1999), "Galapagos Islands" (October 1999), "In the Shadow of the Andes: A Personal Journey" and "Andes: Red Hot Luck" (February 2001), "Nuts to Ivory: Carved Seeds Help Save Forest" (February 1991), "Headhunters: Over Trail and Through Jungle in Ecuador" (October 1921—this issue may be available at libraries either in archives or on a National Geographic Society CD that includes all issues of this publication; ask your librarian).

Learn more online at www.aconcagua.com/welcome.htm and www.nationalgeographic.com. (READING)



GEO 5: The rain forest is a unique ecological environment. Each part of the rain forest depends on the others. On page 71, for example, the authors describe the upper and lower canopies of the rain forest. Tall, "upper canopy" trees get most of the sunlight. Shorter trees in the "middle canopy" don't need so much sunlight. The trees give shade to the vines, mosses, and other plants on the forest floor.

Using your library and the Internet, find out about the structure of a rain forest. Use large sheets of butcher paper to create a mural showing each level of the rain forest. Whenever possible, include drawings or photos of rain forest animals and birds from old issues of *National Geographic* magazine. Photocopies of photos or drawings in books can also be used.

Pay attention to the kinds of trees in the rain forest. You can depict their trunks and leaves by cutting, scoring, and folding construction paper. Notice how the trees in the upper canopy are shaped. What kinds of leaves do they have? What kinds of bushes, vines, and other plants are found on the ground level of the forest? What animals live in each level? (HANDS-ON)



GEO 6: *National Geographic* is a gold mine of information about rain forests. Your library will have old issues of this publication. Also, many libraries have National Geographic Society CD-ROMs that include articles from every issue of this magazine. Here's a list to get you started:

- *National Geographic*: "Daring to Go Out on a Limb" (May 1999), "The Rain Forest Canopy" (December 1999), "A Light in the Forest Soon to be Extinguished?" (January 1999).
- *National Geographic Traveler*: "Amazon Forest" (October 1999).
- National Geographic Society Videos: *Yanomami Homecoming* (Venezuelan Indians, rain forest), *Diversity of Life* (rain forest ecology and life), *Exploring the High Frontier* (rain forest, upper canopy), *Secrets of the Rain Forest*

(rain forest ecology).

- National Geographic Society Books:
Explore a Tropical Forest.

Use these resources to learn all you can about the rain forests like the one where the Aucas lived. Make a poster about rain forest habitat, animals, and ecology. Someone reading this poster should be able to find out about the structure (parts) of a rain forest, the way plants depend on each other, and animals and habitats. (RESEARCH)



GEO 7: Use your library or the Internet to learn about the conflict between people's needs and the needs of our

world's endangered rain forests.

Farmers need land to grow crops. Isolated tribes that once moved from place to place find their territory growing smaller and smaller. Governments want to encourage money-making industries like lumbering, oil, or rubber production. The rain forest environment is fragile. How can people get what they need without destroying the rain forest?

Present an oral report about what you learn. Create a poster to illustrate the problems faced by farmers, rain forest tribes, governments, and the rain forest itself. (SPEECH)

Science

What does science have to do with missionaries? Everything! Science made it possible for Nate Saint to fly his Piper Cruiser to Palm Beach. Natural science includes the study of the rain forests that influenced the isolated, simple lifestyle of the Auca people. When Rachel Saint and Elisabeth Elliot came to live with the Auca tribe, scientific discoveries like snakebite antidote and antibiotics saved the lives of Auca people.



SCI 1: Here's an experiment that duplicates Nate's ingenious "gift drop": Imagine your hand is Nate's Piper Cruiser airplane. You'll need about two or three feet of strong string and a "gift"—a small, heavy item like a large bolt, a wrench, or even a small bucket containing stones.

Tie the "gift" to the string. Holding the string, dangle the "gift" in front of yourself. Begin to move your hand (the Cruiser) in a wide, circular motion in the air. What happens when the circle is larger? Gradually make the circle smaller. Continue until the "gift" stays in one place while the "Cruiser" circles. How long can you keep the "gift" still?

Now can you imagine Nate doing this same trick with an airplane a couple of hundred feet in the air? (HANDS-ON)



SCI 2: You can make Nate Saint's airplane! Tagboard models of the newer version of Nate Saint's Piper Cruiser (called the Piper Cub) are available on the Internet at www.fiddlersgreen.net.

You'll need a computer, color printer, card stock, and sharp scissors or X-Acto knife. Use a hot glue gun or paper glue. *Hint:* The flying folks at Fiddlers Green say you can cut a propeller from clear acetate (plastic sheets used for overhead projectors) and attach with a tiny brad. (HANDS-ON)



SCI 3: Invite your friends, class, or homeschool group to make and fly paper airplanes. Whose airplane flies the farthest? Highest? Fastest? Using heavy card stock, print and create paper models of traditional airplanes from history, military planes, or traditional fold-and-fly paper airplanes.

Kittyhawk Software Company (www.khs.com) has created software for cut-and-fold models of many airplanes, old and new. You'll need the same materials used for SCI 2 above.

"Fun Flyers" includes die-cut preprinted models and software designs for cut-and-build airplanes. "The Greatest Paper Air-

planes” and “Paper Air Force” are downloadable software programs. (HANDS-ON)



SCI 4: How does an airplane land? When you discover how, you’ll be even more amazed that Nate Saint landed his Piper Cruiser on 230 yards of sand at the edge of a river! Some sources for information: *Planes* by Michael Johnstone, *Airplanes A to Z* (video), and *The Fantastic Cutaway Book of Flight* by Jon Richards and Alex Pang.

Complete a written or oral report telling how an airplane slows, descends, adjusts its speed, and finally lands safely on the ground. Illustrate your report with drawings or photographs of airplane wings and landing gear. Which parts of the wing are used for landing? (RESEARCH)



SCI 5: Take a field trip to a local airport or small flying school. Prior to your visit, ask if you can arrange a tour of a small plane. Some schools give reasonably priced short-distance flights. If you are fortunate enough to arrange such a flight or

to speak with a pilot, ask about the differences between flying large and small airplanes. Ask the pilot to describe what he or she is doing during the entire flight. Enjoy yourselves! (HANDS-ON)



SCI 6: Your library, bookstore, and the Internet offer *many* resources about building, creating, and flying paper or balsa wood airplanes. Check out Peter Clemens’ *Super Wings: The Step-by-Step Paper Airplane Book*.

Gather your friends, classmates, or homeschool group to build and exhibit your own flying model airplanes. (HANDS-ON)



SCI 7: Volcanoes! Come face-to-face with every volcano in Ecuador! Visit “Volcano World” at <http://volcano.und.nodak.edu/vw.html>. Click to find volcanoes in specific *regions*, then search for Ecuador. You’ll find a list of every volcano. Click on the name and you’ll find at least one photograph—sometimes of the volcano erupting—and information about each volcano. (INTERNET)

History

An old saying claims that people who don’t know history are doomed to repeat it. Whether that is true or not, knowing history helps us to understand why people behave as they do, how governments work, and how one event causes another as history unfolds.

Countries like Ecuador have an interesting history. For hundreds of years, Ecuador was ruled by other countries. Since Ecuador became a separate, free country, its history has been filled with wars, revolutions, and power-grabbing politicians. Understanding the history of Ecuador helps students understand Ecuador today.



HIS 1: The early history of Ecuador is similar to that of many other South American countries. About five hundred years ago, European adventure

seekers, gold hunters, and explorers came from Spain. Some enslaved the local natives. Some tried to baptize them and force them to become Christians. Some tried to take over and run the land for their own power and wealth.

Read about Ecuador’s history. Some good books include *Ecuador* by Sarita Kendall; *Ecuador* by Marion Morrison; and *Ecuador, Peru, Bolivia* by Edward Parker. Also see *Children of the Ecuadorean Highlands* by Barbara Beirne.

The Internet offers some Web sites with historical content: www.galapagosonline.com (includes a timeline and good, readable history); www.ddg.com/lis/aurelia/ecuado.htm; and www.terraquest.com/galapagos/history/ecuador/ecuador.html (READING)

Mega Project



HIS 2: In your family, class, or homeschool group, create a “people and events” timeline of Ecuador’s history right up to today. See HIS 1 for resources.

- Divide topics/people/events (see below) among group members.
- Use your library or the Internet to learn all you can about your subject.
- Present an oral report telling what you learned. Illustrate your report with pictures or create a poster using words and visual images. Computer users may even want to create a Power Point program to illustrate what you’ve learned.
- Using a long sheet of butcher paper, create a group timeline. Each student will create a visual symbol to represent his or her topic (for example, a piece of cloth might represent the skilled textile weaving done in 1000 B.C.; a Spanish flag might represent Spanish conquest). The timeline should begin about 1000 B.C. and continue to today.

Topics, People, or Events:

- Incan culture and religion
- Mayan culture and religion
- La Tolita (early metal- and goldsmiths there)
- Avenue of the Volcanoes (also see Quito and Cuenca)
- Spanish conquest
- Francisco Pizarro
- Simón Bolívar
- Federation of Gran Columbia

- Quechua language
- Galapagos Islands
- Galapagos Islands, Charles Darwin
- Discovery of oil and its influence on Ecuador’s history
- Ecuador’s presidents since 1900
- Ecuador today

(MEGA)



HIS 3 and LIT/LA 1: Learn more about the events in this story. The following include firsthand accounts of the events that happened in chapters 9 and 10:

- “Did They Have to Die?” *Christianity Today* (September 16, 1996)
- *Aucas Downriver: Dayuma’s Story Today* by Ethel Wallis
- *Nate Saint: On a Wing and a Prayer* by Geoff and Janet Bengé
- *Jungle Pilot: The Life and Witness of Nate Saint* by Russell T. Hitt
- *Through Gates of Splendor* by Elisabeth Elliot

(READING)



HIS 4: Learn more about the history of the Waorani people in these two books by Ethel Wallis: *Aucas Downriver* and *The Dayuma Story: Life Under Aucas Spears* by Ethel Wallis. (READING)



HIS 5: With your family, class, or homeschool group, view the video *Tell Them We Are Not Aucas: We Are Waorani*. This twenty-eight-minute video is the story of Gikita’s life. (VIDEO)

Social Studies and Folkways

Folkways are the traditions of a people and culture. Art, foods, storytelling, music, dance, drama, literature, and even religion are mirrors reflecting the heart and soul of a nation and its people.

The folkways of Ecuador are a mixture—ancient Mayan and Incan Indian culture combined with rain forest tribal culture and Spanish culture. Some folktales or music originally came from Spain. Others came from Mayan people in Mexico. Others were created by tiny tribes living in the rain forests.



SS/FW 1: Ecuadorian foods include pumpkins and sweet potatoes to sweeten their soups, fresh fish and seafood, and the ever-present corn tortilla. Here are some traditional

recipes to try at your home, class, or homeschool group:

Bunuelos Ecuador (Sweet Fritters), serves six. Ingredients: Fritters—4 tablespoons butter, $\frac{1}{4}$ cup sugar, 2 teaspoons grated lemon rind, 1 cup water, 1 cup flour, 4 eggs, oil for deep frying; sauce—1 cup dark brown sugar, 3 tablespoons flour, 1 cup water, 2 tablespoons heavy cream, 1 tablespoon butter, $\frac{1}{2}$ teaspoon vanilla.

To prepare fritter dough, combine the butter, sugar, lemon rind, and water in a saucepan. Bring to a boil, stirring occasionally. Add the flour all at once, beating hard. Cook about two minutes until the dough leaves the sides of the pan. Remove from the heat and add the eggs, one at a time. Beat until smooth and shiny. Form balls of the dough with two teaspoons and fry in preheated 375-degree oil for five minutes until puffed and lightly browned. (Frying should be supervised or done by an adult.) Drain on paper towels.

To prepare the sauce, combine the brown sugar and flour in a saucepan and stir in the water gradually. Cook over medium heat, stirring constantly, until the mixture thickens. Add cream, butter, and vanilla, and mix well. Serve fritters with the still-hot sauce on the side.

Ecuadorian Potato Soup. Ingredients: 4 teaspoons butter, 3 onions (chopped), 2 tablespoons flour, 3 cups chicken broth, 4 potatoes (peeled and diced), $\frac{1}{2}$ teaspoon saffron, $1\frac{1}{2}$ teaspoons salt, $\frac{1}{8}$ teaspoon cayenne pepper, 3 cups milk, $\frac{1}{2}$ cup green peas (frozen or fresh), 3 eggs, $\frac{1}{4}$ pound (4 ounces) cream cheese, 1 avocado.

In large kettle, melt butter and add onions. Stir in flour to thicken. Add broth, potatoes, saffron, salt, and cayenne pepper; simmer for twenty minutes. Add milk and peas, then simmer five minutes more. Mix eggs and cream cheese. Add slowly, stirring. Serve this soup hot. Top with slices of avocado. (COOKING)



SS/FW 2: Folktales are like windows into the culture and history of people. It is interesting that the Waorani (Auca) tribe had no folktales. Their stories all told about battles and murders and feuds!

Other tribes and groups in Ecuador did create folktales. The following books and Web sites include some. Your library may have others.

- www.spaceports.com/~swev/fables.html (Añapa's Fables, Chachi Folktales)
- *How the Birds Changed Their Feathers* by Joanna Troughton
- *The Girl From the Sky: An Inca Folktale From South America* by Anamarie Garcia
- *Tales from Silver Lands* by Charles Finger (Newbury Award-winning book)

Read at least one folktale. Learn and tell it to your family, class, or homeschool group. (SPEECH)



SS/FW 3: In some cities and towns in the U.S., traveling musicians from Ecuador perform in parks and public places. Their beautiful string, percussion, and recorder-like instruments combine with singing in Spanish and Indian languages. The author of this guide even heard

Ecuadorian musicians in Oslo, Norway, and Vienna, Austria!

Find Ecuadorian music at your library or record store: *Ecuador* by the Benetiez-Valencia Trio; *El Lobo: Songs and Games of Latin America*; *A Singing Wind: Songs and Melodies From Ecuador* by Elizabeth Brennan.

Listen to this Ecuadorian music and plan a special meal serving Ecuadorian foods and share the music you especially like. (HANDS-ON)



SS/FW 4: Explore Incan and Mayan folklore. The Waorani people had no folktales. Most of their stories recalled fights or killings in their tribe. But folktales were common in early Mayan and Incan culture in Ecuador and other places in South and Central America.

Find one folktale from Incan culture and one from Mayan culture at your library, bookstore, or on the Internet. Read both. Then tell the tale in your own words, illustrating the story with pictures and drawings. Share your version of the folktale with your family, class, or homeschool group. (READING)



SS/FW 5: Call any area ethnic clothing stores, museums, or art galleries to ask if they have examples of Ecuadorian weaving and cloth. Weaving is a tradition in Ecuador. Beautiful clothing, hats, and useful items like blankets are created by women weavers.

Visit any shop, museum, or gallery where Ecuadorian weaving can be found. (HANDS-ON)

Literature and Language Arts

Stories are windows to understanding people and their culture. When we enjoy folktales or listen to song lyrics from another culture, we see and appreciate the creativity of the people.

Reading books set in another culture, like *The Fate of the Yellow Woodbee*, also makes us better writers. We see how words are used to tell a story, describe a scene, or reveal a character. Students can experiment, using those techniques in their own writing.



HIS 3 and LIT/LA 1: Learn more about the events in this story. The following include firsthand accounts of the events that happened in chapters 9 and 10:

- “Did They Have to Die?” *Christianity Today* (September 16, 1996)
- *Aucas Downriver: Dayuma’s Story Today* by Ethel Wallis
- *Nate Saint: On a Wing and a Prayer* by Geoff and Janet Bengé
- *Jungle Pilot: The Life and Witness of Nate Saint* by Russell T. Hitt

- *Through Gates of Splendor* by Elisabeth Elliot (READING)



LIT/LA 2:** Read “Did They Have to Die?” *Christianity Today* (September 16, 1996).

Did they have to die? Were the missionaries so eager to contact the Aucas that they didn’t use good judgment? Why did God allow these men to die? Write an essay giving your thoughts and opinions. (WRITING)



LIT/LA 3: Read the scene on pages 70 to 82 where the missionaries first speak face-to-face with Auca people. The Aucas actually laugh when they hear the white men trying to speak the Waorani language. Mintaka corrects their poor speech.

Put yourself in Mintaka’s place. Write this scene yourself from Mintaka’s point of view.

Point of view is a tool used by writers to help tell a story. For example, Dave and Neta Jackson wrote part of this book from Niwa’s

point of view and part from Nate Saint's point of view.

Writing from a character's point of view means the readers "see" what the character sees. We "hear" the character's thoughts and "feel" the character's emotions and physical feelings. It is like experiencing the story with the character. (WRITING)



LIT/LA 4: Metaphors and similes make writing alive and interesting. Think of the difference between "The forest was dark" and "The forest was dark as a grave."

What is the difference between *metaphors* and *similes*?

Search through the pages of *The Fate of the Yellow Woodbee* for metaphors and similes.

When a metaphor is written from the Aucas' point of view, the images or ideas are Auca images. When a metaphor or simile is written from the missionaries' point of view, the images and ideas are from the experiences of white people.

For example, Nate Saint might have said, "The engine purred like a sleeping cat." An Auca might have said, "The woodbee made a noise like a million insects."

Describe the following using your own metaphors or similes. Describe first from the Aucas' point of view, then from the missionaries':

- The Curaray River was a _____ through the jungle.
- The Pipe Cruiser rose into the sky like...
- Night sounds filled the jungle, sounding like...
- The bucket filled with gifts dangled from the airplane like...
- The spear in Gikita's hand was a...
- In the sky, the voice from the airplane was...
- The puma's scream was a _____ in the night.

(WRITING)



LIT/LA 5: Use your library or the Internet to learn about other missionaries. Choose one person from the list below and read about his or her life, experiences, and work. Write a two- to five-page report telling what you learn.

TRAILBLAZER BOOKS tell the stories of some of these men and women. Those names are marked with a +. Youth With a Mission (YWAM) has also published biographies of many of those included on this list.

Albert Schweitzer	Gladys Aylward ⁺
Amy Carmichael ⁺	Hudson Taylor ⁺
Cameron Townsend	Jim Elliot
Corrie Ten Boom	Lottie Moon ⁺
Eric Liddell	Mother Teresa
Father Damian	

(RESEARCH)



LIT/LA 6: Rachel Saint called the Bible "God's carving." That made sense to the Waorani (Auca), people whose only "writing" was carved notches in sticks.

What other creative words can you imagine that might describe or "name" the Bible? For example, imagine a culture of Arctic-dwellers whose whole lives revolve around snow and the hours of sunlight in a day. What might *they* call the Bible? What about a tribe of fishermen? A group of sheep herders? People who live on an island? (WRITING)



LIT/LA 7: "But at four-thirty, the radio on Marj Saint's desk at Shell Mera remained silent." What do you think happens next? Write your own version of the next chapter in this story. Imagine what the missionaries did. What happened? What will the Auca do? What is Nate Saint thinking? What happens to Niwa? (WRITING)

The Church Today

God's church—all the Christians in every place who believe in Jesus—is a constantly changing thing. When people like the Waorani become Christians, they bring a new culture and way of living into the whole, worldwide body of Christ. African Christians bring their unique, wonderful music. Korean Christians lead the world church in prayer. Korean churches are even sending missionaries to the United States! They realize America needs Jesus. Many Americans don't know much more about Jesus than the Waorani tribe did in 1956!

The work of telling the whole world about Jesus is continuing today. Mission methods have changed, but the need to tell the good news of Jesus is the same.

Today, the Waorani people can read the whole Bible in their own language. Some of the same men who killed Nate Saint and the others have become missionaries themselves—traveling to tell other rain forest tribes about Jesus.



CT 1: Nate Saint was a missionary pilot for Mission Aviation Fellowship (MAF). Pilots just like Nate make life easier for missionaries serving in faraway places.

Via the Internet (www.maf.org) you can join MAF pilots on the field. Read a list of the most unusual items MAF pilots have carried. Share firsthand stories of MAF work around the world. (INTERNET)

Mega Project



CT 2: How many groups of unreached people live in the world today? Would you be surprised to discover there are 11,000 groups? That means about 1.7 billion people have heard little or even nothing about Jesus. No churches. No Bible. No pastors.

Some TRAILBLAZER readers will follow in Nate Saint's footsteps, taking the good news of Jesus to people who have never heard. Maybe a future missionary pilot is reading *The Fate of*

the Yellow Woodbee right now.

You can help take Jesus to unreached people today. Here's how:

PRAY

- Call Operation Mobilization (OM) to obtain a map (\$4.50) of unreached people groups around the world. Order *Our Father's Household* (\$15.96), a video about millions of unreached people. This video can also be seen on the Internet at www.ad2000.org. Scroll to "Celebrate Messiah 2000" and click on the different unreached people groups. You'll need Real Player to view the video.
- Use OM's "Operation World" daily prayer guide. Each day the focus is on another unreached people group.
- Post a map of unreached people groups in your home or classroom.
- Use OM prayer guides or get daily prayer information about unreached people at www.global-prayer-digest.org ; www.fields.org/unreached.htm ; or www.unreached.org.
- Create a map of your around-the-world prayer journey by marking the homeland of each unreached people group with a colored pushpin.

ADOPT A PEOPLE GROUP

Choose one group from the many listed in OM materials or the Internet lists. Using the library, encyclopedias, or the Internet, learn about these people.

Create a poster showing where the people live. Include information about their traditions, religion, clothing, and food. Use this poster to remind you to pray for this people group every day for one month.

- Monday: Pray for missionaries taking the good news to "your" people.
- Tuesday: Pray that God would send mighty angels to expose idols and religious lies believed by these people.

- Wednesday: Pray for Bible translators, so that soon your people will have the Bible in their own language.
- Thursday: Pray that the Jesus film will reach your people.
- Friday: Pray that God will send his Holy Spirit to make your people hungry and thirsty for the Good News of Jesus.
- Saturday: Pray for Christians in your people group. Pray that they would be brave enough to tell others about Jesus. Ask God to protect them.
- Sunday: Pray for new Christians in your people group. Pray that they would learn about God's Word and that God would be with them, heart to heart.

(MEGA)

Mega Project



CT 3: Elisabeth Elliot and Rachel Saint began the long, hard work of translating the Bible into the Waorani (Auca) language. Bible translators must first learn the language. They record words and phrases *phonetically* (as they sound). Then they must put words into writing and teach people to read their own language. This takes years! The words of the Bible must be translated into words and ideas the people can understand. Only then can the Bible be printed—one book at a time! In 1958 Rachel Saint and Elisabeth Elliot began the work of translation. In 1989—*forty years later*—the Waorani church leaders met with Olive Fleming, Pete's widow. They told her with excitement that soon they would have all the books of the New Testament.

All over the world today people are still starving spiritually without the Bible. Bible translators leave home and family to spend years—sometimes their whole lives—in rain forest huts, on lonely islands, in deserts, or in the Arctic for the purpose of translating the Bible into the everyday language of the people there.

View *The Word Like a River* or *The Good Seed* to learn about Wycliffe Bible Translators' work around the world. Talk about translating the Bible. Make a list of the challenges you think Bible translators face.

Ask someone from another country who speaks both a native language and English to visit your family, class, or homeschool group. Bring Bibles and choose one of Jesus' parables (the parable of the sower in Luke 8 or the parable of the vineyard in Mark 8, for example). Ask your guest to bring a Bible in his or her native language and read the parable aloud. Then ask your guest to translate the story word for word into English. Follow along in your own New Testament. What differences do you notice?

You may find the people who translated this story into your guest's native language used words and images that made sense in that language and culture but "sound" different in English.

Read aloud one of these TRAILBLAZER BOOKS: *Race for the Record*, about the courage of Bible translator Joy Ridderhof; or *The Queen's Smuggler*, about William Tyndale.

You can be a Bible translator! At your library, find a book on sign language. Using the American Sign Language symbols, translate John 3:16 into sign language. Memorize both the spoken and signed versions to share with your family, class, or homeschool group. (MEGA)

**Mega Project for Older Students



CT 4: Some versions of the Bible aren't *literal* translations. These are called "paraphrased" versions. Paraphrasing means writing something in common, everyday language instead of word-by-word exact translation.

Compare Matthew 21:33–46 in the following paraphrased versions: *The Living Bible* by Ken Taylor, *The Cotton Patch Version of Matthew and John* by Clarence Jordan, *The Message* by Eugene Peterson, and *The New Testament in Modern English* by J. B. Phillips.

Copy one verse that is expressed differently in these versions. Write an essay about paraphrasing Scripture. How might paraphrased verses help people understand the Bible? How could people be confused or misled? What problems can you imagine might be created by paraphrasing the Bible? How do you think

paraphrased Scripture could be effective? Not effective?

Each of these paraphrasers wanted to make the Bible understandable and readable to common people—especially people who weren't familiar with the Bible.

Read John 2:1–11, the story of the wedding at Cana, or John 2:13–25, the story of Jesus driving the money changers from the temple. In your own words, paraphrase one of these stories.

One of the challenges of paraphrasing (and translating the Bible for people in unique cultures, like the Aucas) is understanding your audience. Clarence Jordan told New Testament stories in words and images of small-town people in the southern United States. Eugene Peterson uses the language of 1990s America.

Write your paraphrase using the words, images, and even slang of the kids who hang out at the mall in your community. Consider how *they* would best understand these Bible stories.

Share your paraphrase with your family, class, or homeschool group. (MEGA)



CT 5: Today Steve Saint is a missionary—but quite a different missionary than his father. Steve Saint's work is to help the Waorani and other tribes become independent. For many years

the Waorani, like many native Christians, depended on white missionaries to teach, preach, lead, and “take care” of them.

But today the Waorani and other native Christians shouldn't be dependent on white people. They are ready and able to do their own teaching and preaching. They are ready to *become* missionaries instead of depending on missionaries!

At www.flhost.com/itec you'll find the wonderful, amazing story of Steve Saint's work today. Check out the photos of the airplane built and flown by Waorani people! As a way of making money, the Waorani have been trained as dentists. They operate a portable dental station, serving villages, towns, and tribes still living in rain forest huts. They are making and selling crafts. Steve Saint helped them find and buy a special boat that travels quickly even in the shallowest water. Now they can transport goods and people to the cities. (RESEARCH)

Resources

Online: The following Internet Web sites are mentioned in this guide:

<http://volcano.und.nodak.edu/vw.html>
www.aconcagua.com/welcome.htm
www.ad2000.org (online video, unreached people)
www.ddg.com/lis/aurelia/ecuado.htm
www.fiddlersgreen.net
www.fields.org/unreached.htm
www.flhost.com/itec
www.galapagosonline.com
www.global-prayer-digest.org
www.khs.com
www.maf.org
www.nationalgeographic.com
www.om.org
www.paperairplanes.co.uk
www.paperparadise.com/free/j3piper.cfm
www.spaceports.com/~swev/fables.html
www.terraquest.com/galapagos/history/ecuador/ecuador.html
www.unreached.org

Print: The following print resources are mentioned in this guide:

Aucas Downriver: Dayuma's Story Today by Ethel Wallis. New York: Harper and Row, 1973.
Children of the Ecuadorean Highlands by Barbara Beirne. Minneapolis: CarolRhoda, 1996.
Christianity Today. Carol Stream, Illinois: Christianity Today Publications.
The Cotton Patch Version of Matthew and John by Clarence Jordan. New York: Association Press, 1970.
The Dayuma Story: Life Under Auca Spears by Ethel Wallis. New York: Harper, 1960.
Ecuador by Sarita Kendall. Philadelphia: Chelsea House, 1999.
Ecuador by Marion Morrison. New York: Children's Press, 2000.
Ecuador, Peru, Bolivia by Edward Parker. Austin, TX: Raintree Steck-Vaughn, 1998.
Explore a Tropical Forest. Washington,

D.C.: National Geographic Society, 1997.
The Fantastic Cutaway Book of Flight by Jon Richards and Alex Pang. Brookfield, CT: Cooper Beach Books, 1998.
Flightwatch. Redlands, CA: Missionary Aviation Fellowship.¹
The Girl From the Sky: An Inca Folktale From South America by Anamarie Garcia. Chicago: Children's Press, 1992.
How the Birds Changed Their Feathers by Joanna Troughton. New York: Bedrick-Blackie, 1986.
Jungle Pilot: The Life and Witness of Nate Saint by Russell T. Hitt. New York: Harper, 1959.
The Living Bible by Ken Taylor. Wheaton, Illinois: Tyndale, 1971.
The Message: The New Testament in Contemporary English by Eugene Peterson. Colorado Springs: NavPress, 1993.
Nate Saint: On a Wing and a Prayer by Geoff and Janet Bengé. Seattle: YWAM Publishers, 1998.²
National Geographic. Washington D.C.: National Geographic Society.³
National Geographic Traveler. Washington, D.C.: National Geographic Society.³
 "Operation World Daily Prayer Guide" perpetual calendar. Waynesboro, GA: OM Publications, 1998.⁴
Planes by Michael Johnstone. New York: DK Publishers, 1994.
Race for the Record by Dave and Neta Jackson. Minneapolis: Bethany House, 1999.
Spy for the Night Riders by Dave and Neta Jackson. Minneapolis: Bethany House, 1992.
Super Wings: The Step-by-Step Paper Airplane Book by Peter Clemens. Los Angeles: Lowell House, 1996.
Tales From Silver Lands by Charles Finger. New York: Doubleday, 1924.
Through Gates of Splendor by Elisabeth

Elliot. Wheaton, IL: Living Books, 1981.
Windows on the World by Jill Johnstone.
Waynesboro, GA: Paternoster/Bethany
House, 2001 (previously published under
the title *You Can Change the World*).⁴

Video: The following resources are mentioned
in this guide:

Airplanes A to Z. Third Coast Entertainment,
1995.
Carry the Torch. Mission Aviation Fellowship,
1989.¹
The Diversity of Life. National Geographic
Society, 1993.³
Flights for Kids. Mission Aviation Fellowship,
2000.¹
The Good Seed by Wycliffe Bible Transla-
tors.⁵
Our Father's Household. Operation Mobili-
zation, 1999. (This video can also be seen
on the Internet at www.ad2000.org.)⁴
Rain Forest: Heroes of the High Frontier.
National Geographic Society, 1999.³
Secrets of the Rain Forest. National Geo-

graphic Society, 1989.³
*Tell Them We Are Not Auca: We Are
Waorani*. Summer Institute of Linguistics,
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The Word Like a River by Wycliffe Bible
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Audio:

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Ecuador* by Elizabeth Brennan. Living
Music Publications, 1995 (book and tape
set).⁷
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America*. Rounder Records, 1998.

Materials:

Kittyhawk Software
P.O. Box 64189
Tucson, AZ 85728
(800) 777-5745

¹ Missionary Aviation Fellowship materials available at (800) 359-7623.

² Youth With a Mission Publishers may be reached at (800) 922-2143.

³ Articles and issues of *National Geographic* magazine listed in activity descriptions. Back issues:
(800) 647-5463. Education Dept.: (800) 368-2728 for additional resources.

⁴ Operation Mobilization materials (maps, unreached people, prayer guides) available at
(800) 773-5907.

⁵ Print and video materials from Wycliffe Bible Translators available at (800) WYCLIFFE.

⁶ This video is available at reasonable cost through International Academic Bookstore, Box C94,
7500 W. Camp Wisdom Road, Dallas, TX 75236 or via interlibrary loan.

⁷ Available at Ward Brodt Music (800) 369-6255.