For the Teacher

The book, *Trouble on the Blue Planet*, has been broken down into five reading days. You may choose to have your students read the entire *Trouble on the Blue Planet* book at one sitting, and then do some suggested activities. Or you may cover the book in a week, reading a section each day and doing the accompanying activities. You may even take each day and make it last a week or two as the students work on the various project options.

At the completion of *Trouble on the Blue Planet* the students should have a clear understanding of what is meant by the Great Controversy between good and evil. They should be able to make a decision as to which side they will choose to belong. The students should also be able to describe historical information related to our religious past as well as be able to identify future signs that show Jesus is soon to return.

Student Objectives

1. After reading *Trouble on the Blue Planet* the student will be able to identify what the Great Controversy is and who is at war for the future of the people of our planet.

2. After reading *Trouble on the Blue Planet* the student will be able to describe the signs that mean we are reaching the end of life on this earth as we know it.

3. After reading *Trouble on the Blue Planet* the student will be able to make a choice about choosing to follow Jesus or choosing to follow the world, and be able to explain why they made their choice.
Day 1
Read p. 5-10

Words and terms students should understand before reading the story:

What does IV mean?

What does stat mean?

What does dimension mean?

What does minions mean?

What does it mean in the story whey Jesus tells Derek to “hold the line”?

What is the meaning of the word discord?
Curriculum Overlap Activity

Social Studies

Find the island country of Bermuda on a World map.

An example of a Bermuda map:

[Image of a Bermuda map]

Social Studies Research Activity

Color the Island of Bermuda and label at least ten points of interest.

http://www.worldatlas.com/webimage/countrys/namerica/outline/bermuda.htm
Find out more about Derek’s island home by finding the answers to the following questions:

What is the climate like in Bermuda?

When did people first begin to live in Bermuda?

How did people originally get to Bermuda?

Where were the first Bermuda settlers from?

How big is the island?

What do people do in Bermuda to make money?

What type of government does Bermuda have?

What type of leader do they have?

What is the weather like during the year in Bermuda?

What types of dangerous weather does Bermuda experience?
Writing activity

The student should write ten other questions of their own and find the answers.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Science Research Activity

What types of artificial legs are available today? The students should research and find out about prosthetics. Students can make mechanical drawings of at least one type of artificial limb and report what they have learned to the class.

Math Activity

Research the length and with of Bermuda. What is the length and with of where you live? For example your state, province, country, county, etc. Compare the two, who lives in the smaller place, Derek or you?

Find out how far it is from where you live to Bermuda. Get your measurement in miles or kilometers.

Bible Activity

What is the entire prayer that Derek began at the end of p. 7?
Discussion Questions

How would you answer some of the questions Derek was asking himself?

Why are you here on planet Earth?

Do you think God exists?

Do you think God cares about you?

Why don’t you always have as much money as your family needs?

When bad things happen to you, do you ever wonder why you?
Day 2
Read p. 11-19

Words and terms students should understand before reading the story:

What does the word consequences mean?

What does humanity mean?

What are inhabitants?

What is meant by the heavenly trinity?

What does profound mean?

What are commandments?

What does thwarted mean?

What does waver mean?
Curriculum Overlap Activity

Bible Activity

Learn more about some of God’s representatives on The Blue Planet by finding out the following people who once lived on Earth. What does the Bible tell us about them? What does history tell us about them?

Enoch

Noah

Abraham

Israel

Moses
Bible Study

If you want to learn more of what the Bible actually says about what you read in this section, look at:

- Isaiah 48:12-16
- Matthew 4:10
- Matthew 5:17-19
- Acts. 1:11

Skits and or Art Activities

Derek has a vivid imagination as he learns more about what happened to cause pain and suffering on the Blue Planet.

Separate the students into groups of three to five and give each group a scenario to illustrate by creating their own skit or drawing or use other medium to share what they have learned.

Illustration Options

- The war in heaven between Lucifer and God’s Angels
- Eve’s temptation in the Garden of Eden
- Adam’s decision to take the forbidden fruit
- Jesus telling the Angels in heaven that He would die so the people of Earth could live
- Enoch going to heaven without dying
- Noah telling his family about God’s call to build the ark
- Abraham telling his family that he was to leave home and go to a new land to live
- Moses at the burning bush and getting instruction from God
- An Egyptian family wondering about the plagues that keep hurting them
An Israelite child leaving Egypt, fearing the following soldiers, watching Moses part the Sea
Friends trying to convince you to bow down to an idol
Helping your father with the family sacrifice
An animal watching the shepherds come and worship the baby that was just born in your barn
Jesus as a child trying to get along with other children
Jesus as a child helping His parents
Satan at Jesus' baptism
Satan and his angels at the death of Jesus
Satan and his angels at the resurrection of Jesus
Watching Jesus return to heaven
Students own idea

Discussion

After students have presented their project, discuss with the class how they can relate what they have learned with their own life.
Day 3
Read p. 20-25

**Words and terms students should understand before reading the story:**

What does the word traditions mean?

What does the word compromise mean?

What does Christianity mean?

What does allegiance mean?

What is a pauper?

What does persecution mean?

What does treachery mean?

What does it mean to be a heretic?

What does retract mean?
What does it mean to be a reformer?

What does the word ransom mean?

## Curriculum Overlap Activity

### Research and Writing

This project can also be used to prepare for oral presentations and to generate class discussions.

### Research Options

Research the **Emperor Constantine** and write a research paper about what you learned about his life, what life was like in the Roman Empire during his time as emperor, how he got people to do what he wanted, what he did to change the day of worship from Sabbath to Sunday and anything else interesting you find.

Research **John Huss** and write a research paper about what you learned about his life, what life was like when he was alive, what he told others about Jesus and being a Christian, what reactions he got from the people in power, what happened to him and the message he was sharing as well as anything else interesting you find.

Research the **Waldenses** and write a research paper about what you learned about them, their community, where they lived, what they believed, what they did about their beliefs, what happened when people in power found out about them as well as anything else interesting you find.
Research Martin Luther and write a research paper about what you learned about his life, what life was like when he was alive, what he learned from his study of the Bible, what he told others about Jesus and being a Christian, what reactions he got from the people in power, what happened to him and the message he was sharing as well as anything else interesting you find.

Research Religious Awakening in Europe, especially study what happened in Holland, Switzerland and England. How did peoples’ beliefs change? What changes did these beliefs bring to their country, what did people do about their beliefs, how did this awaking change the world? Write what you learned about this time in history, include anything else you find interesting.

Research and write a paper about the Capture of the Pope in 1798. Learn what was happening in the world during this time, how people lived, what they believed, why was the pope captured, what was the effect on the lives of nations and individual people, what happened to the pope’s church in the years after his capture. Include any other interesting information you learned.

Research and write a paper about the Puritans. Learn where they lived, what the world was like during this time in history, what the Puritans believed, why people where against them, what happened to these people, how they changed the world. Include any other interesting information you learned.

Research local traditions in your community, why did they begin, how are they celebrated, what is done to teach the traditions to the next generation, how have these traditions changed over the years. Think about how and why these traditions might changes in the future.
Bible Activity

An important text to be sure to read with this section is: Genesis 2:2, 3

Discussion

Students can discuss any of the topics presented in their writing research.
Day 4
Read p. 26-31

Words and terms students should understand before reading the story:

What does the word prevailed mean?

What is a veil?

What does it mean to cringe?

What is a verdict?

Curriculum Overlap Activity
History and Prophecy

Signs of the end of time

Lisbon Portugal Earthquake in 1755

The 1755 Lisbon earthquake, also known as the Great Lisbon Earthquake, occurred in the Kingdom of Portugal on Saturday, 1 November 1755, at around 9:40 am. The earthquake was followed by fires and a tsunami, which almost totally destroyed Lisbon in the Kingdom of Portugal, and adjoining areas.
Seismologists today estimate the Lisbon earthquake had a magnitude in the range 8.5–9.0 on the moment magnitude scale, with an epicenter in the Atlantic Ocean about 200 km (120 mi) west-southwest of Cape St. Vincent. Estimates place the death toll in Lisbon alone between 10,000 and 100,000 people, making it one of the deadliest earthquakes in history.

In 1755, the earthquake struck on the morning of 1 November, the Catholic holiday of All Saints’ Day. Contemporary reports state that the earthquake lasted 3.5–6 min, causing gigantic fissures 5 m (15 ft) wide to appear in the city center. Survivors rushed to the open space of the docks for safety and watched as the water receded, revealing a sea floor littered by lost cargo and old shipwrecks. Approximately 40 min after the earthquake, an enormous tsunami engulfed the harbor and downtown, rushing up the Tagus River.

Calculated travel times for the tsunami waves of 1 November 1755

From: http://en.wikipedia.org/wiki/1755_Lisbon_earthquake

Another site you may wish to investigate:
http://frogdropping.hubpages.com/hub/lisbonearthquake
New England’s Dark Day refers to an event that occurred on May 19, 1780, when an unusual darkening of the day sky was observed over the New England states and parts of Canada. The primary cause of the event is believed to have been a combination of smoke from forest fires, a thick fog, and cloud cover. The darkness was so complete that candles were required from noon on. It did not disperse until the middle of the next night. The darkness was seen at least as far north as Portland, Maine, and extended southwards to New Jersey. The darkness was not witnessed in Pennsylvania.

For several days before the Dark Day, the sun as viewed from New England appeared to be red, and the sky appeared yellow. While the darkness was present, soot was observed to be collected in rivers and in rain water, suggesting the presence of smoke. Also, when the night really came in, observers saw the moon colored red.

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In the midst of the Revolutionary War, darkness descends on New England at midday. Many people think Judgment Day is at hand. It will be remembered as New England’s Dark Day.
Diaries of the preceding days mention smoky air and a red sun at morning and evening. Around noon this day, an early darkness fell: Birds sang their evening songs, farm animals returned to their roosts and barns, and humans were bewildered.

It was darkest in northeastern Massachusetts, southern New Hampshire and southwestern Maine, but it got dusky through most of New England and as far away as New York. At Morristown, New Jersey, Gen. George Washington noted it in his diary.

In the darkest area, people had to take their midday meals by candlelight. A Massachusetts resident noted, "In some places, the darkness was so great that persons could not see to read common print in the open air." In New Hampshire, wrote one person, "A sheet of white paper held within a few inches of the eyes was equally invisible with the blackest velvet."

When it was time for night to fall, the full moon failed to bring light. Even areas that had seen a pale sun in the day could see no moon at all. No moon, no stars: It was the darkest night anyone had seen. Some people could not sleep and waited through the long hours to see if the sun would ever rise again. They witnessed its return the morning of May 20.

http://www.wired.com/science/discoveries/news/2008/05/dayintech_0519/

Other sites to investigate:
http://npucnewsletter.wordpress.com/2008/05/28/media-adventist-benefits-the-dark-day-of-may-19-1780/

http://www.johnhorrigan.com/darkday.html

http://blogs.capecodonline.com/cape-cod-history/2012/05/16/new-england%20%99s-dark-day-may-19-1780/

http://www.choosingvoluntarysimplicity.com/new-englans-dark-day-may-19-1780/

http://esciencenews.com/sources/upi/2008/06/11/mystery.1780s.dark.day.solved
Moon Turning Blood Red, night of May 19, 1790

The moon became as red as blood on the night of the "dark day," May 19, 1780. Milo Bostick in Stone's History of Massachusetts says, "The moon which was at its full, had the appearance of blood."

http://www.finalevents.com/Event1/Siqn05.asp?p=0

Falling Stars – Meteor shower, Nov. 13, 1833

During the four hours which preceded dawn on Nov. 13, 1833, the skies were lit up by thousands of shooting stars every minute. Newspapers of that era reveal that almost no one was unaware of the shower. If they were not alerted by the cries of excited neighbors, they were usually awakened by flashes of light cast into normally dark bedrooms by the fireballs.

“Some of those wandering stars seemed as large as the full moon… Some of the meteors were so bright that they were visible for some time after day had fairly dawned. Imagine large snowflakes drifting over your head, so near you that you can distinguish them, one from the other, and yet so thick in the air as to almost obscure the sky; then imagine each snowflake to be a meteor, leaving behind it a tail like a little comet; these meteors of all sizes, from that of a drop of water to that of a great star, having the size of the full moon in appearance: and you may then have some faint idea of this wonderful scene.”  Samuel Rogers

http://spacescience.spaceref.com/newhome/headlines/ast22jun99_2.htm

Another site to investigate:

Bible Activity

Read:
Mark 13:24, 25,
Revelation 6:12-13
Matthew 24:29
Acts 2:20

Discussion

William Miller and his study of Daniel 8:14.

How did Miller determine the time period ended in 1844, October 22?

What was the special work that was beginning in heaven?
Day 5
Read P. 32-42

Once you know the meaning to the following words, create your own word search and share it with a friend. Or try highlighting these words in different colors on the word search that has been created for you. You may go up, down, backwards, forwards, and diagonal in all directions. Highlight the words in different colors than check your answers with the answer page.

Prophecy
Centuries
Traditions
Soul
Hell
Immortal
Saints
Judgment
Babylon
Turmoil
Rampant
Economics
Predict
Remnant
Desolate
Marshal
Vast
Multitude
Assault
Trace
Overwhelming

O J E S U T L U A S S S A S
L V O V E S M E T H I Y D
S A E S E I R U T N E C E
I S C R A M P A N T K E S
N T A E W O W F O R B H O
R T R M H E B I A A P L
B L T N E T E E L D B O A
L S M A E S C L O I Y R T
L I T N T L O E M T L P E
H O N T E S N T O I O H I
E M B E L S O U L O N O M
L N G T H E M Y A N R G A
L D P R E D I C T S E W R
E A U K B U C T H E I S S
S T R T O N S G Y E S J H
E S U S I L S T N I A S A
O V E S M T U R M O I L L
E Y E S J E L S U S L O V
E T N E M G D M O Y E S J
E S U L A T R O M M I S L
Make your own word search
**Answers for the Word Search**

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O J E S U T L U A S S A S S
L V O V E S M E T H I Y D
S A E S E I R U T N E C E
I S C R A M P A N T K E S
N T A E W O W F O R B H O
R T R M H B I A A P L
B L T N E T E E L D B O A
L S M A E S C L O I Y R T
L I T N T L O E M T L P E
H O N T E S N T O I O H I
E M B E L S O U L O N O M
L N G T H E M Y A N R G A
L D P R E D I C T T S E W R
E A U K B U C T H E I S S
S T R T O N S G Y E S J H
E S U S I L S T N I A S A
O V E S M T U R M O I L L
E Y E S J E L S U S L O V
E T N E M G D M O Y E S J
E S U L A T R O M M I S L
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Curriculum Overlap Activity

Science and Geography

The Bible talks about many things that will happen as we near the last days on the Blue Planet. See what you can learn about the following last day events. Select a method to share what you have learned with others. You may choose to write a report, draw a map, illustrate a picture, label a diagram, write a story about a personal experience with one of these events.

Include a definition of your event, locate your events on a map, research the event you selected and share it.

End of time events options:

War
Natural disasters
Earthquakes
Tsunamis
Hurricanes
Tornados
Blizzards
Floods
Bible Activity

Some important texts to be sure to read with this section are:

- Ecclesiastes 9:5
- Daniel 12:2
- 1 Thessalonians 4:13-18
- Revelation 13:11, 12
- Revelation 18:3
- John 3:16

Discussion

How can you identify the three angels’ messages?

What are the three angels’ messages? (see texts in Bible section above)

How does this understanding affect you?

Is this something you would like to share with other people? If so, why? If not, why not?
Culminating Activities

100 Questions Activity, Choose Your Ending. You might call this a test, but it is really a review with extra learning opportunities. Teachers should plan on students needing a total of at least an hour on this activity. If students need to work on this in shorter lengths of time, make sure they take note of what number they are on, before leaving the activity.

Create your own two to five page book about one of your own experiences with *Trouble on the Blue Planet*. Make sure to share your books with the rest of the class, your family and friends.