

Sample

From Ancient Times:
Creation to Assyria

Foundations of World History – Year 1

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SUPPLIES NEEDED

Our goal is to bring you the very best resources, while not costing you too much expense. The “Necessary Books” are the main textbooks used in this course and are therefore needed almost daily. However, feel free to take advantage of the free options available online.

All other books are optional. Feel free to substitute other editions (including free copies available online) or entirely different books on the same subject.

Most of these resources are available for purchase at
http://astore.amazon.com/anneshomeyplace?_encoding=UTF8&node=27

NECESSARY BOOKS:

- ❑ The Bible – We use the King James Version primarily in this curriculum, but you are welcome to use the translation of your choice. Discussion questions and review worksheets are based upon the KJV unless otherwise noted.
- ❑ *Adam and His Kin*, by Ruth Beechick (Mott Media). <http://www.mottmedia.com>
- ❑ *Genesis: Finding Our Roots*, by Ruth Beechick (Mott Media). <http://www.mottmedia.com>
- ❑ *The Story of the Ancient World*, by Christine Miller (Nothing New Press: 2009).
<http://www.nothingnewpress.com/guerber/ancient.html> (This book is also used in Year 2.)
- ❑ *Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010).
<http://www.knowledgequestmaps.com/Map-Trek.html> (This book is also used in Years 2-4.)

OPTIONAL BOOKS AND RESOURCES TO CONSIDER BUYING:

While none of these books is necessary, all are nice to have.

- ❑ *History Through the Ages: Timeline Figures*, by Amy Pak (Homeschool in the Woods). We suggest the “Creation to Christ” set, which you can also use for Year 2. Note: This set does *NOT* include all of the dates that we will use in this curriculum. <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>
- ❑ *Book of Centuries*, by Debra Reed (NotebookingPages.com). At our house, we print the timeline pages and insert them into a 3-ring binder, and then we stick timeline figures onto them.
<http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/2848>
- ❑ *Basic Lined Notebooking Pages*, by Debra Reed (NotebookingPages.com).
<http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/1083>

OPTIONAL BOOKS AND RESOURCES TO BORROW OR BUY:

Unless you want to expand your home library, you may choose to simply borrow these books from your local library (possibly asking about the availability of inter-library loan).

- ❑ *True Tales: Complete, What in the World's Going on Here? Volume 1* (CD), by Diana Waring. <http://www.dianawaring.com/> These CDs are used in Weeks 7-8.
- ❑ *The True Story of Noah*, by Tom Dooley. This book is used in Week 11.
- ❑ *Noah's Ark* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Week 11.
- ❑ *Life in the Great Ice Age*, by Michael J. Oard. This book is used in Week 13.
- ❑ *What Really Happened to the Dinosaurs*, by John D. Morris. This book is used in Week 14.
- ❑ *D Is for Dinosaur*, by Ken Ham. This book is used in Week 14.
- ❑ *Ishtar and Tammuz*, by Christopher J. Moore. This book is used in Week 18.
- ❑ *Gilgamesh the King*, by Ludmila Zeman. This book is used in Week 19.
- ❑ *The Sumerians*, by Jane Shuter. This book is used in Week 22.
- ❑ *If Stones Could Speak*, by Marc Aronson. This book is used in Week 22.
- ❑ *Warriors and Seafarers*, by Anne Millard. This book is used in Week 23.
- ❑ *Science in Ancient Mesopotamia*, by Carol Moss. This book is used in Week 23.
- ❑ *The Phoenicians*, by Pamela Odijk. This book is used in Week 28.
- ❑ *Joseph*, by Brian Wildsmith. This book is used in Week 24.
- ❑ *The Cat of Bubastes*, by G.A. Henty. <http://www.gutenberg.org/ebooks/29756> (free ebook) or <http://librivox.org/the-cat-of-bubastes-by-g-a-henty/> (free audio book). This book is begun in Week 25.
- ❑ *The Seven Wonders of the Ancient World* (CD), Track #2, "The Great Pyramid," by Diana Waring. <http://www.dianawaring.com/> This CD is used in Week 25.

HIGH SCHOOL BOOKS:

- ❑ *The Genesis Record*, by Henry M. Morris. This book is used extensively in Weeks 1, 4, 9, 12, 16, and 26-35.
- ❑ *Antiquities of the Jews*, by Josephus. This book is available free online. <http://www.sacred-texts.com/jud/josephus/index.htm#aoj> This book is used in Weeks 7, 13, and 17.
- ❑ *After the Flood*, by Bill Cooper. This book is available free online. <http://www.creationism.org/books/CooperAfterFlood/index.htm> This book is used in Weeks 10-11.
- ❑ *The Annals of the World*, by James Ussher. This book is available free online. http://books.google.com/books/about/The_Annals_of_the_World.html?id=VrHER1jYzhIC This book is only used in Week 14.
- ❑ *The Long War Against God*, by Dr. Henry Morris. This book is used in Weeks 19-24.

HOW TO USE THIS CURRICULUM

WEEKLY FORMAT

Each “week” of lesson plans is set up so that 3 days will be spent reading aloud from the main textbooks with Mom, then 2 more days of study, projects, and review can be done relatively independently. Our goal was to allow Mom several days a week of intense study with her children, yet also give Mom a few days to accomplish housework, errands, and other responsibilities. You are always welcome to do *more* than the curriculum suggests.

READING ALOUD

Three days each week, this curriculum schedules a passage for Mom to read aloud to her children. You may also choose to occasionally have the students read the passage aloud.

We have also scheduled topics of discussion to go with each reading. However, don’t feel that you must limit the discussion to only these things! Mom should feel free to stop the reading at any point, to discuss things that she knows are important to her family. Allow the Holy Spirit to guide you as you learn together.

MEMORY WORK

Memorization is an important part of our curriculum, so that students will have a mental “handle” on which they can hang all of the other things they learn. We will be learning passages of Scripture and important dates in history. We usually introduce new memory work on read-aloud days, and we review extensively, especially on the fourth day of each “week.”

Christian and educational expert Don Potter advises using the “Hoffman Universal Memory System” to memorize Scripture (or anything else). You can read more about this method at <http://donpotter.net/pdf/hoffman-you-can-memorize-go.pdf>

Appendix C lists all of the memory work for the year, which is handy for Mom to bookmark and refer to often.

TIMELINES

During all four years of this history curriculum, we will be constructing a timeline. We use dates that agree with biblical history, whether or not they agree with modern historians.

In our home, we printed the *Book of Centuries*, by Debra Reed, and inserted it into a 3-ring binder.¹ We then purchased *History Through the Ages: Timeline Figures*, by Amy Pak, to paste into our binder.² Because Amy

¹ <http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/2848>

² <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>

Pak includes different historical figures in her set than we include in our curriculum, we enjoy adding some of her extra figures at the appropriate time in history and sometimes scheduling one of our children to research these people or events on their own, to report back to us the following week.

There is a complete list of all dates to memorize in Appendix C.

MAP STUDIES

We use and love *Map Trek: The Complete Collection*, by Terri Johnson, for map studies, as well as maps that appear in the scheduled daily readings.

While *Map Trek* includes a CD you can use to print out maps, we personally recommend that you have your children trace the maps for themselves. Tracing helps children learn the boundaries of maps very well. No matter which option you choose, encourage your students to color the maps and to be very neat in their creation of maps.

Use a 3-ring binder to save the maps they make, then show them off to friends and relatives, since map-making is a lot of hard work!

NOTEBOOKING PAGES

Once each week, we schedule a “notebooking” activity that your children can mostly do independently. Provide them with supplies, such as colored pencils, markers, pretty papers, glue, and special scissors. Younger children might want to dictate a paragraph to Mom, which she could then type and print out, to be included in their notebooks.

Some families like to have their children notebook several times a day. Other families skip notebooking altogether, just having their children “tell back” (narrate) to them what they have learned.

Some activities are simply listed as research projects, such as “Visit a public library or do research online on ancient weapons” (Week 30). These could be used as notebooking activities, as writing assignments, or as parts of larger reports or projects. Do what works best for your family!

AGES

This curriculum is intended primarily for grades 4-8, but it can easily be adapted for all ages. Younger children enjoy just listening, and believe me, they pick up much more than we realize! They also enjoy memorizing, coloring maps, and making simple notebooking pages. We recommend that you make use of your local library, getting picture books that will supplement what you’re learning. (We must admit, though, that picture books for some of these topics are difficult to find!)

High school students are ready to discuss and interact with many of these topics on a much deeper level than younger students. We recommend that you take many of the weekly notebooking topics and require 2-3 pages of essays from your high school students. You may wish to pose controversial questions of your students and ask them to defend their positions.

We have included additional reading assignments for high school students. Some of these are more difficult than others, so use your discretion in what you require of your own students. Most are available for free online,

but if your budget allows, consider purchasing hard-copy books, since it will be easier for your student to read, to highlight, and to take notes.

Even adults will love this curriculum – we know we did! Take every opportunity to discuss these topics throughout your days and alongside your activities. As adults, stick some of the additional books beside your bed, so you can be reading them, too. You'll start seeing God's hand everywhere!

COPYWORK

Copywork of the memory work is included once each week. In Appendix A, you'll find traditional cursive examples of the memory verses and the days of Creation. You may wish to print a copy of these to include in your student's notebooks, to be referred to as they copy them.

INTERNET STUDIES

Throughout this curriculum, we recommend various websites to study topics in further depth. If you don't have access to the Internet, a local library should be able to provide you with many similar resources.

Please use discretion when using any website, including the ones we recommend, and always supervise your children when using the Internet.

All links referenced in this book worked accurately when this edition was published. Please notify us if any link does not work so that we may update it at <http://FoundationsPress.com> and in future editions.

WEEK 9—BEFORE THE FLOOD

This week we will be introduced to the world as it was during the days of Noah.

PREPARATION

Books Needed This Week:

- Bible
- Genesis: Finding Our Roots*
- Story of the Ancient World*
- Adam and His Kin*

HIGH SCHOOL SUPPLEMENT

- Read *The Genesis Record*, pp. 151-178.

PLAN AHEAD

- Plan ahead for Week 11 by ordering *The True Story of Noah* (by Tom Dooley) from the library. Also, we will be using the CD, *Noah's Ark*, in Week 11.

Day 1 (41)

Hear:

- Read Genesis 5:1-6:9.
- Read and discuss *Genesis: Finding Our Roots* – p. 47 “Scripture Study”

Learn:

- This week we’re going to memorize **Genesis 6:8** – “But Noah found grace in the eyes of the LORD.”

Day 2 (42)

Hear:

- Read *Story of the Ancient World*, Chapter VI (pp. 28-29).
- Why do you think Methuselah lived so long? See 1 Peter 3:20 and 2 Peter 3:9.

Keep:

- Recite Genesis 6:8.

Day 3 (43)

Hear:

- Read *Adam and His Kin*, chapter 7.
- How do mathematicians “calculate” the roads stars travel through the skies (*Adam*, p. 57)?

- Does the universe get better and better, or worse and worse? What do scientists call this law? (the Second Law of Thermodynamics) Why does this happen? How does this refute evolution?

Keep:

- Recite Genesis 6:8.

Day 4 (44)

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Genesis 6:8** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Do:

- Add all names from Genesis 5 to your timeline, carefully calculating the dates that they lived. Assume the date of Creation as 4004 B.C.

Day 5 (45)

Keep:

- Recite memory work learned so far. (See Appendix C.)

Do:

- Read the book of Jasher, especially chapters 1-5. How does this ancient book compare with Genesis' record? How does it differ? Note the Bible's reference to Jasher in Joshua 10:13 and 2 Samuel 1:18. <http://www.sacred-texts.com/chr/apo/jasher/index.htm>

WEEK 18—THE SPREAD OF BABEL

This week we will continue our study of the false gods early civilizations worshiped, as well as learn to where these civilizations spread.

PREPARATION

Books Needed This Week:

- Bible
- Adam and His Kin*
- Genesis: Finding Our Roots*

Optional Resource:

- Ishtar and Tammuz: A Babylonian Myth of the Seasons*, by Christopher J. Moore

HIGH SCHOOL SUPPLEMENT

- Explore Egypt's ancient history online at <http://www.touregypt.net/ancientegypt>

Day 1 (86)

Hear:

- Read and discuss *Adam and His Kin*, chapter 17.
- Read Romans 1:18-25.
- What are some ways that mankind has worshiped the creatures of God rather than the Creator Himself?
- Would it be better to use the word “creature” rather than “nature” or “Mother Earth”? Why?

Learn:

- We are going to memorize **Romans 1:18-25** over the next four and a half weeks. Begin by reciting it together 3 times each day. (See Appendix C.)

Day 2 (87)

Hear:

- Read and discuss *Adam and His Kin*, chapter 18.
- Tell what you've learned about the beginnings of Egypt (Mizraim) and about Menes, the man who founded Egypt.

Learn:

- Timeline – Add the **Founding of Egypt (2188 B.C.)**.

Keep:

- Recite Romans 1:18-25.

Day 3 (88)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – pp. 80-82 “Table of Nations”

Keep:

- Recite Romans 1:18-25.
- Review the Founding of Egypt (2188 B.C.).

Day 4 (89)

Hear:

- Optional: Read and discuss *Ishtar and Tammuz: A Babylonian Myth of the Seasons* (by Christopher J. Moore) from your local library.

Learn:

- Map Study – *Genesis: Finding Our Roots*, p. 86 (#2). See also *Adam and His Kin*, pp. 136-137.

Do:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Romans 1:18-19** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 5 (90)

Keep:

- Recite Romans 1:18-25.
- Review the Founding of Egypt (2188 B.C.).

Do:

- Research the materials used to build the Tower of Babel. Why were these materials chosen?

WEEK 28—THE PROMISED LAND

This week we will study how the Israelites began to settle in Canaan and learn about the other nations that lived in that land.

PREPARATION

Books Needed This Week:

- Bible
- Story of the Ancient World*

HIGH SCHOOL SUPPLEMENT

- Read pp. 337-364 of *The Genesis Record*, by Henry Morris.

Day 1 (136)

Hear:

- Read and discuss *Story of the Ancient World*, Ch. L-LII (pp. 107-113).
 - Tell about the battles against the Amorites and against King Og.
- Optional: Read *Cat of Bubastes*, by G.A. Henty, chapter 16.

Learn:

- We are going to memorize **Joshua 24:14-15** over the next two weeks. Begin by reciting it together 3 times each day. (See Appendix C.)

Day 2 (137)

Hear:

- Read and discuss *Story of the Ancient World*, Ch. LIII-LIV (pp. 113-117).
 - Why were the Canaanites to be destroyed? See Genesis 15:26, spoken to Abraham.
- Optional: Read *Cat of Bubastes*, by G.A. Henty, chapter 17.

Learn:

- Map Study – Copy the map from *Map Trek*, p. 33, into your Map Notebook.

Keep:

- Review Joshua 24:14-15. (See Appendix C.)

Day 3 (138)

Hear:

- Read and discuss *Story of the Ancient World*, Ch. LV-LVI (pp. 117-120).
 - Read Judges 21:24-25. How do these verses describe this period in history?
- Optional: Read *Cat of Bubastes*, by G.A. Henty, chapter 18.

Keep:

- Review Joshua 24:14-15. (See Appendix C.)

Day 4 (139)

Hear:

- Optional: Read *The Phoenicians*, by Pamela Odijk.
- Optional: Read *Cat of Bubastes*, by G.A. Henty, chapter 19.

Keep:

- Review Joshua 24:14-15. (See Appendix C.)
- Using your best handwriting, copy **Joshua 24:14** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 5 (140)

Hear:

- Optional: Finish reading *Cat of Bubastes*, by G.A. Henty, chapter 20.

Keep:

- Review Joshua 24:14-15. (See Appendix C.)

Do:

- Visit a public library or do research online on the origins of the Phoenicians. One possible website is http://phoenician.org/origin_of_phoenicians.htm. What is the benefit of trusting the Bible's historical record?