

SAMPLE

A PLACE PREPARED BY GOD:

Foundations of American History

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FOUNDATIONS PRESS, INC.

USING THE BOOK OF REVELATION TO TEACH HISTORY

There are many good history curriculum available to homeschoolers today. Why write another one?

One reason is that we want to use the Bible as our primary textbook when homeschooling our children. We believe that the Bible is 100% accurate and was written by our Creator; therefore, it contains the most important information that our Creator wants us to know.

History is no exception. While the Bible's account of history varies substantially from secular accounts, we believe that only the Bible's record is accurate and true.

Many curriculum use the Bible to teach from Creation until the Roman Empire. The problem comes when we must then teach the rest of time, from the Roman Empire to modern times. There are so many things to teach our children that it becomes difficult to know which historical facts are the most important.

Several years ago, I was first introduced to a view of the book of Revelation called the "historicist" view, which simply means that the events foretold in the book would be revealed over the remaining periods of history, from the writing of the book by John (approximately AD 96) until Yeshua (Jesus) returns to set up His heavenly kingdom at the end of time.

I had always been taught a "futurist" view of Revelation, that all of the prophecies it contains will be fulfilled in a yet-future time.

I am not arguing one way or the other. I believe that God is big enough and wise enough to be able to do both. There are many examples of prophecies in the Old Testament that were fulfilled during the lifetime of the prophet and yet had another fulfillment that pointed to Yeshua, the Messiah. (See, for instance, Isaiah 7:14 and Matthew 1:23.) In my mind, the book of Revelation could possibly be interpreted from both an historical and a futurist viewpoint.

Isaac Newton, who was a staunch defender of the historicist view of Revelation, wrote the following:

"The folly of Interpreters has been, to foretell times and things by this Prophecy, as if God designed to make them Prophets. By this rashness they have not only exposed themselves, but brought the Prophecy also into contempt."
(Isaac Newton, *Observations Upon the Prophecies of Daniel and the Apocalypse of St. John*, p. 251.)

When we see how God wrote down the history of the modern world in the book of Revelation, and how it has been fulfilled accurately and completely, all the way up until our current times, our faith in the providence and wisdom of God is greatly strengthened.

"As for God, His way is perfect;
The word of YHWH is proven;
He is a shield to all who trust in Him" (Psalm 18:30, NKJV).

“Who has ascended into heaven, or descended?
Who has gathered the wind in His fists?
Who has bound the waters in a garment?
Who has established all the ends of the earth?
What is His name, and what is His Son’s name,
If you know?

Every word of God is pure;
He is a shield to those who put their trust in Him.
Do not add to His words,
Lest He rebuke you, and you be found a liar” (Proverbs 30:4-6, NKJV).

One very nice feature of using Scripture to tell history is that, especially when Scripture is committed to memory, our children are provided with a mental timeline. They will be able to put all other historical and current events into their proper perspective, always seen from God’s viewpoint.

Our prayer is that, by telling all of history (from creation even to modern times) from God’s perspective as written in the book of Revelation, we will cover the most important details, the things that God most wants our children to know and understand. We hope you’ll enjoy the journey!

BEFORE YOU BEGIN:

- ❑ **We recommend that you read *Revelation Revealed* to understand our view of world history, available at <http://revelationrevealed.online> or from [Nothing New Press](#).**



NOTE ON CATHOLICISM, INDIGENOUS PEOPLES, AND OTHER CONTROVERSIAL TOPICS:

This curriculum often refers to figures in history who have done *some* good things, even though no human is perfect. We do not believe that all founders of America were true believers; nor do we believe that all of them were unbelievers. We agree with Matthew 7:15-23, in which Yeshua states:

Beware of false prophets, who come to you in sheep's clothing, but inwardly they are ravenous wolves. You will know them by their fruits. Do men gather grapes from thorn bushes or figs from thistles? Even so, every good tree bears good fruit, but a bad tree bears bad fruit. A good tree cannot bear bad fruit, nor can a bad tree bear good fruit. Every tree that does not bear good fruit is cut down and thrown into the fire. **Therefore by their fruits you will know them.**

“Not everyone who says to Me, ‘Lord, Lord,’ shall enter the kingdom of heaven, but he who does the will of My Father in heaven. Many will say to Me in that day, ‘Lord, Lord, have we not prophesied in Your name, cast out demons in Your name, and done many wonders in Your name?’ And then I will declare to them, ‘I never knew you; depart from Me, you who practice lawlessness!’

WHAT IS OUR “HEAR, LEARN, KEEP, DO” METHOD?

When YHWH wants to teach mankind something, He follows a very specific method that I can copy in my homeschooling. For instance, let’s look at how YHWH teaches all mankind about His “invisible qualities, his eternal power, and divine nature”:

“For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who by their unrighteousness suppress the truth. For what can be known about God is plain to them, because God has shown it to them. For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse” (Romans 1:18-20, ESV).

First, YHWH clearly presents information. In this case, He used the things He had created, which can be seen by every person no matter where he lives, to make Himself plain to all people (Psalm 8). The sun, moon, and stars are visible to all. The amazing capabilities of the human body are visible to all. The metamorphosis of a caterpillar into a butterfly... the water cycle... the fossil record — these are visible to all.

Once YHWH has presented information, He expects that I’ll have **the help of a human teacher to explain** what I’m seeing and hearing.

“How then will they call on him in whom they have not believed? And how are they to believe in him of whom they have never heard? And how are they to hear without someone preaching?” (Romans 10:14).

He then expects me, the “student,” to do a few things, which we call the **“Hear, Learn, Keep, Do” method** (from Deuteronomy 5:1).

1. THE STUDENT IS TO “HEAR.”

To hear doesn’t mean to let sound come into my eardrums; rather, it means to “listen with intelligence.” I can look up into the night sky and “see” the stars, but unless I “listen with intelligence,” I won’t relate those stars to a Creator God, to His eternal power and divine nature.

When I was a little girl, my parents would wake us in the middle of the night and take us out into the backyard, where they had laid a blanket on the ground. We would lie on our backs and look at a meteor shower, an eclipse, or an especially bright planet. My dad would pass around the binoculars and telescopes, and he would show us where the constellations were. All the while, he would remind us that ***YHWH created these things***. He helped us “listen with intelligence” to the “words” YHWH had put into the stars.

Today I can go to my bookshelf and read *The Witness of the Stars*, by E. W. Bullinger, to learn how the different constellations point to YHWH as creator and His promised Redeemer.

All of these things can help me “listen with intelligence” to the Mighty Creator who is trying to teach me about Himself.

2. THE STUDENT IS TO “LEARN.”

The word “to learn” means “to goad.” My human teacher helps me learn by “goad” me. A goad is a long stick with a sharp end, used to herd animals like cattle. With me, my human teacher pokes me along, but this isn’t a negative thing. My teacher spurs me into action, reminds me where the path is, and even gives me confidence as I step by encouraging me. In the Apostolic Writing, we see the word “exhort” used in a similar way.

If I were a child learning about the constellations, this would be a review lesson, where maybe I would draw maps of the constellations, with overlays of the symbolism of Yeshua the Messiah, filing them away in a notebook. Maybe my father would take me outside on another night and ask me to point to the specific constellations and tell him a little about each one. Maybe I would be required to memorize Scripture verses about each one and recite them at supper. All along, my “teacher” would be goading me, poking me, reminding me that YHWH was the creator of the constellations and that they were placed in the sky by Him so that I would learn about His eternal power and divine nature.



3. THE STUDENT IS TO “KEEP.”

The word “keep” used here means “to guard.” My husband and sons love to study about medieval castles, which often had a “keep” inside the walls, where the soldiers could fall back during a siege. It was a place of refuge, heavily guarded and fortified, and filled with ample provisions. Often this was a strong tower. Sometimes the “keep” was a dungeon, where prisoners would be “kept” and guarded.

When YHWH gives us a body of information, He wants us to guard it carefully. All of Scripture contains information about YHWH, but we should not guard it physically so that no one is able to read it, such as often happened during the Middle Ages as Bibles were chained to tables inside cathedrals, to keep thieves from stealing these rare books. In this case, He’s referring to a *mental* guarding of this information, where we replay it over and over so that it doesn’t get lost or misplaced among all the other pieces of information that compete.

For instance, the word “keep” is used 22 times in Psalm 119 alone, as we are instructed to “keep” YHWH’s commands and instructions.

In my illustration of learning the constellations, I would “keep” or guard what I had learned by reviewing it, over and over and over again, so that I would not forget it. YHWH uses the method of writing things down so that mankind doesn’t forget it. In addition, He “schedules” times into His calendar so that we remember to review what He has taught us. He has His people “recite” and “repeat” what He has taught them. Finally, He “tests” them on what He has taught, to be sure that they understand and know it well.

4. THE STUDENT IS TO “DO.”

James 1:22-25 says that when we learn YHWH’s Word, even when we listen to it, our human hearts are very prone to walking away and “immediately forgetting” what we saw. YHWH’s “perfect law” gives freedom, though, to the one who “looks intently” into it and “continues to do” it, “not forgetting what he has heard, but doing it.” YHWH says that man will be “blessed in what he does.”

Learning information is never the end goal. When YHWH placed the stars in the sky, they were there to point us to Messiah and to bring us to faith in Him. Yeshua is always the reason for everything YHWH has revealed to us.

“Wherefore the law was our schoolmaster to bring us unto Messiah, that we might be justified by faith. But after that faith is come, we are no longer under a schoolmaster. For ye are all the children of God by faith in Messiah Yeshua” (Galatians 3:24-26, KJV).

“For Messiah is the end [“result, purpose, goal”] of the law for righteousness to everyone that believeth” (Romans 10:4, KJV).

“About this we have much to say, and it is hard to explain, since you have become dull of hearing. For though by this time you ought to be teachers, you need someone to teach you again the basic principles of the oracles of God. You need milk, not solid food, for everyone who lives on milk is unskilled in the word of righteousness, since he is a child. But solid food is for the mature, for those who have their powers of discernment trained by constant practice to distinguish good from evil” (Hebrews 5:11-14, NIV).

Going to school isn’t the point. Learning facts isn’t the goal. Learning should bring about a change in behavior.

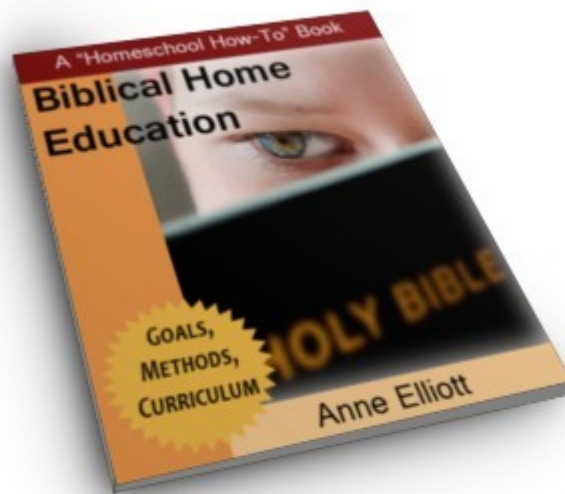
We would be disappointed if we had to homeschool our children for the rest of their lives. No way! We expect them to graduate someday. When they graduate, they will continue to add, subtract, multiply, and divide — but they won’t be doing it on math worksheets. They’ll be applying math to their everyday lives.

YHWH revealed Yeshua throughout all His Word, not so we could master facts, rules, or commands. He revealed Himself so that, as we continue to obey His instructions each day of our lives, we will be able to hear intelligently that we need a redeemer, we’ll be goaded each day by the keeping of His commands, we’ll have plenty of review as we continue to walk in His

commands, and we'll see our need of a Messiah and turn to Him in faith, so that His righteousness can be given to us. Then we can *grow up*, teaching YHWH's commands to others and helping others come to faith in Him also.

Sounds like what parents do, doesn't it? We learn, we grow up, we have children of our own, and we pass on truth to them. Do you see how all of this can help us be effective homeschoolers? In which areas are you strong? In which areas are you weak?

[>> Click here to learn more in our Anne's e-book, *Biblical Home Education*.](#)



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The following Scripture passages are used in American History:

- Revelation 12:6
- Isaiah 18

WEEK 1—NATIVES AND NORTHMEN

This week we will learn about the very first people who lived on the North American continent.

PREPARATION

Books Needed This Week:

- ☐ Bible
- ☐ *The Story of the Thirteen Colonies*
- ☐ *MapTrek*

Optional Books:

- ☐ *The Vikings*, by Elizabeth Janeway
- ☐ *Indians*, by Edwin Tunis
- ☐ *North American Indian (DK Eyewitness Books)*, by David S. Murdoch

HIGH SCHOOL SUPPLEMENT

- ☐ Read about Native American religious beliefs at <http://are.as.wvu.edu/ruvolo.htm>.
- ☐ Read about ancient Hebrew explorers in America at <http://hope-of-israel.org/hebinusa.htm>.

Day 1 (1)

Hear:

- ☐ Read and discuss *The Story of the Thirteen Colonies*, chapters I-II.
 - Our textbook was first published in 1898, and you will be able to see the way that the author views the Native Americans, called “Indians” in our book. Be sure to read the publisher’s preface on pp. 3-6.
 - Guerber mentions that the New World “is really older than Europe” (p. 17). Read the publisher’s preface about this on pp. 5-6.
 - Guerber states that “some men now think they may once have belonged to the same family.” Read the publisher’s preface about this on p. 6.
 - What were some of the methods of gardening used by the native people? See publisher’s preface about this on pp. 3-4.
 - How were family names chosen (p. 20)? Do you know how your own family name came about?

Learn:

- ☐ Using *MapTrek*, p. 125 (e-book, p. 35), copy the map of North America. If possible, use colored pencils and label rivers, mountain ranges, bays, etc.
- ☐ We are going to memorize **Acts 17:26-27** this week. Begin by reciting it together 3 times each day.

Day 2 (2)

Hear:

- ☐ Read and discuss *The Story of the Thirteen Colonies*, chapters III-IV.
 - Guerber mentions that the Indians were “simple” for believing in evil spirits (p. 21). Can you name any other people groups with similar beliefs? How were the Indian beliefs similar to those from Babylon¹ (Romans 1:18-23)? Do you agree with Guerber, that these beliefs make a people “simple”?
 - Learn the creation story of the Navajo people, at http://www.canyondechelly.net/story_teller.html.
 - Learn the creation story of the Iroquois people, at <http://www.firstpeople.us/FP-Html-Legends/TheCreationStory-Iroquois.html>.
 - What was the purpose of the mounds (p. 23)?
 - What does the word *Viking* mean (p. 23)?
 - How did Iceland and Greenland get their names (p. 25)?

Learn:

- ☐ Using *MapTrek*, p. 127 (e-book, p. 39), copy the map of Native American Tribal Groups.

Keep:

- ☐ Recite **Acts 17:26-27**.

Day 3 (3)

Hear:

- ☐ Read and discuss *The Story of the Thirteen Colonies*, chapters V-VI.
 - Why did the Vikings call the New World “Vineland” (p. 26)?

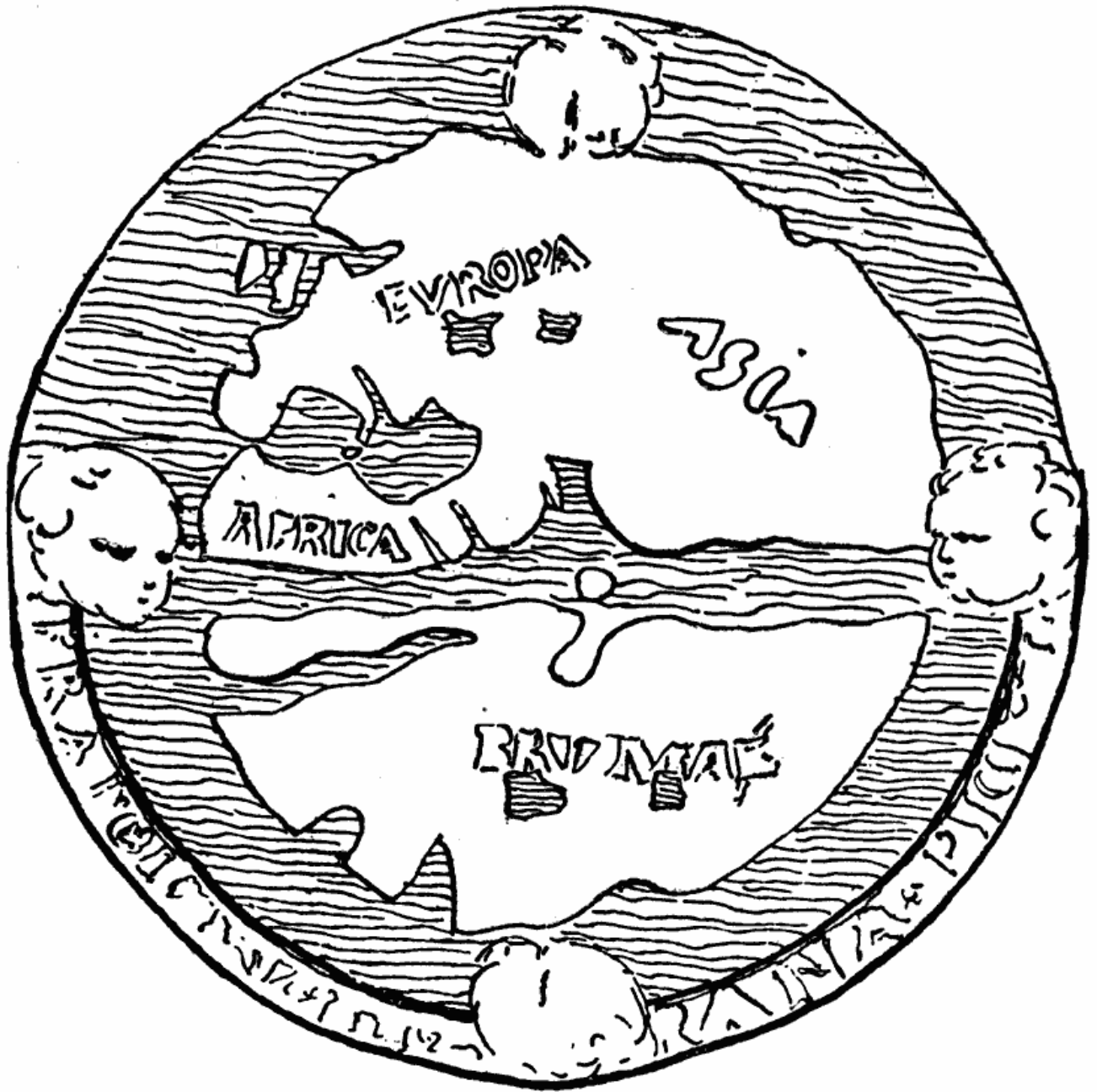
Learn:

- ☐ Timeline – Add Leif Eriksson (1000 A.D.)
- ☐ Make a map for your notebook, similar to the ancient map from the fifteenth century that you can see on the next page.

Keep:

- ☐ Recite **Acts 17:26-27**.

¹ Learn more about the false worship that originated in Babylon and permeated the entire world, in [*From Ancient Times: Creation to Assyria \(Year 1\)*](#)



FIFTEENTH CENTURY.*

(Image Source²)

² Justin Winsor, *Narrative and Critical History of America Vol. 1* (New York, NY: Houghton, Mifflin, and Company, 1889) 53,
<http://etc.usf.edu/maps/pages/4100/4125/4125.htm>

Day 4 (4)

Keep:

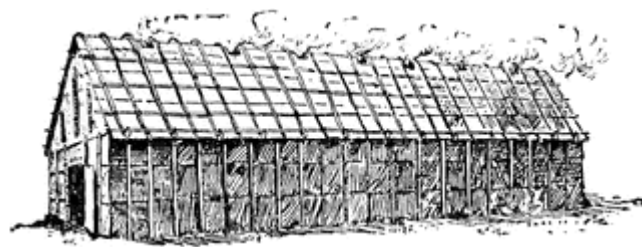
- ☐ Recite **Acts 17:26-27**.
- ☐ Using your best handwriting, copy **Acts 17:26-27** into your notebook.

Do:

- ☐ Project – **Native American Dwellings**. Using resources from your local library or from the Internet, learn about various home styles used by Indians across North America. You may wish to choose from wigwams (also called teepees), long houses, adobe homes, cliff dwellings, or any other that you find. Using materials you have on hand (small boxes, modeling clay, fabric pieces, sticks, etc.), make a model of one of these dwellings.



A tipi (also teepee, tepee) is a conical tent originally made of animal skins or birch bark and popularized by the Native Americans of the Great Plains. Tipis are stereotypically associated with Native Americans in general, but Native Americans from places other than the Great Plains used different types of dwellings. The term wigwam is sometimes incorrectly used to refer to a dwelling of this type. The tipi was durable, provided warmth and comfort in winter, was dry during heavy rains, and was cool in the heat of summer. Tipis could be disassembled and packed away quickly when a tribe decided to move, and could be reconstructed quickly when the tribe settled in a new area. This portability was important to those Plains Indians who had a nomadic lifestyle. (Image Source³)



A "long house" where up to fifty families would live, built by the Native American tribe, the Iroquois. (Image Source⁴)

³ Benson John Lossing, ed. Harper's Encyclopedia of United States History (vol. 10) (New York, NY: Harper and Brothers, 1912), http://etc.usf.edu/clipart/57700/57720/57720_teepee.htm

⁴ Arthur C. Perry American History (New York, NY: American Book Company, 1913), http://etc.usf.edu/clipart/45100/45168/45168_long_house.htm



Cliff dwellings of poured or puddled adobe (cob) at Cuarenta Casas in Mexico. (Image Source⁵)

Day 5 (5)

Keep:

- ☐ Recite Acts 17:26-27.

Do:

- ☐ Notebooking – **Vikings**. Using resources from your local library or from the Internet, learn how the Vikings lived. How was their culture similar to the Native Americans, and how was it different? Make a page for your notebook that explains what you have learned.
 - You may enjoy looking at Viking long houses, for instance, such as the one at https://af.wikipedia.org/wiki/L%C3%AAer:St%C3%B6ng_Viking_Longhouse.jpg.
 - Another good link is <http://www.tinasdynamichomeschoolplus.com/middle-ages-to-reform/vikings-lapbook/>.

⁵ <https://en.wikipedia.org/wiki/Adobe>

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<http://foundationspress.com/our-homeschool-curriculum/american-history>



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