

**Sample**

**Daniel's Statue:  
Babylon, Persia, Greece, and Rome**

Foundations of World History – Year 2

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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://foundationspress.com/textbooks>.

## 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.
- ❑ *The Usborne Internet-Linked Encyclopedia of the Ancient World*, by Jane Bingham, et al. (Usborne). <http://www.usbornebooksandmore.com/>
- ❑ *The Story of the Ancient World*, by Christine Miller (Nothing New Press). <http://www.nothingnewpress.com/guerber/ancient.html> (This book was also used in Year 1.)
- ❑ *The Story of the Greeks*, by H.A. Guerber (Nothing New Press). <http://www.nothingnewpress.com/guerber/greeks.html>
- ❑ *The Story of the Romans*, by H.A. Guerber (Nothing New Press). <http://www.nothingnewpress.com/guerber/romans.html> (This book is also used in Year 3.)
- ❑ *Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010). <http://www.knowledgequestmaps.com/Map-Trek.html> (This book is used in Years 1-4.)

## 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 may have also used for Year 1. Note: This set does *NOT* include all of the dates that we will use in this curriculum. <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>
- ❑ *What in the World's Going on Here?* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Weeks 6, 7, 25, 26, 27, 32, 34, and 35.
- ❑ *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).

- Cyrus the Persian*, by Sherman A. Nagel (AB Publishing). This book is used in Weeks 4-6.
- Behold Your Queen!: A Story of Esther*, by Gladys Malvern. This book is used in Weeks 6-8.
- The 7 Wonders of the Ancient World* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Weeks 4 and 25.
- Within the Palace Gates: The King's Cupbearer*, by Anna P. Siviter. This book is used in Weeks 9-14.
- The Classical Cookbook: Revised Edition*, by Andrew Dalby, Sally Grainger. This book is used in Week 14.
- The Lion in the Gateway: The heroic battles of the Greeks and Persians at Marathon, Salamis, and Thermopylae*, by Mary Renault. This book is used in Weeks 15-16.
- Archimedes and the Door of Science*, by Jeanne Bendick. This book is used in Weeks 17-19.
- Detectives in Togas*, by Henry Winterfeld. This book is used in Weeks 20-24.
- The Young Carthaginian*, by G.A. Henty. This book is used in Weeks 24-28.
- The Mystery of the Roman Ransom*, by Henry Winterfeld. This book is used in Weeks 29-32.
- City*, by David Macaulay. This book is used in Week 29.
- The Legionary*, by Peter Connolly. This book is used in Week 31.
- For the Temple*, by G.A. Henty. This book is used in Weeks 33-36.

## HIGH SCHOOL BOOKS:

The following books are “thick” and meaty, but we believe that homeschooled teenagers have time to read in a way that will probably never again be repeated for the rest of their lives. For that reason, we strongly encourage you to obtain these books for your high-school student and to set aside time for long discussions of the topics introduced, such as before bed each evening.

- The Antiquities of the Jews*, by Josephus. This book is available free online, at <http://www.sacred-texts.com/jud/josephus/index.htm#aoj> This book is used in Weeks 1 and 33-36.
- The Five Great Monarchies of the Ancient Eastern World, Volumes 1-3*, by George Rawlinson. These books are available free online, at <http://books.google.com> These books are used in Weeks 2, 4, and 6-15.
- Observation Upon the Prophecies of Daniel and the Apocalypse of St. John*, by Sir Isaac Newton. This book is available from <http://foundationspress.com> or is available free online at [http://www.isaacnewton.ca/daniel\\_apocalypse/](http://www.isaacnewton.ca/daniel_apocalypse/) This book is used in Weeks 3, 4, 5, and 32; it is also used in Years 3-4.
- Greek Lives*, by Plutarch, translated by Robin Waterfield (Oxford World's Classics). A similar translation is available free online at <http://classics.mit.edu/Browse/index-Plutarch.html>. This book is used in Weeks 16-25.
- Assumptions That Affect Our Lives*, by Christian Overman. This book is used in Weeks 26-31.
- 1 and 2 Maccabees*, from the Apocrypha. This is available free online at <http://www.sacred-texts.com/bib/apo/index.htm>. It is read in Weeks 33-34.

# 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.<sup>1</sup> We then purchased *History Through the Ages: Timeline Figures*, by Amy Pak, to paste into our binder.<sup>2</sup> Because Amy 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!)

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

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

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. 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 1—ANCIENT BABYLON

*This week we will learn about the beginnings of Babel and describe its culture, its worship, and its influence on the world around it.*

## PREPARATION

### Books Needed This Week:

- Bible
- Encyclopedia of the Ancient World*
- Appendix D

### HIGH SCHOOL SUPPLEMENT

- Read Josephus, *Antiquities of the Jews, Book 1*, chapter 4. Write Josephus' account of Babel in your own words.

## Day 1 (1)

### Hear:

- Read Genesis 10:8-12; 11:1-9.
  - Who was Nimrod, and how does the Bible describe him? (10:8-9)
  - Name the cities established by Nimrod. (10:10-12)
  - According to chapter 11, why did the people build the city of Babel? (11:3-4)
- Read Jasher, chapter 7 (see Appendix D).
  - Note: The book of Jasher, or the “Book of the Just Man,” is an ancient book of unknown origin that is mentioned as a historical reference in the Bible (Joshua 10:13, 2 Samuel 1:18).
  - Tell back in your own words what the Book of Jasher describes of Nimrod and his reign.
- Read and discuss *Encyclopedia of the Ancient World*, pp. 12-14.
  - How does this account of early history differ from the Bible?

### Learn:

- Begin to memorize **Job 31:24-28** by reciting it together 3 times. (See Appendix C.)
- Map Study – *Map Trek*, p. 24.

## Day 2 (2)

### Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 16-19.
  - Do you think the wheel and writing were invented in Uruk, or do you think they existed before the Flood?
- Do Worksheet 1 (Appendix B).

**Learn:**

- Timeline – Add **Tower of Babel (2242 B.C.)**

**Keep:**

- Recite Job 31:24-28.

### Day 3 (3)

**Hear:**

- Read and discuss *Encyclopedia of the Ancient World*, pp. 20-23.
  - Referring back to Worksheet 1, can you find examples of many of the characteristics of Babylon in today's reading? Keep in mind that this book is not written by Bible believers, so its authors have no reason to verify the Bible's description of Babylon.

**Keep:**

- Using your best handwriting, copy **Job 31:24-25** into your notebook. (See Appendix A for copywork examples you can look at as you copy.)
- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

### Day 4 (4)

**Learn:**

- Explore more about ancient Mesopotamia online. A possible website is <http://mesopotamia.mrdonn.org/index.html>.<sup>3</sup>
- Make a journal page with pictures of ancient life in Babylon and short sentence descriptions.

**Keep:**

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

### Day 5 (5)

**Keep:**

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

**Do:**

- Notebooking – Draw a picture of what you think the Tower of Babel might have looked like.

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<sup>3</sup> Always supervise your children online.

# WEEK 9—THE MYCENAEANS

*This week we will learn about the Mycenaean culture that lived in Ancient Greece.*

## PREPARATION

### Books Needed This Week:

- Bible
- The Story of the Greeks*
- Encyclopedia of the Ancient World*
- Within the Palace Gates*

### HIGH SCHOOL SUPPLEMENT

- Read Media, chapters 1-III of *The Five Great Monarchies of the Ancient Eastern World, Vol. 2*, by George Rawlinson.

## Day 1 (41)

### Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 158-163.
- Read *Within the Palace Gates*, chapter 1.

### Learn:

- Begin to memorize **Acts 17:22-31** by reciting it together 3 times. (See Appendix C.)

### Keep:

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

## Day 2 (42)

### Hear:

- Read and discuss *The Story of the Greeks*, chapters III-V.
  - Note: You may wish to keep your map of Greece handy as you read.
- Read *Within the Palace Gates*, chapter 2.

### Learn:

- Map Study – *Map Trek*, p. 32.

### Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

### Day 3 (43)

**Hear:**

- Read and discuss *The Story of the Greeks*, chapters VI-VIII.
- Read *Within the Palace Gates*, chapter 3.

**Keep:**

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Acts 17:22** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

### Day 4 (44)

**Hear:**

- Read *Within the Palace Gates*, chapter 4.

**Keep:**

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

**Do:**

- Write an imaginary story telling what archeologists might discover if they unearthed your home 2,000 years from now.

### Day 5 (45)

**Hear:**

- Read *Within the Palace Gates*, chapter 5.

**Keep:**

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

**Do:**

- Review the map of Greece by printing a map from <http://fivejs.com/outline-maps-ancient-egypt-and-greece/> and marking the following cities:

Mycenae	Knossos
Athens	Troy
Corinth	Miletus
Sparta	Marathon
Crete	Olympus

# WEEK 18—THE PELOPONNESIAN WAR

*This week we'll learn about the war between Athens and Sparta.*

## PREPARATION

### Books Needed This Week:

- Bible
- The Story of the Greeks*
- Encyclopedia of the Ancient World*
- Archimedes and the Door of Science*

## HIGH SCHOOL SUPPLEMENT

- Read *Greek Lives*, Solon.

## PLAN AHEAD

- Plan ahead for Week 20 by ordering *Detectives in Togas*, by Henry Winterfeld, from your local library.

## Day 1 (86)

### Hear:

- Read and discuss *The Story of the Greeks*, chapters LX-LXIII.
- Read and discuss *Archimedes and the Door of Science*, chapter 6.

### Learn:

- Timeline – Add **Peloponnesian War (431-404 B.C.)**

### Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

## Day 2 (87)

### Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 194-198.
- Read and discuss *Archimedes and the Door of Science*, chapter 7.

### Learn:

- Map Study – *The Story of the Greeks*, p. 110. Choose 3 different colors to use on your map (one for Athens, one for Sparta, and one for neutral states).

### Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

### Day 3 (88)

**Hear:**

- Read and discuss *The Story of the Greeks*, chapters LXIV-LXVI.
- Read and discuss *Archimedes and the Door of Science*, chapter 8.

**Keep:**

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Acts 17:31** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

### Day 4 (89)

**Hear:**

- Read and discuss *Archimedes and the Door of Science*, chapter 9.

**Keep:**

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

**Do:**

- Research what an eclipse of the sun is, and draw pictures to illustrate it for your notebook.

### Day 5 (90)

**Hear:**

- R Read and discuss *Archimedes and the Door of Science*, chapter 10.

**Keep:**

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

**Do:**

- Research the life of Hippocrates.

# WEEK 28—THE FOUNDING OF ROME

*This week we'll learn the stories of how Rome was founded.*

## PREPARATION

### Books Needed This Week:

- Bible
- The Story of the Romans*
- Encyclopedia of the Ancient World*
- The Young Carthaginian*

### HIGH SCHOOL SUPPLEMENT

- Read *Assumptions That Affect Our Lives*, Part Three.

## Day 1 (136)

### Hear:

- Read and discuss *The Story of the Romans*, chapters I-IV.
  - Why do you think the myths of the beginnings of Rome contain so many references to gods and goddesses? Do you think there is any truth to the stories?
- Read *The Young Carthaginian*, chapter XIX.

### Learn:

- Continue to memorize **Psalm 2** by reciting it together 3 times. (See Appendix C.)

### Keep:

- Recite memory work learned so far. (See Appendix C.)
- Map Study – *Map Trek*, p. 42.

## Day 2 (137)

### Hear:

- Read and discuss *The Story of the Romans*, chapters V-VI.
- Read *The Young Carthaginian*, chapter XX.

### Keep:

- Timeline – Add **Founding of Rome (753 B.C.)**.
- Recite memory work learned so far. (See Appendix C.)

### Day 3 (138)

**Hear:**

- Read and discuss *The Story of the Romans*, chapters VII-IX.
- Read and discuss *Encyclopedia of the Ancient World*, p. 268-269.
- Read *The Young Carthaginian*, chapter XXI.

**Keep:**

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Psalm 2:7** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

### Day 4 (139)

**Hear:**

- Read *The Young Carthaginian*, chapter XXII.

**Keep:**

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

**Do:**

- Worksheet 8. (See Appendix B.)

### Day 5 (140)

**Hear:**

- 

**Keep:**

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

**Do:**

- Research the geography and history of the seven hills of Rome. Using your research, draw a map for your notebook.