

# Now, why not take a quick peek at the Resurrection to Reformation Teacher's Guide?!!

**A** Engaging true stories provide a biographical approach to the time period of the Resurrection of Christ through the Reformation. Independent follow-up assignments include oral narrations, written narrations, *Who's Who?* entries of famous men and women, and mapping.

**B** Three days in each unit are devoted to a meaningful, hands-on project that helps bring the history stories to life. These projects are scheduled to be completed a little each day.

**F** Daily, students will read from the Bible to complete a study of Philipians. By year-end, students will also memorize all of Philipians 1 along with music, copy it, and practice the habit of prayer through their daily quiet time.

**G** Grammar lessons are planned using the last half of *Rod and Staff English: Level 4 or 5* twice weekly. Three days in each unit are devoted to studied dictation to practice spelling skills, *Drawn Into the Heart of Reading* to focus on literature study, and *Medieval History-Based Writing Lessons* to work on writing skills.

## Learning through History Focus: The Ancient Church

Unit 1 - Day 1



### Reading about History I

Read about history in the following resource:

★ *Peril and Peace: What was the Ancient Church?* and *Paul: A servant...* p. 11-24  
After today's reading, orally narrate or retell to an adult the portion of text that you read today. Use the *Narration Tips* in the Appendix for help as needed.

**Key Idea:** Paul spread the gospel of Jesus to many cities all over the Roman Empire. He wrote letters to encourage and correct these new churches, and these letters are part of the New Testament. Even though Paul was a Jew, he preached to both Jews and Gentiles. On his way to trial in Rome, Paul was shipwrecked at Malta. Luke and Aristarchus were Paul's companions on this journey.



### Storytime T/I

Get an index card. Title it "Vivid Descriptions". Make 2 columns on the card. Label the first column "Page" and the second column "Description...". During today's reading, listen or watch for one description that paints a vivid picture in your mind of a character, place, or event. Note on the card the page number on which the description occurred and what it described. Read the following assigned pages:

★ *Forbidden Gates: Ch. 1* p. 1-11  
After the assigned reading, either hand in your card or share it aloud. Then, save the card.

**Key Idea:** Identify and note vivid descriptions.



### Research I

After the shipwreck at Malta, Paul eventually sailed for Rome. He spent time in Rome under house arrest for over two years. Where could you look to discover more about Rome? Use a reference book or an online resource like [www.wikipedia.org](http://www.wikipedia.org). You may wish to look in more than one resource to make sure the facts are accurate.

Then, open your *Student Notebook* to Unit 1 - Box 4. On the postcard, write to someone about Rome by sharing the answers from your research to the following questions: *Of which country is Rome the capital city? Describe where Rome was built. Near which famous river is Rome located? What has Rome been nicknamed? Name some famous tourist destinations in Rome and tell a bit about them.*

**Key Idea:** Paul spent several years under house arrest in Rome while preaching and writing.



### History Project S

In this unit you will make a Roman arch out of air-dry clay. To make the clay, mix 2 Tbsp. salt with ¼ cup warm water. Add 2/3 cup flour to the mixture and stir to combine. With your hands, knead the clay for 5 minutes. Open your *Student Notebook* to Unit 1 - Box 9 to see the design of the arch that you will make. On waxed paper, shape the clay into a rectangular log that is ½" thick, 1" wide, and 12" long. Keeping the log flat on your paper, mold it into the shape of an arch. Then, cut it into 7 pieces, with 3 equal pieces up each side and one larger piece at the center of the arch. This centerpiece is the keystone. Allow the pieces to dry.

**Key Idea:** The arch of Titus was constructed in Rome about 20 years after Paul's death. It was built to commemorate Titus' destruction of Jerusalem in 70 A.D. as prophesied by Jesus.



### Independent History Study I

★ Listen to *What in the World?* Vol. 2 Disc 1, Tracks 1-2: "Welcome to Medieval History" and "First-Century Church & Emperors".

**Key Idea:** Christ's resurrection was the spark that ignited the early church and gave hope to the faithful.

## Learning the Basics Focus: Language Arts, Math, Bible, Art, and Science

Unit 1 - Day 1



### Bible Quiet Time I

**Bible Study:** Read the assigned pages in the following resource:

★ *Hidden Treasures in Philipians* p. 7-8

**Prayer Focus:** Pray a prayer of adoration to worship and honor God. Begin by praying, *Lord, I worship you for your...*

**Scripture Memory:** Recite Philipians 1:1.

**Music:** *Philipians 1* CD: Track 1 (verse 1)

**Key Idea:** Introduce the study of Philipians.



### Language Arts S

Have students complete one studied dictation exercise (see Appendix for directions and passages).

Help students complete one lesson from the following reading program:

★ *Drawn into the Heart of Reading*

Work with the students to complete one of the writing options listed below:

★ *Medieval History-Based Writing Lessons Student Book* Refer to front blue page "Accessing Your Downloads" (From the Internet, print and compile the 2017

*Student Resource Notebook* p. 13, 93-95, 100-102, 106-108, 111-113, 117, 127-128, 151, p. 153-159, p. 161, and p. 163-165)

Read *Teacher's Manual* sidebars p. 6

"Customizing..." and "Grading... Checklist"

★ Your own writing program

**Key Idea:** Practice language arts skills.



### Art Appreciation T

Read the assigned pages in the resource below.

★ *Looking at Pictures* p. 8-10

After reading, open the *Student Notebook* to the back section titled "The Art Gallery". Find *Cognoscenti (Art Lovers) Looking at Pictures* in Unit 1. Introduce the title of the painting. Then, quietly study the picture, absorbing every detail. After studying the picture, place it facedown and take turns narrating details from the painting. Listen carefully to one another so as not to repeat what has already been shared. When no more details are forthcoming, view the picture to clarify the details in your minds. Then, ask students to share any impressions of the story within the picture, the colors and lines, areas of light and shadow, thoughts on the historical time period, or guesses as to the time of day.

**Key Idea:** As in a worthy book, we leave the author to tell his own tale, so do we trust a picture to tell its tale through the medium the artist gave it. - Charlotte Mason (Vol. 6, p. 216)



### Math Exploration S

Choose one of the math options listed below (see Appendix for details).

★ *Singapore Primary Mathematics 4A/4B, 5A/5B, or 6A/6B*

★ Your own math program

**Key Idea:** Use a step-by-step math program.



### Science Exploration I

★ Read *Exploring Creation with Astronomy* p. 14-15. Day 1 of each unit includes a science notebook assignment. Store completed notebook entries in a 3-ring binder with plastic page protectors or in a bound sketchbook with unlined pages. At the top of an unlined paper, copy Psalm 19:1. Beneath it, copy the planet chart shown in "Activity 1.1" on p. 19. Complete the chart with your own mnemonic phrase. For an example, see the chart shown above "Activity 1.1" on p. 19.

**Key Idea:** Astronomy is the study of the universe, which belongs to God and was made by Him.

**Now In Color**

**C** Additional resources that coordinate with the history study such as audio presentations, sketching, copywork, notebook entries, artist overview pages, Biblical references, and mapping round out the Independent History Study part of the plans.

**D** Daily read-alouds correspond with the history time period being studied and emphasize listening for a variety of skills such as new vocabulary, vivid descriptions, plot twists, strong moods, life lessons, great lines, and oral narrations.

**E** Research skills, mapwork, timeline entries, and optional Shakespeare readings/notebooking rotate through this part of the plans each unit. These activities coordinate with the history stories.

**H** Guided written narration, notebook entries, written and oral narration practice, vocabulary words, and experiments with lab sheets coordinate with the daily independent science readings which focus on earth science.

**I** An art appreciation study using *Looking at Pictures*, a poetry study of Emily Dickinson, and a guided study on becoming a Godly young man or woman rotate through this daily meeting time led by the parent.

**J** Daily math lessons are scheduled in the Appendix for *Singapore Math 5A/5B* and *Math 6A/6B*. *Apologia Math* is also a choice for this guide.