

# Learning Through History

## Focus: The Ancient Church

Unit 1 - Day 1



### Reading About History I

Read about history in the following resource:

★ *Redemption: Paul* p. 29-38

After today's reading, orally narrate or retell to an adult the 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. Even though Paul was a Jew, he preached to both Jews and Gentiles. After casting a demon out of a slave girl in Philippi, Paul and Silas were imprisoned. God used an earthquake to free Paul and Silas. They shared the good news of Jesus with the jailer in Philippi. After Paul and Silas' release, a joyful church began in Philippi.



### 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 of...". 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.



### 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 ⅔ 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.



### Research I

After being jailed at Philippi, 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.



### 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:

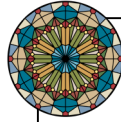
★ *Hidden Treasures in Philippians* p. 7-8

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

**Scripture Card 1:** Recite Philippians 1:1.

**Music:** *Philippians 1* Audio: Track 1 (verse 1)

Key Idea: Introduce the study of Philippians.



## 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)



## 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:

★ *Writing & Rhetoric Book 3: Narrative II* p. 1-4 (Note: Read the text aloud while the students follow along. Then, discuss “Tell It Back” and “Talk About It”.)

★ Your own writing program

Key Idea: Practice language arts skills.



## Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B* or *6A/6B*, or *Apologia Math*, or *Mastering Essential Math Skills Book 2*

★ 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 the verse, 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.

# Learning Through History

## Focus: The Ancient Church

Unit 1 - Day 2



### Reading About History I

**Note to Parents:** For sensitive students, you will want to read, discuss, and possibly omit portions of today's reading accordingly.

Read about history in the following resource:

★ *Redemption: Polycarp* p. 53-61

After today's reading, open your *Student Notebook* to Unit 1 - Box 6. Use the pages you read from *Redemption* to help you complete the information in Box 6 about Polycarp.

Key Idea: Polycarp studied under Ignatius' and the apostle John's teachings about following Jesus. After the deaths of the apostles, Polycarp became the bishop of the church at Smyrna. Polycarp was martyred by Herod for his faith.



### Storytime T/I

Read the following assigned pages:

★ *Forbidden Gates: Ch. 2* p. 12-21

After today's reading, orally narrate or retell the portion of the story that was read today.

Key Idea: Practice orally narrating, or retelling, a portion of a story.



### Geography I

For today's activities, use the map in the following resource:

★ *World History Atlas* p. 11

Use your finger to trace the Roman Empire's border at the time of Julius Caesar's death. Remember, Caesar died about 40 years before Christ was born.

Now, use your finger to trace the border of the Roman Empire at the time of Augustus' death. Remember Augustus was Caesar when Jesus was born. Compare how the size of the empire changed over the 30 years between the deaths of Julius Caesar and Augustus Caesar.

Last, use your finger to trace the Roman Empire's boundaries at the time of Trajan's death 100 years later. The Roman Empire was at its largest under Trajan. Remember Trajan was emperor of Rome at the time of Polycarp.

Key Idea: During Polycarp's early years, the Roman Empire was united under one emperor. This emperor, Trajan, did not approve of Christianity, so he persecuted the Christians. Persecution continued under Antonius Pius.



### History Project S

Today, you will be drawing a backdrop for your arch on a piece of white paper. Get your 7 clay pieces and arrange them on the paper in the shape of an arch. The clay will not be dry yet, so handle the pieces carefully. Once the arch is arranged, start at the bottom of the paper drawing a road that goes under the arch. The road should be widest at the bottom of the paper, narrowing as it goes up the paper and under the arch. Remove the clay pieces, flipping them over to allow the backs of the pieces to dry until Day 3. Refer to your *Student Notebook* Unit 1 - Box 10 for ideas of what else to add to your backdrop. Finish drawing your backdrop scene and color it. Save it for Day 3.

Key Idea: The arch of Titus could be seen in Rome in Polycarp's time.



### Independent History Study I

★ Listen to *What in the World? Vol. 2* Disc 1, Track 3: "Life in the Second Century".

Key Idea: Throughout the Roman Empire, the early Christian church experienced much persecution.

## Learning the Basics

**Focus:** Language Arts, Math, Bible, Art, and Science

Unit 1 - Day 2



### Bible Quiet Time

I

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

★ *Hidden Treasures in Philippians: Layer One* p. 9-11 (Note: Read Phil. Ch. 1-2 only.)

**Prayer Focus:** Pray a prayer of confession to admit or acknowledge your sins to God. Begin by praying, *Lord, I confess that...*

**Scripture Card 1:** Recite Philippians 1:1.

**Music:** *Philippians 1* Audio: Track 1 (verse 1)

**Key Idea:** Become familiar with Philippians.



### Devotional Bible Study

T

**Girl Option:** Read and discuss the assigned pages in the following resource:

★ *Beautiful Girlhood* p. 11-14

★ *The Companion Guide to Beautiful Girlhood* p. 10-11 (*Discussion Questions*)

Then, have girls copy one quote from p. 12 of *The Companion Guide to Beautiful Girlhood* into their *Common Place Book*.

**Boy Option:** Read and discuss the assigned pages in the following resource:

★ *Boyhood and Beyond* p. 11-17

Then, have boys copy the quote from p. 10 of *Boyhood and Beyond* into their *Common Place Book*.

**Key Idea:** Focus on becoming a Godly young man or woman.



### Language Arts

S

Have students complete one dictation exercise.

Guide students to complete one writing option.

★ *Writing & Rhetoric Book 3: Narrative II* p. 5 – middle of p. 7 (Note: Help students as needed to complete the lesson.)

★ Your own writing program

Help students complete **one** English lesson.

★ *Building with Diligence: Lesson 64*

★ *Following the Plan: Lesson 59*

★ Your own grammar program

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



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B* or *6A/6B*, or *Apologia Math*, or *Mastering Essential Math Skills Book 2*

★ Your own math program

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



### Science Exploration

I

★ Read *Exploring Creation with Astronomy* p. 16 – top of p. 18. You will be writing a written narration about the pages you read today. Use the same binder or sketchbook you have chosen for your science notebook. Make a written narration section. To prepare for your narration, think about the following questions: *Why did God make the planets, moons, and stars? How did people tell the time of day before there were calendars? How did ancient people use the pattern of the stars as their calendar and their compass? In what way did God use a star to announce the birth of the Savior? How do some birds use the constellations to help them?* Now, write an 8-12 sentence narration that begins, *God made the planets, moons, and stars...* Use the *Written Narration Skills* in the Appendix for help in editing.

**Key Idea:** The planets, moons, and stars were made by God to give us light, to tell time, to mark the seasons, and to be a calendar for the days and years. God also used a star to announce the Savior's birth.

# Learning Through History

## Focus: The Ancient Church

Unit 1 - Day 3



### Reading About History I

Read about history in the following resource:

★ *Redemption: Fact Files - Canon, Clergy, Creeds, Churchmen* p. 72-76

After today's reading, open your *Student Notebook* to Unit 1. Under the picture in Box 8, write *Justin the Martyr*. Then, use a globe to help you find the general location of Rome, Italy on the map in Box 7. Rome was where Justin eventually settled and was martyred. Use a fine-tipped marker to mark Rome with a small dot on the map in Box 7. Write *Rome, Italy* in the box at the bottom of the map.

Key Idea: Justin was a Samaritan who became a Christian. Before his conversion, he had studied the teachings of the Stoics and of Plato. Justin believed Christian theology and Greek philosophy could be harmonized, but only the teaching of Christ kindled a flame in his soul. Justin died for his faith.



### Storytime T/I

Get an index card. Title it "New Vocabulary". Make 3 columns on the card. Label the first column "Page", the second column "Word", and the third column "Meaning". During today's reading, listen or watch for one new or unfamiliar word. Then, note on the card the page number on which the word occurred, the word, and a guess about its meaning. Read the following assigned pages:

★ *Forbidden Gates: Ch. 3* p. 22-32

After the assigned reading, check your guess about the word's meaning in the dictionary. Change or add to your guess as needed. Then, either hand in your card or share it aloud. Save the card.

Key Idea: Identify and note new vocabulary.



### History Project S

Get the 7 clay pieces of the arch that you made on Day 1. Place the pieces carefully on a paper towel. Use a paintbrush and grey or brown paint to cover the clay, working the paint into any crevices. Then, use a wadded up paper towel to dab gently across the clay. Dab carefully so as not to break the pieces. Much of the paint should come off, leaving the darker-colored paint in the crevices. Let the paint dry. When it is dry, arrange the clay pieces in the shape of an arch upon the backdrop you drew on Day 2. Glue the arch into place.

Key Idea: A Roman arch was erected for the triumph of Constantine. It is still standing.



### Timeline I

You will be adding to your timeline in your *Student Notebook* today. In Unit 1 – Box 1, draw and color a fire. Label it, *Polycarp Is Martyred (155 A.D.)*.

In Box 2, draw and color a philosopher's cloak or mantle. Label it, *Justin Is Martyred (165 A.D.)*.

In Box 3, draw and color a shield with the red Christian cross symbol. Label it, *Constantine Reunites the Roman Empire (312 A.D.)*.

Key Idea: Both Polycarp and Justin were martyred for their unwavering faith in Christ. Constantine the Great ended the persecution of Christians in Rome by legalizing Christianity.



### Independent History Study I

★ Listen to *What in the World? Vol. 2* Disc 1, Track 4: "The Plague and Restructuring".

Key Idea: Emperor Marcus Aurelius was a Stoic. He died during the plague 15 years after Justin's death.

## Learning the Basics

Focus: Language Arts, Math, Bible, Art, and Science

Unit 1 - Day 3



### Bible Quiet Time

I

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

★ Your Bible: Read Philippians chapters 3-4.

**Prayer Focus:** Pray a prayer of thanksgiving to express gratitude for God's divine goodness. Begin by praying, *Thank you Lord for...*

**Scripture Card 1:** Recite Philippians 1:1.

**Music:** *Philippians 1* Audio: Track 1 (verse 1)

Key Idea: Finish reading Philippians.



### Devotional Bible Study

T

**Girl Option:** Discuss the assigned pages in the following resource:

★ *The Companion Guide to Beautiful Girlhood* p. 11 (*Bible Activities and Application: #1 and choice of #2 or #3*)

Then, have girls choose one of the *Journal Topics* from p. 12 to respond to on p. 13 of *The Companion Guide to Beautiful Girlhood*.

**Boy Option:** Share what the following Bible passages teach you about God's creation:

★ Your own Bible: Psalm 148 and Romans 1:20. Then, discuss and plan one way for boys to appreciate God's creation this week.

Last, have boys copy the Bible verse from p. 16 of *Boyhood and Beyond* into their *Common Place Book*.

Key Idea: Study and apply God's word to life.



### Language Arts

S

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.

★ *Writing & Rhetoric Book 3: Narrative II* middle of p. 7 – bottom of p. 11 (Note: Help students as needed to complete the lesson. Omit "Copywork" on p. 11.)

★ Your own writing program

Key Idea: Practice language arts skills.



### Math Exploration

S

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

★ *Singapore Primary Mathematics 5A/5B* or *6A/6B*, or *Apologia Math*, or *Mastering Essential Math Skills Book 2*

★ Your own math program

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



### Science Exploration

S

★ Read *Exploring Creation with Astronomy* top of p. 18 – middle of p. 19. You will orally retell or narrate to an adult the portion of the text that you read today. Read aloud the orange question on p. 19 as a narration prompt.

Before narrating, locate the *Narration Tips* in the Appendix of this guide. Prior to the narration, the parent should read over the *Narration Tips: Teacher's List* and you should read over the *How to Narrate: Student's List*. These lists will provide guidance in the important skill of oral narration.

After reading over *How to Narrate: Student's List*, narrate the text that you read today.

Key Idea: God placed the sun and the planets that circle the sun at a perfect distance from one another, holding them in place with gravity.

## Learning Through History

### Focus: The Ancient Church

Unit 1 - Day 4



### Reading About History I

Read about history in the following resource:

★ *Redemption: Constantine* p. 79-88 and *The Ancient Church* p. 11-14

You will be writing a narration about the chapter *Constantine*. To prepare for writing your narration, look back over p. 79-88 in *Redemption*. Think about the main idea and the most important moments in this part of the reading.

After you have thought about what you will write and how you will begin your narration, turn to Unit 1 in your *Student Notebook*. For more guidance on writing a narration, see *Written Narration Tips* in the Appendix.

In Box 5, write an 8-12 sentence narration about the reading. When you have finished writing, read your sentences out loud to catch any mistakes. Check for the following things: *Did you include **who** or **what topic** the reading was mainly about? Did you include **descriptors** of the important thing(s) that happened? Did you include a **closing sentence**? If not, add those things.*

Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: After a dream about the Christian symbol in the sky, Constantine's army placed the Chi and Ro symbols on their shields. Constantine defeated Maxentius at the Battle of the Milvian Bridge and thanked God. The victory against Maxentius secured Constantine's reign over the Roman Empire in the West. Constantine later expanded his rule to unite the Roman Empire. Believing God had given him victory, Constantine authorized Christian worship and honored Christians.



### Storytime T/I

Get an index card. Title it "Plot Twists". Make 2 columns on the card. Label the first column "Page" and the second column "Plot Twist". During today's reading, listen or watch for an unexpected twist or turn of events in the plot of the story. Then, note on the card the page number on which the plot twist occurred and a phrase or a sentence about what happened. Read the following assigned pages:

★ *Forbidden Gates: Ch. 4* p. 33-42

After the assigned reading, either hand in your card or share it aloud. Then, save the card.

Key Idea: Listen or watch for an unexpected twist or turn of events within the story's plot.



### Shakespeare I

This is an **optional** part of the plans for those families who have chosen to pursue the Shakespeare option. (Note: *The Tempest* does contain magical elements.)

Read the following assigned pages:

★ *Tales from Shakespeare: The Tempest*  
p. 1 – half of p. 10

After reading, open your *Shakespeare Student Notebook* to *The Tempest*. Use colored pencils to color the picture in Box 1. Then, in Box 2 copy the following quote from *The Tempest*:  
*There's nothing ill can dwell in such a temple:  
If the ill spirit have so fair a house,  
Good things will strive to dwell with 't.*  
- Act I, Scene 2

Key Idea: Read and reflect upon *The Tempest*.



### Independent History Study I

★ Listen to *What in the World? Vol. 2* Disc 1, Track 5: "Constantine & the End of the Empire".

Key Idea: Constantine the Great conquered Rome, reuniting the Roman empire. As emperor of Rome, he made Christianity a legal religion when he signed the Edict of Milan.

## Learning the Basics

Focus: Language Arts, Math, Bible, Art, and Science

Unit 1 - Day 4



### Bible Quiet Time

I

**Bible Study:** Do the pages assigned below.

★ *Hidden Treasures in Philippians: Layer Two* p. 11-12 and “Chapter 1” p. 15

**Prayer Focus:** Pray a prayer of supplication to make a humble and earnest request of God. Begin by praying, *Lord, please help...*

**Scripture Card 1:** Recite Philippians 1:1.

**Music:** *Philippians 1* Audio: Track 1 (verse 1)

**Key Idea:** Delve deeper into Philippians 1.



### Poetry

T

While the students follow along, read aloud the poem “*Two Voyagers*” (see Appendix). Say, *Name a few of the places the butterflies went. Which kind of beam are the butterflies resting upon? List action words that the poet used to describe the motion of the butterflies. What picture does the poem paint in your mind? After the butterflies travel away upon the sea, what did the poet say about them? Describe the feeling the ending of the poem gives you. Explain why it gives you that feeling.* Read the poem again with the students. Say, *Did you know that Emily Dickinson did not title her poems? Her poems are often listed by the first line of the poem, rather than by the title. If you do happen to see a titled poem by Emily Dickinson (such as this one), the title was added by someone else.*

**Key Idea:** Read and appreciate classic poetry.



### 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*

Help students complete **one** English lesson.

★ *Building with Diligence:* Lesson 65

★ *Following the Plan:* Lesson 60

★ Your own grammar program

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



### Math Exploration

S

Choose **one** of the math options listed below.

★ *Singapore Primary Mathematics 5A/5B* or *6A/6B*, or *Apologia Math*, or *Mastering Essential Math Skills Book 2*

★ Your own math program

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



### Science Exploration

I

★ Read *Exploring Creation with Astronomy* p. 20 – top of p. 22. In your science binder or sketchbook, make an experiment section. For your experiments, you may either use the Science Lab Form provided in the Appendix of our guide, or write your Lab Form on a blank paper. Today’s experiment is a project, so it will not follow standard lab procedure. At the top of a blank page, write: *How do the planets compare to one another in size?* Under the question, write: ‘*Guess*’. Write down your guess. Follow the directions for the project in *Exploring Creation with Astronomy* p. 22-23. If you do not have balloons, make a flat model instead by tracing around circular objects to form the planets and cutting the circles out. Use centimeters instead of inches to measure each planet. Possible circular objects to trace are as follows: Mercury – circular end of crayon, Venus - quarter, Earth – a bit larger than a quarter, Mars – marker lid, Jupiter – large frying pan lid, Saturn – dinner plate, Uranus – small can of nuts or oatmeal, Neptune - small coffee can or bottom of sour cream container. Next, on the paper write: ‘*Procedure*’. Draw a picture of the procedure. Then, write: ‘*Conclusion*’. Explain what you learned from the project.

**Key Idea:** Jupiter is the largest planet, and Mercury is the smallest. Pluto is no longer considered a planet.