How to Use This Book

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Introduction

The first goal of this book is to inspire students to become “hearers and doers” of God's Word and to encourage them to search the Scriptures and apply them to everyday situations. The second goal is to teach students a love of learning that will last a lifetime.

This book covers a time frame from Creation through the time of Christ in two unique ways:

1. This book’s focus is on Bible history, as opposed to most ancient-history studies (even many Christian-based texts), which concentrate on the pagans in ancient times, ignoring God's people. For example, in this book's Ancient Egypt Unit the focus is on Joseph, Moses, the Exodus, and God's people (rather than on the pyramids and gods of Egypt). Our Ancient Greece and Rome units focus on the Israelites fighting against idolatry under Greek and Roman rule (rather than on Greek mythology and Roman gods). We also include an in-depth unit study of Ancient Israel.

2. This book is much more than a basic history study: It is a thematic unit study. You will lead your student(s) chronologically on a fascinating journey through the Bible as they learn to study, write, research, and reason through many subjects including: Bible History, Geography, Literature, Government, Composition, Agriculture, Religion, Science, Economics, and more. As your students study, they will have a number of valuable experiences. They will write essays, summaries, and editorials. They will have the opportunity to publish their work online. They will dramatize and teach others. These activities will develop their ability to think, which is an asset that will benefit them throughout their lives.

Bible Focus

It is crucial that students understand the ancient times if they are to have a good grasp of the Bible. God teaches us through stories about His people. This book is your introduction to the Mesopotamian world of the patriarchs, the Egyptian world of the Exodus, the Babylonian world of Daniel, the Persian world of Esther, and other Bible stories that show us not only the faithfulness of our God, and the greatness of our privileges, but also the marvelous wisdom of the plan of salvation.

Seventy-eight percent of the entire Bible writings (not counting the OT references in the NT), focus on Israel! In this book, you will examine the interaction between the Israelites and the Canaanite, Mesopotamian, Egyptian, Greek, and Roman cultures, which will open your eyes to new-found truths.

A Christian's roots are deep in Judaism through Christ, all the way back to Abraham! *And if ye be Christ's, then are ye Abraham's seed, and heirs according to the promise* (Gal. 3:29). Throughout the Word of God, Abraham is held before us as an example of faith and grace. The Lord God called Abraham, "My friend" (Isa. 41:8). The letter to the Galatians, who were Gentiles by birth and by nature, declares that all who believe on the Lord Jesus Christ are "the children of Abraham" (v. 7), and that we are "blessed with faithful Abraham" (v. 9). God's focus was on Abraham and his family; shouldn't our study of world history have the same focus?

To fully comprehend our Christian faith, we should have a complete understanding of our Hebrew heritage. As Christians, we study a Hebrew book written by Hebrews; we serve a Hebrew Lord who had Hebrew disciples; we desire to follow the first-century church, which was first predominately Hebrew; and through Christ, we are grafted into a Hebrew family! It therefore makes sense to study the Hebrew culture and its effect on world history. This is a refreshing, new, and exciting way to view the Bible! Much of the Bible is a mystery to most Americans. The perplexing phrases, the puzzling actions, the sometimes difficult-to-understand words of Jesus, the unconventional holidays, and the parables can only be understood with an awareness of the Hebrew culture.

Studying Scripture from our Western/American/Greek view is like looking for gold in a dark mine with a dim pen light—you can see enough to stumble around, but you need more light to see clearly. A good grasp of the ancient Hebraic customs and terminology provides a powerful floodlight, exposing intricate details and treasures as you re-examine Scripture.

We believe that *Ancient History: Adam to Messiah* will be a fascinating study for parents as well as for their students. May God bless you and your family as you seek Him and make Him your focus through your studies.

Interacting With Our Web Site

Our Web site is designed to be an extension of this book. After you purchase this book, you can register at either of the following: http://www.AdamtoMessiah.com or http://HomeSchoolUnitStudies.com. We will then give you a password that will provide you with hundreds of Internet links to help your student(s) study the lessons. The links include: interactive sites; illustrated sites; video clips; audio clips; lessons from schools and colleges; dozens of encyclopedias; information on where to buy each resource; etc. Giving your student the opportunity to do research in a variety of ways increases his interest! Our site is continually updated, so we offer new resources and alternatives for books that go out-of-print.

The Internet is a large part of our future. Students will be using the Internet in almost any profession they choose to enter. The Internet is an open door to an enormous, exciting library. The wealth of information on the Internet can be overwhelming because a search for a single topic can lead to thousands of links; but Heart of Wisdom guides you to the best and most appropriate Web sites for each lesson. Throughout the lessons in this book, students not only utilize the Internet, they also learn to navigate it successfully, use search engines and directories, and evaluate Web sites. Because URLs (Internet addresses) change frequently, we do not include them in this book. Instead, we direct you to our site, where you can click through to the appropriate sites for that lesson.

Utilizing the Internet can create engaged, involved, and active learners. But remember, sitting in front of a computer reading through Web pages is only part of learning. Studies show that seventy-five percent of students need more than reading to retain information. Heart of Wisdom incorporates the Internet into the Four-Step Process in each lesson. This process motivates students to learn, and guides them to activities that help them organize the information that they have learned and use it for developing communication skills through writing assignments.

Every time you see this symbol or <u>underlined text</u> in this book, it indicates that there is an active link on our site which will take you to one of the following: another page on our site (containing a worksheet or detailed instructions), an external site with relevant information, or a site from which you can purchase resources.

Don't Have Internet Access?

There is more than enough information and book resources in this book to study ancient history without access to the Internet.

The Heart of Wisdom Teaching Approach

The homeschool movement has brought about (or restored) many superior, efficient, and exciting teaching approaches. These methods verify that we need to renew our thinking concerning education. The chart below gives nutshell descriptions of each approach.

Bible First Philosophy	The Bible is the center of education, and all subordinate studies should be brought into the circle of light radiating from the Bible. Academics play an important part, but they are secondary. Students spend half the school day studying God's Word, and the other half studying God's world.
A Return to Biblical Hebraic Education	The Bible outlines how we should teach our children. The ancient Hebraic aim of education was ethical and religious. Study is a form of worship. The method of instruction in the home was oral, and learning was accomplished by practice. The ancient Hebrew taught no distinction between sacred and secular areas of life. Every detail of life, therefore, must be set aside and consecrated to the glory of God.
Charlotte Mason's Philosophy	Students should develop a love of learning by reading real books—classic literature—as opposed to twaddle, or "dumbed-down" literature. This method also incorporates narration: the assimilating of information, retelling (sorting, sequencing, selecting, connecting, rejecting, and classifying), creating a Time Line Book, and developing a "Nature Diary."
The 4Mat System	These four steps are a cycle of instruction based on the Four Learning Styles developed by Dr. Bernice McCarthy (see "The 4Mat Lessons"). This system is an organized method of using all of the approaches listed on this page.
Integrated Unit Study	The "unit" or "theme" part of the name refers to the idea of studying a topic as a whole instead of as several "subjects." A unit study takes a topic and "lives" with it for a period of time, integrating science, social studies, language arts, and fine arts as they apply.
Lifestyle of Learning	An approach outlined in *Wisdom's Way of Learning* by Marilyn Howshall. The emphasis is on parents relying on the Holy Spirit's guidance to provide the needed resources so that children can develop expertise in their fields of interest. Howshall explains how using these simple and natural tools (with the emphasis on the process of learning rather than the product of learning) will allow your children to begin to develop their own lifestyle of learning.
Delight-Directed Learning	Students acquire basic concepts of learning (reading, reasoning, writing, researching, etc.) during the process of examining the topic they are interested in. Education ought to be about building learners' abilities to do useful things.
Writing to Learn	Students think on paper—think to discover connections, describe processes, express emerging understandings, raise questions, and find answers; encouraging higher-level thinking skills. This method forces the student to internalize; learning in such a way that he/she understands better and retains longer.

The Heart of Wisdom teaching approach is a beautiful, exciting blend of several of these teaching methods. The remainder of this chapter gives highlights of our approach. To find out more, see our Web site at http://HomeSchoolUnitStudies.com, or the book, *The Heart of Wisdom Teaching Approach*.

Bible First Philosophy

The primary focus of each Heart of Wisdom Unit Study is the Bible. Academics play an important part, but they are secondary. Students spend about half the school day studying God's Word (direct studies) and half studying God's world (derived studies).

The first goal of the Heart of Wisdom Teaching Approach is for each family to read though the Bible (chronologically) once a year. In the first year, your family will read most of the Bible chronologically, intertwined with academic studies, by completing this book, *Ancient History: Adam to Messiah*. The first unit, "Adam to Abraham" takes your family through Genesis 1-12. The "Ancient Israel Unit" takes you from Abraham through the Old Testament into the time of Christ. The "Messiah Unit" focuses on the four Gospels. The other units provide the historical background of Bible times and include a significant amount of Bible reading.

After completing *Ancient History: Adam to Messiah*, we suggest you reread the entire Bible each year using *The Narrated Bible*. (See why we recommend *The Narrated Bible* on page 29). Although it only takes fifteen to twenty minutes per day to accomplish this goal, you should set aside one to two hours (depending on your children's ages) to thoroughly study what you have read. *The Heart of Wisdom Teaching Approach* gives you several ideas to continue this approach.

The Heart of Wisdom Approach will teach you to:

- Develop a habit of daily Bible reading
- Read through the Bible with your family once a year
- Create a portfolio
- Create a Time Line Book
- Learn to use Bible study tools (concordances, lexicons, and dictionaries)
- Learn Biblical history and geography
- Learn to integrate writing and grammar skills with Bible studies
- Learn the way to righteousness
- Learn Biblical languages (at least some rudimentary Greek and Hebrew)
- And more.

The ultimate desire for Christian parents should be for their children to have a heart of wisdom—true wisdom from God. To teach true wisdom, a curriculum should spend a significant amount of time studying God's Word. *For the word of God is quick, and powerful, and sharper than any two edged sword, piercing even to the dividing asunder of soul and spirit, and of the joints and marrow, and is a discerner of the thoughts and intents of the heart* (Heb. 4:12).

Although academic school requirements are included in this curriculum, the main objective of this book is for students and parents to learn God's Word and establish a relationship with God. Author David Mulligan explains the importance of Scripture-centered curriculum in *Far Above Rubies: Wisdom in the Christian Community*. He also reveals the surprising hesitancy Christians feel about this approach to curriculum. He states:

> The idea of spending a lot of school time on the study of Scripture may at first be disturbing. We are so used to dividing "religious" activities from the rest of our time [that] it seems as if Bible study just does not fit, except in a minor way, in our regular school day. We think of Bible study as suitable for family devotions, church services, Sunday school classes, and if the study gets "deep," in the seminary. How much Bible can children get without detracting from other studies?
>
> In asking this question we uncover in ourselves something of the tension that exists in the Western world between learning and religion. We know somehow the question is not right; we should be first giving place to Scripture, but can not quite let go of the other side of things. And rightly so! The other side, God's creation, is vastly important, but still Scripture should come first, and all other studies find their place in relation to it. We should turn the question around: "How many secular studies can a student pursue without detracting from his knowledge of God's Word?!" Christian education must be built upon a pattern that maintains Scripture at its center and bring all subordinate studies into the circle of light radiating from thence.

Marilyn Howshall explains in *Lifestyle of Learning*, that we must consider the problems confronting us as Christian homeschoolers:

> We come from a generation that was not taught how to learn. Few Christians know how to access the Word of God for themselves and fewer still know how to access the Lord for themselves in an intimate way. Many parents were, themselves, not given a love of learning as children and are now lacking in purpose, and training their own children in the same way. With only the raw material of our fragmented lives to work with, we attempt to implement our new godly desires and goals into our existing lifestyles and systems. In so doing, we create an additional problem—burn-out! We use the world's methods and means to produce something they were not designed to produce. When we finally accept the truth that the old way will not produce the results we want, we are ready to receive the suggestion of a new way. Now we are ready to learn.

1. For more about Bible First Philosophy see: Far Above Rubies: Wisdom in the Christian Community by David Mulligan. Available from Messenger Publishing PO Box 251, Marshfield, VT 05658, 802-426-4018

Delight-Directed Studies

Delight-directed learning places students in charge of their own learning, helping them to find something which they want to accomplish. The delight-directed method uses natural curiosity to motivate the student. The student acquires basic concepts of learning (reading, reasoning, writing, researching, etc.) during the process of examining the topic of interest. Less control can lead to more learning.

Each lesson in this book provides enough resources and activities to lead your student into a great deal of in-depth study on a topic. We encourage you to touch on each lesson in each unit, but also to allow students to study in-depth the lessons they find of interest. When your student takes the initiative to do this, set aside any restricted schedules (don't focus on getting through the book), and allow your student to enjoy the process of learning!

Students learn when there is delight not through rigid formal structured studies and schedules. Instead of looking at state standards seek God and ask Him what He would have you teach your children. Listen to the Holy Spirit. God promises us wisdom if we ask for it. When following God's guidance not only lead you what to teach your unique individual child but you will learn to walk a surrendered life, by faith.

All children love to learn—at least all children love to learn before they go to school. Forced learning can destroy the natural love for learning that our children are born with. Children locked into studying something they find boring are no different than adults locked into boring, irrelevant meetings. If adults cannot see the relevance of the material covered in a meeting, they will "tune out" or "drop out." If children do not understand how the subject will help to address the concerns of their lives, they will tune out. Would you, for example, read this page if it were titled "Basic Plumbing Concepts"? You might if you had a kitchen-sink leak or a basement full of water. In the same way, students need to have an interest in the topic they are learning.

If we allow students a free choice, they can concentrate on learning what they might need in their lives. Freedom to choose what not to study implies freedom to learn more about what one cares about, and freedom to explore new interests.

Roger Schank of The Institute for the Learning Sciences explains, in Engines for Education, the importance of individualized education. "Depending on an individual's situation and goals, there are many things that might be worth learning. In order to give a very detailed prescription for what knowledge a student should acquire, we must take into account that not every child will need or want to do the same things. A curriculum must therefore be individualized. It must be built around an understanding of what situations a particular learner might want to be in, or might have to be in later in life, and what abilities he will require in those situations. The methods and the curriculum are molded by the questions that appear

on the standardized achievement tests administered to every child from the fourth grade on. Success no longer means being able to do. Success comes to mean "academic success," a matter of learning to function within the system, of learning the "correct" answer, and of doing well at multiple-choice exams. Success also means, sadly, learning not to ask difficult questions. When we ask how our children are doing in school, we usually mean, "are they measuring up to the prevailing standards?" rather than, "are they having a good time and feeling excited about learning?" We should purpose to be flexible in the way we try to tap into our children's innate interests. When we are interacting with the student we can evaluate whether learning has taken place.

A teacher's or parent's first job is to spark the desire in children to read something, to motivate them to care, so that the natural order of learning can kick into action. The educator's job is to provide the one item which today's educational system leaves out: motivation. (Schank, 1994). When students are given good instructional materials, they can and will teach themselves, and they will eventually learn to locate their own resources (books, Web sites, people, materials, classes, etc.).

The Delight-Directed Method is Biblical

The Bible instructs parents to recognize that each child is a unique individual, with a "way" already established that needs to be recognized, acknowledged, and reckoned with by means of the truth of Scripture.

Proverbs 22:6 says *Train up a child in the way he should go, Even when he is old he will not depart from it*. This verse shows us that a parent's training must be based on knowing his or her child. The Hebrew text is written with the personal pronoun attached to the noun "way." It reads, "his way" and not simply "in the way he should go." "Way" is the Hebrew *derek*, "way, road, journey, manner." Parents need to recognize the way each of their children is bent by the way God has designed each of them. If parents fail to recognize this, they may also fail to help launch their children into God's plan for their lives.

Marlyn Howshall's Lifestyle of Learning approach[1] is based on leaning on the Holy Spirit and delight directed learning. She explains, "If the goal of your instruction is love from a pure heart (which will only come with an emptying of self) then you will provide a strong foundation of character in your children that will enable them with your help to acquire a strong and unique, God-designed education which will include creative vocational purpose. If you want godly fruit, you have to know God and do things His way. You won't learn what His way is until you decide you want to know what it is and surrender your will to become completely teachable of the Holy Spirit."

1. For more about Marylin Howshall's Life Style of Learning approach see: The Lifestyle of Learning Approach, Wisdom's Way of Learning. Available from Lifestyle of Learning, P.O. Box 145, Bedford, VA 24523. Email LOLearning@aol.com.

Charlotte Mason Philosophy

Charlotte Mason was an educator in England during the previous century, and her methods are currently experiencing a rebirth among American home schools. Mason believed children should be educated through a wide curriculum using a variety of real, living books. "Twaddle" and "living books" are terms coined by Mason. "Twaddle" refers to dumbed-down literature; absence of meaning. "Living books" refers to books that are well written and engaging—they absorb the reader—the narrative and characters "come alive"; living books are the opposite of cold, dry textbooks. Charlotte Mason's concern was for students to develop a lifetime love of learning. She based her philosophy on the Latin word for education, "educare," which means "to feed and nourish." This method focuses on the formation of good habits, reading a variety of books, narration, copying work, dictation, keeping a nature diary, keeping a spelling notebook, and preparing a time line book). In each lessons in this book, we've organized each of Mason's unique methods into a four-step process. (See illustration on page 11).

Narration

Narration is literally "telling back" what has been learned. Students are instructed to read a passage from the Bible, text from a suggested resource, or content from a Web site and "tell" what they have learned, either orally or in writing. This is a perfect activity for the third and fourth steps of the 4Mat System. This process involves sorting, sequencing, selecting, connecting, rejecting, and classifying. Narration increases the student's ability to remember, making review work unnecessary.

Copy Work and Dictation

Copy work and dictation are underrated. Both provide on-going practice for handwriting, spelling, grammar, etc. Both are good exercises for teaching accuracy and attention to detail, and students discover things about the text they are copying that they would be unlikely to notice otherwise. In dictation, the parent reads as the child writes. Students learn correct spelling, capitalization, punctuation, and other language mechanics when they compare their work to the original and correct mistakes.

Time Line Book

Charlotte Mason's students created a Time Line Book (originally called a Museum Sketch Book; sometimes called a Book of the Centuries) to help students pull together seemingly unrelated information. As students learn historical facts, they make notes and sketches in their book on the appropriate page about famous people, important events, inventions, wars, etc. (See directions and samples on pages 19-20).

1. For more on this subject see: A Charlotte Mason Education and More Charlotte Mason Education by Catherine Levison; Charlotte Mason's Original Homeschooling Series; A Charlotte Mason Companion by Karen Andreola; For the Children's Sake by Susan S. MacAulay and The Charlotte Mason Study Guide by Penny Gardner.

The 4Mat Lessons

Each lesson in this book contains four basic steps. These four steps are a cycle of instruction based on the four learning styles identified in *The 4Mat System* developed by Dr. Bernice McCarthy. Each of the four steps teaches to one of these four learning styles. This cycle of learning is based on the fact that different individuals perceive and process experiences in different, preferred ways; these preferences comprise our unique learning styles. Students become comfortable with their own best ways of learning, and grow through experience with alternative modes. The chart below gives an overview of the four learning styles.

Type 1

A Type One learner is one who perceives concretely and processes by thinking through an idea.

Type Ones are "people" people. They learn by listening and sharing ideas and by personalizing information. They need to be personally involved and seek commitment. They tackle problems by reflecting alone and then brainstorming with others. They demonstrate concern for people. They excel in viewing concrete situations from many perspectives and model themselves on those they respect.

Type 2

A Type Two learner is one who perceives abstractly and processes actively working with an idea.

Schools are made for these types of learners. They are eager learners who think through ideas. They are thorough and industrious, and excel in traditional learning environments. They are excellent at discerning details and at sequential thinking. They tackle problems rationally and logically. They are less interested in people than concepts.

Type 3

A Type Three learner is one who perceives abstractly and processes by thinking through an idea.

Ninety-five percent of the engineers tested are Type 3. They excel at down-to-earth problem solving. They are common-sense people. They have a limited tolerance for fuzzy ideas. They experiment and tinker with things. They tackle problems by acting (often without consulting others). They need to explore, manipulate, and experience things to understand how things work.

Type 4

A Type Four learner is one who perceives concretely and processes actively working with an idea.

These types of learners seek to influence others. They learn by trial and error. They are self-discovery learners. They thrive on challenge. They adapt to change and relish it. They tend to take risks and are at ease with people. They perceive things with emotions and process by doing. They need to be able to use what they have learned.

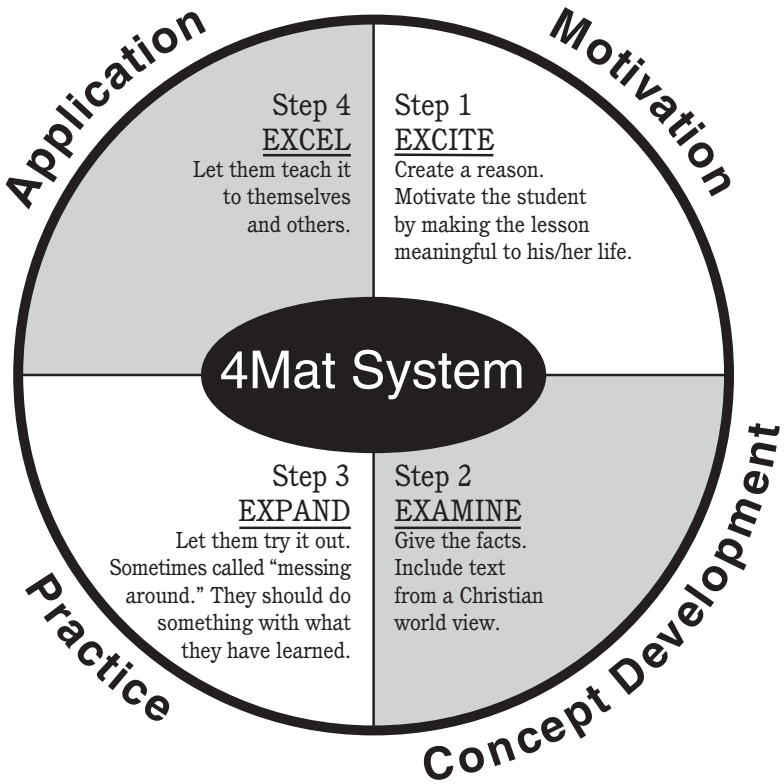
The most important thing to realize about learning styles is that one style is not better than another. We all have different intellectual strengths. No one fits into a box; we are all unique individuals created by God. Each of us is a combination of the four types, more or less, in one or two categories. Studies show that seventy percent of children do NOT learn well through the way the schools teach—lecture/textbook/test—most students need more. The Bible teaches that we are all different parts of the body of Christ and that one part is no better than another part (1 Corinthians 12:12-25).

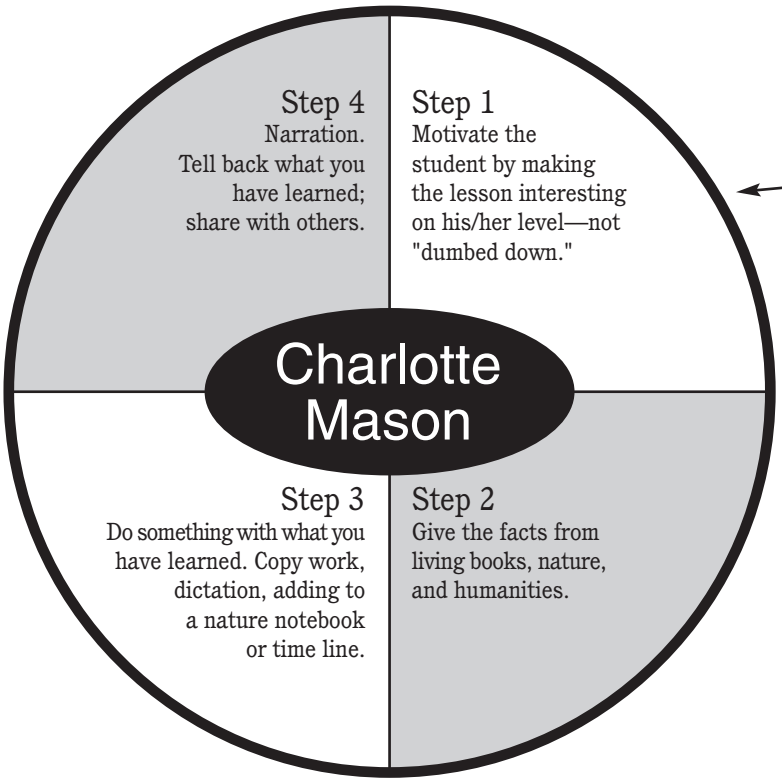
The 4MAT® model consists of four instructional goals:

1. Motivating students
2. Teaching ideas and facts
3. Experimenting with Concepts & Skills
4. Integrating new learning into real life.

It addresses four styles of learners:

1. Those who learn by listening and sharing ideas
2. Those who learn by conceptualizing — integrating their observations into what is known,
3. Those who learn by experimenting—testing theories in practice
4. Those who learn by creating—acting and then testing their new experience

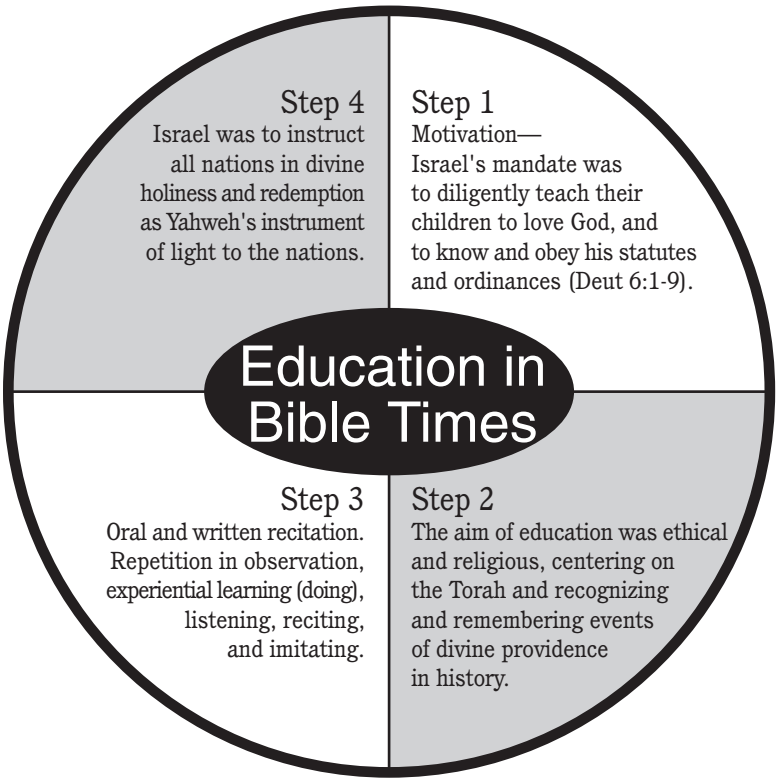




Charlotte Mason and 4Mat!

The Heart of Wisdom approach creates lesson plans using Charlotte Mason methods and teaching to the four styles.

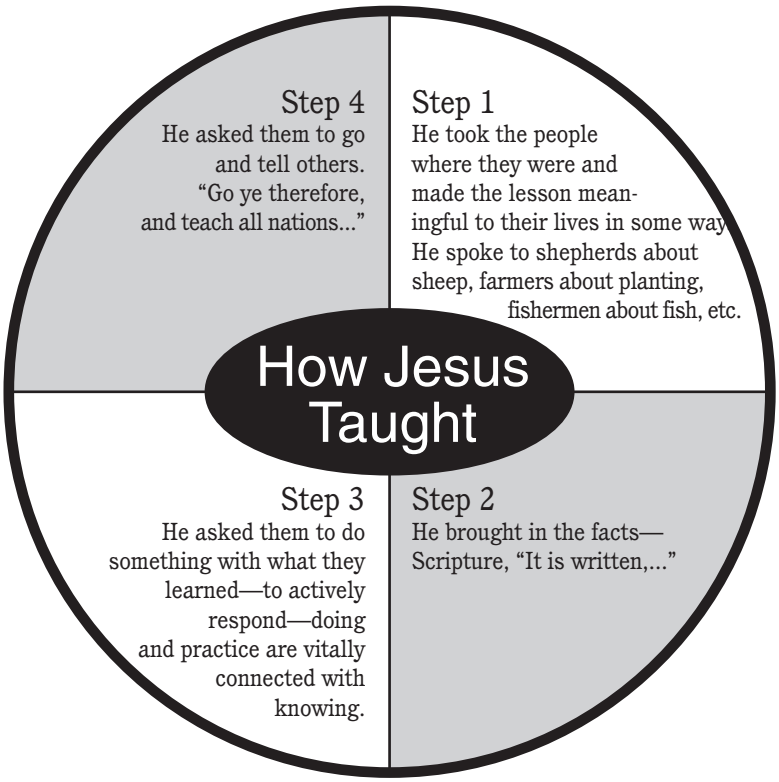
Its a new creative way to organize Charlotte Mason's unique methods.



Modern-day science may have come up with the 4Mat System, but is it really a new way to teach or have we had this pattern all along?

Ultimately, biblical education is instruction in a lifestyle. For this reason, the apostle Paul reminded his pupil Timothy, *you … know all about my teaching, my way of life … continue in what you learned …* (2 Tim 3:10,14). Not only is biblical education a lifestyle —it is a lifetime!

The 4Mat lessons are designed so that all learning styles are addressed, in order that more than one type of student may be permitted to both "shine" and "stretch." Each lesson contains "something for everybody," so each student not only finds the mode of greatest comfort for him/her, but is challenged to adapt to other, less comfortable but equally valuable modes.



Studies show that this four-step method motivates students to comprehend the material better and retain the information longer. Dozens of studies have been done comparing the 4Mat System to traditional textbooks. These studies show again and again that students learning under the 4Mat System achieved significantly greater gains than students in the textbook group.[1]

Since the development of this teaching approach, Dr. McCarthy has achieved national recognition as a leader in the instructional field. The 4MAT System is being used by hundreds of thousands of teachers throughout the country to design and develop unit plans for every age group; kindergarten, college, law, medical schools, etc. In documented field studies of the 4Mat System the following outcomes have been found to recur consistently:

Improved Retention .....From the earliest stages of implementation, students show significantly better recall of information when taught with the 4MAT System.

Higher Achievement .....On objective achievement tests measuring knowledge, comprehension, application, and analysis, 4MAT students score significantly higher than their traditionally taught counterparts.

Increased Motivation .....Qualitative studies show that teachers and students display more-positive attitudes toward learning with 4MAT than with traditional methods. Teachers report more frequent collaboration, greater commitment to assessment, and a deeper appreciation of the teacher's role as a motivator.

Improved Thinking Skills .....In studies measuring analytical and creative thinking, 4MAT students show a substantially better command of basic thinking skills than control groups. Improvements tend to be most dramatic in verbal and figural creative thought.

Lower Remediation .....4MAT substantially improves success rates with at-risk and special-education students. The need for re-teaching also declines.

1. For more on this subject see: *The 4MAT System, Teaching to Learning Styles with Right and Brain Processing Techniques* by Bernice McCarthy; *4Mat in Action* by Susan Morris and Bernice McCarthy; *The 4Mat System Workbook; 4Mation Developer Software* by Excel, Inc; *4Mation Lesson Bank* by Excel, Inc.

Writing to Learn

One of the best ways for a student to understand a topic is to write about it. Students must comprehend the material, restructure the new information, and then share their new understanding. "Writing to Learn"[1] is much more than an accumulation of report writing; it helps students think and learn carefully and completely. Writing assignments are about creating both ideas and learning. During writing assignments, students learn how to assess information and determine its appropriateness, to evaluate and compare, analyze and discern, add their own feelings, organize information, and communicate conclusions. Through these processes, students learn to manage and use information to solve problems, interrelate knowledge, and effectively communicate learning outcomes. Students develop excellence in achievement by producing the required quality assignments; they develop diligence by continually practicing clarity, accuracy, relevance, prioritizing, consistency, depth, and breadth through writing activities.

Charlotte Mason's narration methods for younger children involve "telling back" favorite stories read by parents. In later years, students progress to reading passages and "telling back" in verbal or written form what they have learned. Talking it out, whether aloud or on paper, helps students think.

Often teachers use writing as a way of testing. They use it to find out what students already know, rather than as a way of encouraging them to learn. But the active processes of seeking information, compiling notes, and evaluating, analyzing, and organizing content, as well as the processes of personal reflection, choosing and constructing words, and expressing ideas in writing, are valuable learning tools which students will use the rest of their lives.

Catherine Copley explains in *The Writer's Complex:*

> Writing provides food for thought—it enables you to knead small, half-baked words and sentences into great big loaves of satisfying thought that then lead to more thoughts. Developing ideas involves getting some ideas—in whatever form—onto paper or screen so you can see them, return to them, explore them, question them, share them, clarify them, change them, and grow them. It really is almost like growing plants or kneading bread and waiting for the results: plant the seed, start the process, and then let your mind, including your unconscious, take over. Go to sleep and let your dreaming continue to develop your ideas. Humans were born to think; it's almost impossible to stop us. Writing helps us to bring all that activity into consciousness, helps to clarify and direct our thinking, and generate more thinking. Writing, thinking, and learning are part of the same process.[2]

1. For more on this subject see the "Writing to Learn" chapter in Writers INC or Writing to Learn by William Zinsser, HarperCollins; ISBN: 0062720406.
2. Copley, Catherine. (1995) *The Writer's Complex*, Empire State College <http://www.esc.edu/htmlpages/writer/copley/hmpg.htm>

Correcting Written Work

You and your student will need a writing handbook to use with this book. We recommend *Writers Inc: A Student Handbook for Writing and Learning* (see description on page 29); you or your student will be referring to this book in almost every lesson.

You will correct spelling, capitalization, punctuation, grammar, sentence structure, subject/verb agreement, consistent verb tense, and word usage in all writing by marking each error with a number that corresponds with a rule from *Writers INC*. The student refers to the rule in the book, corrects his paper, and turns it back in.

Read through "The Writing Process" in *Writers INC* with your student. It is important for your student to understand the stages in the writing process: Prewriting, Drafting, Revising, Editing, and Publishing. Explain to your student that you will accept his or her writing in different stages. Requiring all work to be "published" can discourage writing. Throughout the lessons your student will be asked to write summaries, paraphrases, letters, essays, etc. Much of the time you can accept rough drafts, but occasionally (especially in adding work to the Portfolio) your student needs to go through the entire process.

Through the writing assignments, students will learn:

- Writing Skills: Context, form, mechanics, editing, and revision.
- Spelling Skills: Create a personal Spelling Dictionary.
- Vocabulary Skills: Create a personal Vocabulary Notebook.
- Handwriting Skills: Practice writing Bible verses.
- Critical Thinking Skills: Manage and use information to solve problems, interrelate knowledge, and effectively communicate learning outcomes.
- Character Development through assignment completion: Attentiveness, commitment, confidence, decisiveness, efficiency, faithfulness, perseverance, promptness, responsibility, and self-control.

Note: If you don't feel qualified to proofread your students' work there are people (proofreaders and teachers) available through the Internet who will proofread your students' document(s) for a few dollars per page.

Getting Started

Scheduling

There are several ways that you can use this book. The schedule listed is only a guideline to complete this book in a one year (36 week) period. There are enough resources and activities listed to spend one year studying a single unit or even several months on some of the lessons. We advise you to pray and seek God's leading. There is no better way to plan —let Him take you through His book at His pace! God's yoke is easy, and His burden is light—let the Spirit direct your schooling. When we lean on Him, He will transform every area of our lives! (Mat 11:28–30.)

Use the schedule below as a loose guide. Remember the goals—1. To learn and obey God's Word. 2. To develop a love of learning, and a lifestyle of learning. Follow your student's delight and allow them study topics of interest in depth. Adjust this schedule to fit the needs of your family as the Lord leads. A typical school year is 180 days or 36 weeks. There are 216 lessons in this book. Using the one year schedule, students should complete 6 lessons a week. The chart below gives the approximate number of weeks you would spend in each unit. Adapt this schedule for your family.[1]

	Unit	Lessons	One Year Schedule	Schedule for Your Family
1	**Adam to Abraham**	17	3 Weeks	
2	**Mesopotamia**	22	4 Weeks	
3	**Ancient Egypt**	38	6 Weeks	
4	**Ancient Israel**	43	7 Weeks	
5	**Ancient Greece**	31	5 Weeks	
6	**Ancient Rome**	38	7 Weeks	
7	**Messiah**	27	4 Weeks	

High School Credits

If you're using this book with a high school student, upon completion of this book your high school student will have earned 1 History credit, 1 Bible credit, 1 English credit, 1/2 Science credit, and 1/4 Art History credit for each year spent in this book. See our Web site for more about high school credits.

1. If you school year round—complete 4 to 5 lessons a week. If you prefer a two year schedule —complete 3 lessons a week.

Middle and Elementary Students

If you're using this book with younger students, you may wish to repeat the book in a few years. The public schools repeat the same subjects at different levels in different years. Middle school is really watered-down high school, and elementary school is watered-down middle school. For example, in elementary school, students study "weather"; in high school, students study weather in more detail, and it's called "meteorology."

Before You Begin this Book:

1. Set up the Portfolio (see page 18).
2. Set up a Time Line Book (see pages 19-21).
3. Set up a Vocabulary Notebook (see page 22).
4. Set up a Spelling Notebook (see page 23).

Before You Begin a Unit

In the back of this book you will find a Weekly Planning Sheet that you have permission to reproduce (you can also print it from our Web site). This sheet will help you plan the lessons you'll complete each week,and organize your resources.

1. Pray and decide the number of weeks you'll be spending on the unit.
2. Print out (or photocopy) the number of Weekly Planning Sheets you need.
3. Fill in all the Weekly Planning Sheets at one time, or one sheet before each week.

Browse through the unit. Choose and list:

a) The lessons you will complete each week (use the lessons in any order).
b) The activities you would like to complete in each lesson.
c) The Resources you have on hand.
d) The Resources you'll get from the library or another source.

Multi-Level Teaching

This book was designed for homeschool families who use a multi-age approach. Most homeschooler are teaching more than one child covering a span of ages. The approach lends itself to individual and family learning. The activities and resources for grades 4-12 are indicated with the symbol. Activities and resources without the symbol are geared toward older students. You will work through the lessons teaching your 4th grader, 7th grader, and 11th grader at the same time, and they will each be learning and absorbing at their own level. Each lesson includes a list of resources for different levels and suggestions to read aloud as a family. Lessons include a range of activities; many are easy enough for elementary students, while others are challenging enough for high school students. Older students will have more difficult assignments and be expected to learn at higher levels. Younger students will pick up what they are ready to learn and their assignments can be adjusted accordingly. Parents can easily adapt older-student resources to suit younger children by reading the text (from a Web site or book) and summarizing it for the student. (Charlotte Mason's narration method in reverse.)

Creating a Portfolio

A Portfolio is simply a three-ring notebook that is used to store the student's work for each unit, including writing assignments, artwork, small collections, letters, photos, brochures, maps, etc. To set up your Portfolio you will need: a three-ring notebook with a clear-plastic pocket cover, a variety of paper, cardstock, top-loading sheet protectors (for photos, brochures, maps, etc.), and a three-hole punch.

Your students can be as creative as they like with their Portfolios. Some students thrive on creativity; for them, we suggest scrapbook supplies (memory albums, stickers, die cuts, paper, cardstock, scissors, pens, punches, templates, rulers, idea books, etc.). Students can decorate papers with illustrations, stickers, frames, etc. There are thousands of scrapbook ideas on the Internet; you can find them by simply typing "scrapbook" into any Search Engine.

Cover

Students can create a cover by drawing on paper with markers or crayons, making a collage, using pictures from the Internet, or enlarging a color photo at a local copy center. Students can then slide the finished product into the pocket covering their notebook. If your student experiences a block in creating a cover design, leave the cover blank until he or she feels inspired.

Division

Students can use index dividers or colored paper dividers, and make a title page for each unit: Adam to Abraham; Ancient Mesopotamia; Ancient Egypt; Ancient Israel; Ancient Greece; Ancient Rome; and The Messiah. If you prefer, you can make an entire notebook for each time period.

Contents

Your students will include essays, reports, stories, poems, songs, Bible verses, journal entries, book reviews, dictation lessons, photographs of projects, computer-produced graphics, memorabilia, recipes, maps, Internet printouts, illustrations, etc. Your students should demonstrate correct grammar, punctuation, spelling, and vocabulary usage in all writing, and complete all corrections, rewrites, and improvements. They can store oversized artwork easily by folding poster board in half, stapling the sides perpendicular to the fold (which has now become the bottom), and slipping artwork in the top.

Portfolio Web Projects

If your student has the desire and if you have the resources (e-mail and a Web browser), HOW will guide you to a wealth of in-depth resources, examples, models, guides, and tutorials which will assist you in creating a Web-based project (i.e., placing your Portfolio on the Web to share with others).

Creating a Time Line Book

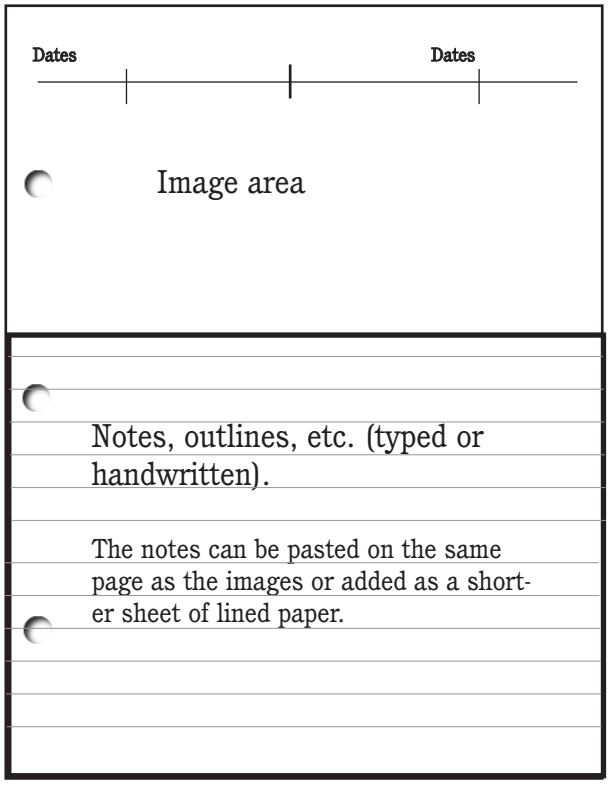
In her writings, Charlotte Mason recommended preparing a handmade Time Line Book (originally called a Museum Sketch Book; sometimes called a Book of the Centuries). This activity is based upon one of the major keys to motivation: the active involvement of students in their own learning. Students learn by doing, making, writing, designing, creating, and solving. Creating this Time Line Book is a marvelous way for students to not only be actively involved but to "pull it all together" and grasp the flow of biblical and historical events.

In a short period of time, students can complete an illustrated time line page that tells a story, resulting in immediate feedback that is satisfying and rewarding. Then, as your students learn historical facts, they will make notes and sketches in their book, on the appropriate dated page, about famous people, important events, inventions, wars, etc. (Work that includes undated information about a time period, such as daily life, education, etc., fits better into the Portfolio, but you can combine the two books if you wish.)

To get started, you can purchase a blank Book of the Centuries published by Small Ventures Press, or make your own with the instructions below.

To Set Up Your Time Line Book

You will need: a three-ring notebook with a clear-plastic pocket cover, blank 8.5" x 11" pages, smaller lined pages (8.5" x 11" cut down to 8.5" x 9"), and a three-hole punch. An option is to choose a color for the pages of each unit (peach for Mesopotamia, pink for Rome, blue for Israel, etc.).



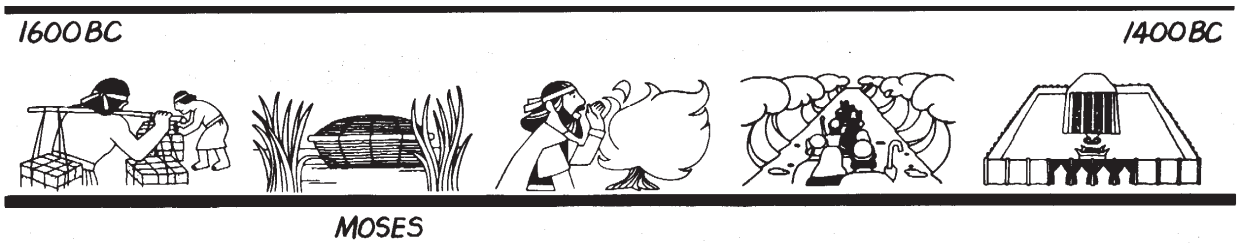
Decide upon the units of time you will use (decades, centuries, etc.) to divide your time line into segments. A time line documenting the period from Adam to the Messiah will begin with Creation (before 2000 B.C.) and end with the resurrection of Christ (c. A.D. 30). (The nice thing about the notebook style timeline is that it's cumulative; every year's study can be added in. You can continue this time line as you study later periods by adding pages.) As you study each period, there will be times

when you will document decades on one page, and other times when you will document several centuries on one page. Place the appropriate section of the time line across the top of each 8.5" x 11" page to represent increments. The shorter lined pages will go in between these pages to hold notes. If there is not room on your time line to include all of your chronology, cull some of the dates or add pages with larger segments that leave more room. Use the time lines in this book as a guide.

Time Line Illustrations

There are many ways to illustrate the pages.

1. Students can draw, trace, or sketch illustrations.
2. Print out clip art from the Internet. Thousands of illustrations, maps, Christian clip art, etc., are available on the Internet. A few examples are shown on the sample pages.
3. Photo copy illustrations from book. Below are samples from Reproducible Maps, Charts, Time Lines and Illustrations (What the Bible Is All About Resources).

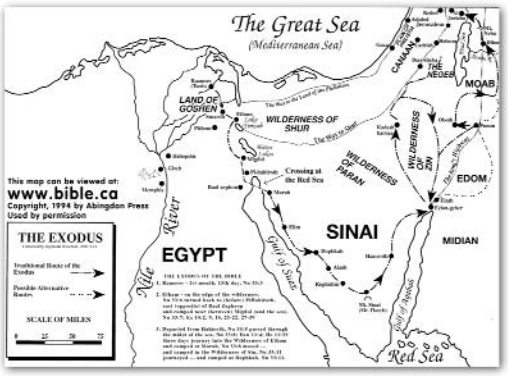


A Note About Bible Dates

Don't be surprised to find several hundred years difference in B.C. time lines (such as those on the Internet, in Holman Bible Atlas, or in Reproducible Maps, Charts, Time Lines and Illustrations). Scholars disagree about Bible dates, especially before Abraham (c. 2100 B.C.). The time lines in this book are based on conventional chronologies. The most important thing is that students see the chronological progression. Explain to your student(s) that the "c." stands for circa which means "approximately": it is used before a date to indicate that it is approximate or estimated. Use the dates which you feel are most accurate.

c. 1453 B.C. — c. 1453B.C.

Moses, Passover, the Exodus — Wanderings Begin

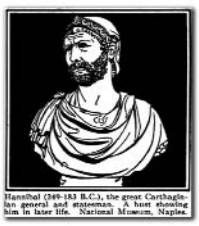


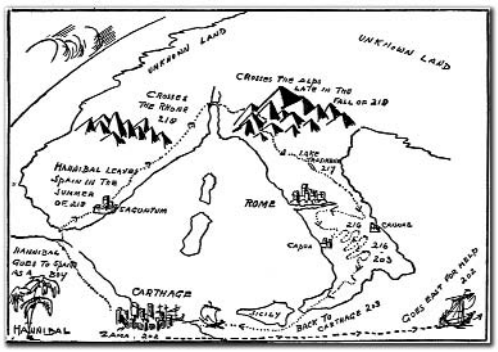
300 — 130 B.C.

264-241 BC First Punic War

218-202 BC Second Punic War

The Third Punic War: 149-146 BC


Hannibal (249-183 B.C.), the great Carthaginian general and statesman. A bust showing him in later life. National Museum, Naples.



1500 B.C. — 1450 B.C.

1743 Hatshepsut Crowned

1455 Hatshepsut dethroned

Hatshepsut's Life

Hatshepsut was considered one of the greatest rulers, male or female of her time. Born during Egypt's 18th dynasty, she was able to rise from princess to queen to pharaoh. Her rise to the throne, though against ideals of the time, might have inspired others, such as Cleopatra. During this time she was able to expand trade, watch the Egyptian economy grow and improve, and build and restore temples of Egypt. Hatshepsut did this by claiming right of male, being in the image of the Sphinx. She strapped a golden beard to her chin and often dressed in male clothing[1]

1600BC — 1400BC

MOSES

Moses

Exod 2:1-10 - Birth
Exod 3:1-22 - Call
Exod 14:15-31 - Exodus
Exod 34:27-35 - Receives the Law
Deut 34:1-12 - Death

Moses' story begins with his preservation as a child in the reeds by the river Nile. Moses was brought up in Pharaoh's court in Egypt. As an adult Moses was angered by the oppression of the Hebrew people. Seeing an Egyptian task master beating a Hebrew, Moses killed the Egyptian and fled to Midian. While Moses was a shepherd in Midian, God spoke from a burning bush and called him. His task was to go back to Egypt to bring about the deliverance of God's people, Israel. God also disclosed that the divine name was "I Am." When Moses hesitated, God told him that his brother Aaron could be his spokesman. The plagues, the crossing of the Red Sea, the gifts of manna, quails, and water in the desert were signs that God was leading his people. Moses brought the law from Mt. Sinai. Moses was unique in that he spoke with God "face to face." While in the wilderness, Moses failed to honor God for providing water from a rock. Because of this God did not allow Moses to enter the promised land, but only to look at it from Mount Nebo in the land of Moab. He died in Transjordan. (From BibleTutor.com)

Creating a Vocabulary Notebook

To set up your student's Vocabulary Notebook, divide a spiral notebook into 26 sections (one for each letter of the alphabet), allowing two or three pages per letter. Read "Improving Vocabulary Skills" in *Writers INC*.

It's best to keep vocabulary separate from the Unit Portfolios, because many of the new words your student will learn along the way will not be specific to the thematic unit. Vocabulary Notebook pages can be helpful for students not only to observe their progress, but also to establish an increasing awareness in reading. Research has shown that it is much easier to remember words in context than in simple lists. Computer option: students can also keep their vocabulary words in a file on the computer.

Each day, students should make a vocabulary list of unknown words found while reading. At the end of the reading, students will be expected to make vocabulary entries into their notebooks. If the student does not come across any new words, choose new words from the "Vocabulary" section of the current unit study. The student should arrange the entries as follows:

1. Write the date of the entry next to the word.
2. Include the sentence where you first found the word.
3. Write the definition of the word from context.
4. Write the antonym of the word as derived from context.
5. Write one complete sentence using the word.

Example

intact – (7/9/00) "The deck was torn and scattered, but the precious engine was intact."
"The Lawgiver" p. 239.
Definition: unharmed, untouched.
Antonym: destroyed, torn apart.
Sentence: I was pleased to find my house intact after the tornado warnings had passed.

Root Words

Students should study word roots. Many English words have Latin roots. When a student learns one root, he/she can often learn many new words. For example, the Latin root "tele" means "to distance," and this root is found in many English words, such as the following: telephone, telescope, etc.

Review

Once a week, verbally go over a random list of words. Ask the student to use each word in a sentence. Check off the words that the student masters. Review all words at the end of the semester.

Creating a Spelling Notebook

To set up your student's Spelling Notebook, divide a spiral notebook into 26 sections (one for each letter of the alphabet). Add any words that the student has trouble spelling. Read "Steps to Become a Better Speller," "Spelling Rules," and "Commonly Misspelled Word List" in *Writers INC*.

Each time you notice a misspelled word in a student's written work, write the word on a list for the student. (Remember to add misspelled words that the spell-checker finds in work written using a word processor.) If the word is again misspelled in written work, the student must add it to his/her Spelling Notebook.

Overcoming Continually Misspelled Words

If students turn in work over and over with the same words misspelled, you may need to become more firm. Businesses and corporations are faced with employees who cannot spell, and use different methods for correcting these problems. One effective example, although it's a bit extreme, is used by the Orlando Police Department. Police officers in training are required to write lengthy reports (back and front of a page in ink) that are turned in to their sergeants for review. The sergeant reviews the report with a red pen, circling any misspelled words. One error results in the officer rewriting the entire report (back and front). The trainee officers quickly learn to carry a pocket dictionary and carefully proofread reports. We're not suggesting that you use this approach; you don't want to discourage writing. But you can modify this approach by allowing students to use erasable ink. Hand back papers with spelling mistakes and ask for corrections. Encourage students to proofread aloud, always with pencil or pen in hand, and to proofread backwards.

Hebrew and Greek Notebook

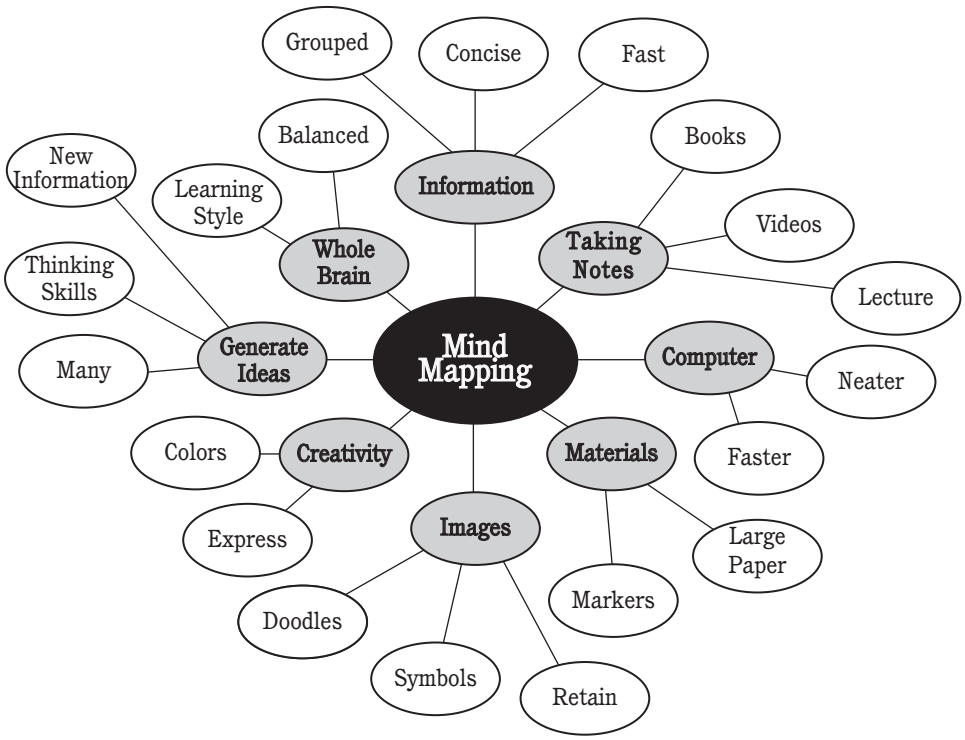
Several of the lessons in this book include references to Hebrew or Greek words. Encourage students to look up the Hebrew or Greek word in a Lexicon. (See our web site for active links to Crosswalk's New Testament Greek lexicon based on *Thayer's and Smith's Bible Dictionary* and Crosswalk's Old Testament Hebrew lexicon based on *Brown, Driver, Briggs, Gesenius Lexicon*.) Your student should have an assigned place to keep these words and the definitions in a notebook, or in a section of his/her Portfolio.

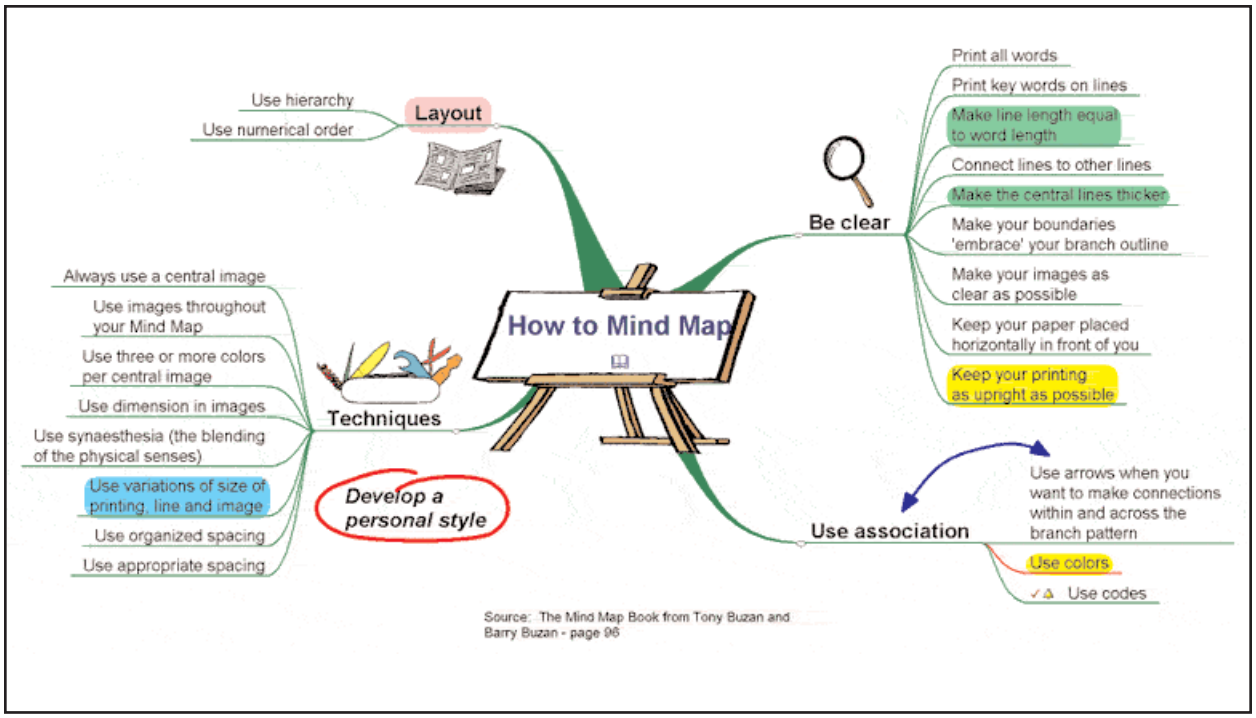
Graphic Organizers

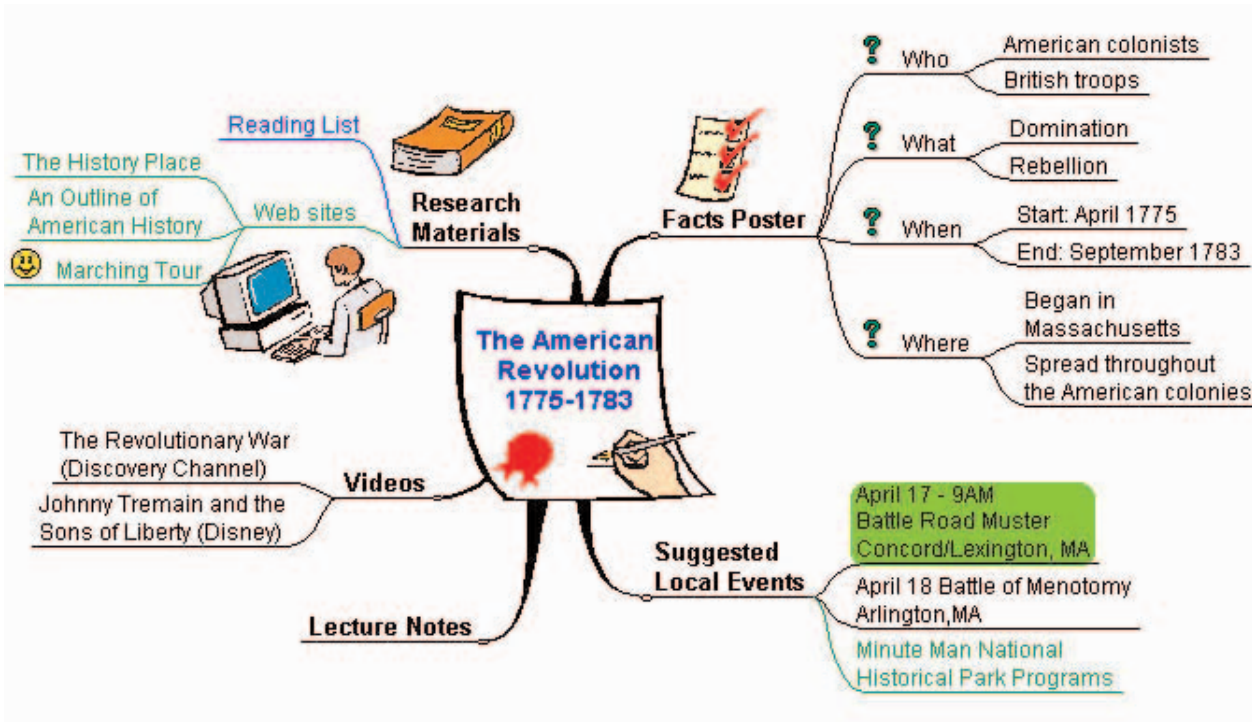
Throughout the lessons you will see several organization activities. These are convenient ways of organizing notes and thoughts about a topic. Graphic Organizers can be powerful teaching tools; students remember text better if it is turned into a graphic. The next few pages show examples of different types of Graphic Organizers.

Mind Mapping

A Mind Map (or Concept Map) is a convenient way of organizing notes and thoughts about a topic. Your students can use it in brainstorming and planning, to help them grasp and expand learned concepts. Mind mapping is a nonlinear activity which generates ideas, images and feelings around a stimulus word. As students "cluster," their thoughts tumble out, enlarging their word bank for writing and often enabling them to uncover patterns in their ideas.







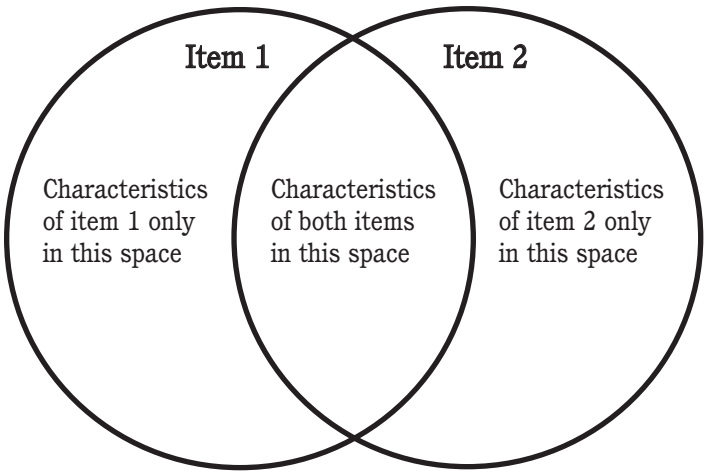
Mind maps on this page are by eMindMaps: Trial free mind-mapping software. See http://www.mindjet.com.

Contrast-and-Compare Graphics

	Item 1	Item 2
Attribute 1		
Attribute 2		
Attribute 3		

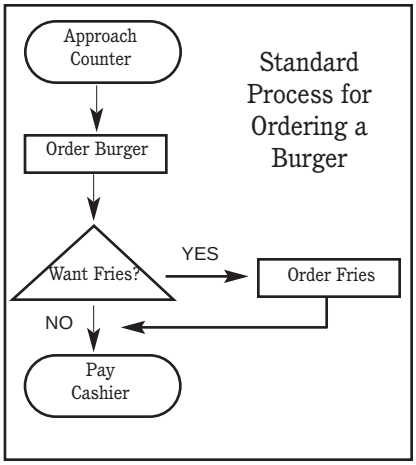
A comparison is a systematic strategy for analyzing and evaluating the similarities of two or more things. (A contrast is simply a comparison that emphasizes differences rather than similarities.) An effective comparison attempts to demonstrate one of three general purposes: Two things thought to be different are actually similar; two things thought to be similar are really quite different; two things, although comparable, are not equal—one is better than the other.

Venn Diagram

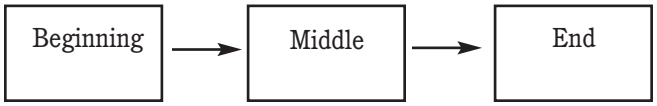


The Venn Diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. In language arts instruction, the Venn Diagram is useful for examining similarities and differences between characters, stories, poems, etc. It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.

Storyboards



A storyboard (or flowchart) is a graphic, sequential depiction of a narrative. A time line is a form of storyboarding. It helps students to think visually about the sequence of scenes. It develops defining and analyzing processes while building a step-by-step picture of the process for analysis, discussion, or communication purposes. A storyboard can be a simple cartoon strip with illustrations, or boxes with text that tell a story.



About the Recommended Resources

This book contains so much information and includes so many links to articles, online books, and information on the Internet that you could actually use this book without purchasing any additional resource books. However, students need to read (and feel and smell) real books! There is a choice of quality literature and materials to provide for every type of learning style throughout the seven units, but please understand that you are ***never***, ***never*** expected to use all of the resources. The resources recommended in this program are homeschool favorites—they include the books that many homeschoolers have in their home libraries or that are easily available from homeschool suppliers or local libraries (or through inter-library loan).

Whenever possible, resources with a Christian worldview are used. Resources include interest-promoting "Living Books," biographies, historical fiction, colorful and intriguing fact-filled information books, and the classics. With this program, you will build a home library rather than purchase a number of one-time used textbooks. The resource descriptions include a review, the ISBN number, publisher, and ordering information (underlined text indicates a link on our site that will take you to the book vendor). Use our resource suggestions as a guide.

Resources	Symbol	Description
Required Resources	none	See page 31
Key Resources recommended in several units	🔑 ♥ or 🔑 ★	Pages 34-36
Alternative Resources recommended in several units	♥ or ★	Page 37-40
Key Resources recommended in a specific unit	🔑 ◆	In the unit
Alternative Resources recommended in a specific unit	◆	In the unit
Resources recommended in a lesson	none	In the lesson

Four Types of Resources Recommended

1. Bible Study Tools
2. Reference Books: Students read specific portions of the reference books for each lesson.
3. Literature and Classics (novels and stories): to be read during the course of the unit.
4. Internet Sources

Bible Study Tools

You should have several Bible study tools on hand: a KJV Bible; *The Narrated Bible* (explained in the Required Resources Section), a Bible Atlas (we recommend *The Holman Bible Atlas*), a Bible dictionary; a Bible handbook (Customs and Manners); a concordance, a Greek and

Resources recommended in ◆ several lessons, ★ several units, ♥ other HOW Units. 🔑 Key Resource (see beginning of unit or page 32).

Hebrew Lexicon, etc. (many of these are available on the Internet). For a full list of recommended Bible study tools, a plan for reading through the Bible in a year, and a plan for creating a Bible portfolio, see our Web site or the book *The Heart of Wisdom Teaching Approach*.

Reference Books

Thematic units should offer your children choices of both nonfiction reference and fiction books as sources of information. Frequently, we recommend heavily illustrated reference books because they provide the best source of factual information (in an interesting and user-friendly manner), nurture students' excitement, promote an interest in learning, and spark curiosity. Some reference books, such as *The Usborne Book of the Ancient World* or *The Holman Bible Atlas* contain information pertinent to every unit and are referred to in several lessons. Some reference books, such as *Eyewitness to Ancient Rome*, only pertain to a single unit. These types of books make good read-alouds. They can stimulate interest in any topic you may be introducing. They also build background knowledge for students, expand vocabulary, and encourage students to share interests. Read to your students with enthusiasm. Share photos and illustrations. Encourage students to browse through the book and read the sections they are interested in.

Literature and Classics

Pay close attention to literature and novels in the Resources Section at the beginning of each unit. These books usually are not listed in the lessons as they are to be read over a period of time. Students are more interested in and fascinated with what they are learning when they learn from stories. Literature paints for us a picture of a time and place, of customs and society and manners. It makes historical figures come alive, giving them depth and character, and helping us share in their thoughts and feelings, their struggles and joys. We recommend that you choose at least one such book for each unit. Set aside a special time each day to read the recommended literature aloud as a family (or assign your older student a reading time). Elizabeth Wilson explains in her book, *Books Children Love*:

> Books contain the throb of human life; the magic entrances, fascinates, sets the right imagination, opens doors of interest and curiosity, informs and triggers questioning. Restless bodies become still and concentrated-thinking is encouraged. Reading aloud fosters warm ties in human relationships. The experience is shared, and then interesting and meaningful conversation ensues. Developing the ability and desire to pursue reading is education.

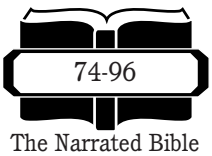
Internet Sources

There is a wealth of information on the Internet: you and your student can access video clips, interactive sites, audio clips, illustrated sites, lessons from schools and colleges, dozens of encyclopedias, etc. Giving your student the opportunity to do research in a variety of ways increases his interest! You're not expected to use all the Internet sources. We usually recommend several Internet sources in each lesson because sites move or go off-line daily. If we list several, you have a better chance of finding the information.

Required Resources

The only required resources are a Bible and a writing handbook. (Think of the Bible as your main textbook and this book as your guide.) All other resources are *optional*. We recommend *The Narrated Bible* and *Writers Inc: A Student Handbook for Writing and Learning*.

The Narrated Bible ♥



The Narrated Bible is arranged chronologically, so the readings correspond with the lessons in this book. (The Bible references are also given in the lesson if you choose to use another Bible.) Throughout the lessons you will see a Bible icon with numbers. The numbers correspond to page numbers in *The Narrated Bible*. We recommend *The Narrated Bible* for several reasons:

1. The chronological arrangement helps students see how various Scriptures fit with each other and with their historical settings.
2. The modern English used is familiar and easy to understand. It is amazingly easy to read through several books of the Bible in one sitting with this story format.
3. Because it is written in everyday English, the text can be used for dictation and copying lessons, (teaching handwriting, grammar, capitalization, and punctuation).
4. The layout of the book is ideal for teaching students how to outline. Each section includes excellent titles and subtitles, which give a concise overview of the theme.
5. Helpful background information (narrative commentary) is written to integrate with most Scriptures in such a way that it is part of an unfolding story (in a separate and distinct typeface and color).
6. Throughout the presentation of scripture, chapter and verse designations are placed in the margin for easy reference.
7. Proverbs, Ecclesiastes, and the Song of Solomon are divided thematically. Topic examples: Discipline, Temper, Patience, Greed, Flattery, Controlled Speech, etc. We have created a Cause and Effect Worksheet to use with these readings.

Writers Inc: A Student Handbook for Writing and Learning ♥

Your student will be referring to this book in almost every lesson. Read how to use this book to correct your student's written work on page 15. We do not refer to page numbers in this book because it is frequently revised. Writing, reading, and additional study skills are combined in this comprehensive writing manual. The fundamental principles of writing are explained throughout for quick reference. The process of organizing, researching, and writing a paper is laid out in easy-to-understand language. The book outlines strategies for writing with computers, including instruction in writing multimedia reports and publishing online. Also included is information on thinking and learning skills, such as viewing, notetaking, and test-taking skills and more. Paperback (August 1995) Write Source; ISBN: 0669388130. Grade level: 9-12 but can be used for grades 4-12 with parent's guidance.

Resources recommended in ◆ several lessons, ★ several units, ♥ other HOW Units. Key Resource (see beginning of unit or page 32).

Choosing Resources (Purchase or Library?)

A large part of the appeal of unit studies is flexibility. When choosing resources, this means that each family will need to consider their homeschool budget, time available, the number of children that will be using this program, and their personal interests.

Many of the lessons in this book contain enough resource material in themselves that any further research is not required. However, there are several recommendations included for those who desire to branch out and learn more. We provide you with hundreds of resources (and a select number of Key Resources) to choose from. Don't think of this choice as overwhelming. Think of it as an opportunity to find out where your students' interests (their delight) lie.

You are going to make two investments in your homeschool: time and money. Investing in good resources will save time. Utilizing the library and inter-library loan will save money. Some families enjoy a weekly library trip. But for other families that live far from the library or that have infants and/or toddlers, library trips can be very inconvenient. Building a home library saves a tremendous amount of time and effort. A well-equipped home library to a homeschooler is like a well-equipped kitchen to a cook. How much time and effort is saved by having the right ingredients and not having to substitute! (Explain this to your husband by comparing it to having the right tool for a job in the toolbox.)

Bear with me as I use another food analogy. Let's compare the options of making dessert available to making resources available. Your choice depends on the time and money available. (The second option will work for most homeschool families.)

	Three Ways to Provide Dessert	Three Ways to Provide Resources
1	If you have the time, you can save money by preparing a cake from scratch.	If you have the time, you can save money by getting all your resources from the library (or inter-library loan).
2	If you lack the time, you can invest more money by purchasing a cake mix.	If you lack the time, you can invest more money by purchasing the Key Resources used in several units (books marked with a ♥ or ★) and go to the library once before each unit for other resources.
3	If you're really pressed for time and have the funds, you can purchase a cake at a bakery.	If you're really pressed for time and have the funds, you can purchase all the Key Resources.

Key Resources

The Key Resources are our favorite books and are suggested many times throughout the lessons. These books are ***optional*** but a great addition to a homeschool library. We recommend you purchase the Key Resources used in several units (books marked with a ♥ or ★) and go to the library for other resources before beginning each unit.

Key Resources		
	Young Adult to Adult (Grades 7-12)	Ages 9-12 (Grades 4-7)
All Units	The Narrated Bible ♥	
	The Usborne Book of the Ancient World ★	
	The Holman Bible Atlas ♥	
	Our Father Abraham ♥	
Adam to Abraham	Genesis: Finding Our Roots ◆	
	Adam and His Kin ◆	
Mesopotamia	Mesopotamia and the Fertile Crescent ◆	First Civilizations (Cultural Atlas) ★
Ancient Egypt	Pharaohs and Kings: A Biblical Quest ★	Ancient Egypt (Eyewitness) ◆
	Mara, Daughter of the Nile, The Golden Goblet ◆	
Ancient Israel	Ancient Israel: Its Life and Institutions ◆	Who's Who in the Bible ♥
Ancient Greece	Handbook to Life in of Ancient Greece ◆	Ancient Greece (Eyewitness) ◆
	Penguin Historical Atlas of Ancient Greece ◆	
Ancient Rome	The Greco-Roman World of the New Testament Era ★	Ancient Rome (Eyewitness) ◆
	Penguin Historical Atlas of Ancient Rome ◆	
	The Bronze Bow ◆	
The Messiah	Yeshua: A Guide to the Real Jesus and the Original Church ♥	Daily Life at the Time of Jesus ♥
	A Shepherd Looks at Psalm 23 ◆	

Books in both columns are recommended for reading aloud with the family. The books *Our Father Abraham* or *The Greco-Roman World of the New Testament Era* are recommended in several lessons, however, there are no similar books on these topics for grades 4-7. We recommend that you read these aloud, occasionally stopping to explain passages, or you can read the material and summarize it for your students. Deut. 6:7 mandates this type of teaching: *...talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.*

Key Resources Recommended in Several Units

These are books recommended in several units. Key Resources recommended in specific units are in the beginning of that unit. The ★ symbol indicates resources recommended in several units in this book. The ♥ symbol indicates resources recommended in several Heart of Wisdom Unit Studies. Books with a symbol are appropriate for grades 4-12 or family read aloud. All other books are appropriate for young adults or adults.

Daily Life at the Time of Jesus by Miriam Feinberg Vamosh ♦
Vivid original illustrations of life in New Testament times, maps, photographs of the Holy Land and the most significant archaeological finds of the past half-century combine to bring alive the times of Jesus in a novel and fascinating way. From the inspiring historical background of the unique period which has affected the lives of so many of the succinct, in-depth explanations that accompany each illustration, this is a perfect book for all ages. Paperback - 104 pages (February 2001). Palphot Ltd. Israel. ISBN: 0570052920.

The Greco-Roman World of the New Testament Era ♥
Many Bible background books are available for scholars but this one a delight to read and easy to-understand. Any student of the New Testament eager to understand its Greco-Roman setting will profit greatly from this excellent book! Written for the nonscholar--it uses technical terms only when necessary and then explains them clearly. I put this book up there with *Our Father Abraham* for understanding Bible times. The author presents those particular aspects of the life in the Greco-Roman world that he thinks could help his readers place the New Testament in its original historical setting and consequently understand it better. An eye-opening book that advances our understanding of the New Testament and early Christianity. Paperback, 352 pages. (October 1999) Intervarsity Pr; ISBN: 0830815899.

The Holman Bible Atlas: A Complete Guide to the Expansive Geography of Biblical History by Thomas C. Brisco ♥
The Atlas is laid out in chronological order. It begins taking a general look at the geography of the ancient Near East. It ends with the expansion of Christianity up to 300 AD. Maps, charts and color photographs guide readers through each Biblical era, illustrating the land, sites, and archaeology of the ancient world of the Bible. Features 140 full-color photographs, 140 maps, and an Index of important Biblical places. January 1999) Broadman & Holman Publishers; ISBN: 1558197095. Suitable for family read aloud.

The Kingfisher History Encyclopedia

A homeschooler's delight! Homeschoolers rave about this book they pull off the shelves over and over to complement history, science and Bible studies. This lavishly illustrated global overview of historical events from 40,000 B.C. to 1993 is suitable for collections from middle school on up. Short essays, time charts, biographies, boxed articles, and comparative tables create a picture of what was occurring simultaneously in various cultures at any given time. Each time division includes thematic essays on such topics as arts and crafts, communication and transportation, food and farming, religion, science and technology, trade and money, and war and weapons. World maps summarize the international situation at the beginning of each section. There are numerous color drawings and photographs on every page. (Booklist review) (September 1999) Larousse Kingfisher Chambers; ISBN: 0753451948.

The Kingfisher Illustrated History of the World

This book is now out of print; it has been replaced by the book above. However, many homeschoolers and libraries still have this book; therefore we are including readings from both *The Kingfisher Illustrated History of the World* and *The Kingfisher History Encyclopedia* throughout the history units. Hardcover - 761 pages (October 1993) Kingfisher Books; ISBN: 1856978621. Reading level: Ages 9-12. Sometimes available through Bibliofind.com.

Our Father Abraham: Jewish Roots of the Christian Faith by Marvin R. Wilson

Recommended in all seven units in this book. Wilson explains "Other ancient civilizations produced histories intended primarily to glorify a ruler among his subjects or to exalt that nation in the eyes of the world. Hebrew history, however, was written to glorify the Lord of the universe. It was written to inspire faith and trust in the living God." Christian Century magazine listed *Our Father Abraham* as an "all-time best seller" in its field. Many Christians are regrettably uninformed about the rich Hebrew heritage of the church. Must reading for every Christian wanting to delve deeply into the very foundations of the Christian faith. (April 1989) W.B. Eerdman's Pub. Co.; 374 pages. ISBN: 0802804233. The book is broken into five parts:

1. A New People: Abraham's Spiritual Children
2. The Church and Synagogue in the Light of History
3. Understanding Hebrew Thought
4. Jewish Heritage and the Church: Selected Studies
5. Toward Restoring Jewish Roots

Reproducible Maps, Charts, Time Lines and Illustrations: What the Bible Is All about Resources
The books of the Bible, timelines, history, maps of Bible times, etc. that can be copied make this a reference book you will use again and again. Paperback, 287 Pages, Gospel Light Publications, January 1998 ISBN: 0830719385

The Narrated Bible by F. Lagard Smith
Many home educators have found *The Narrated Bible* to be an effective integration of biblical history and secular history. The chronological arrangement will help readers see how various Scriptures fit with each other and with their historical settings. Although the term "narrated" is used in the title, it should not be misconstrued as Smith's narration; his comments are kept to a minimum and are highlighted, and his perspective is clear. (October 1984) Harvest House Publishers, Inc.; ISBN: 0890814082. See more information on page 29.

Usborne Book of the Ancient World by J. Chisolm
This is a Combined Volume of Usborne's Illustrated World History books. It includes the three volumes: *Early Civilization*, *The Greeks*, and *The Romans*. Introduces the highlights of ancient history throughout the world, from the earliest farmers of the Middle East to the end of the Roman empire, and discusses religion, society, and everyday life. This colorfully illustrated compendium of the ancient cultures of the world presents a breadth, but not depth, of information. The reader can learn about events and advances in various civilizations from the beginning of time to A.D. 500. All illustrations are captioned and placed contiguous to the appropriate text. This is a secular book. Paperback 288 pages (February 1992) E D C Publications; ISBN: 0746012330.

Who's Who in the Bible by Stephen Motyer
This exceptionally well-illustrated (by Peter Dennis) book shares with the best reference books that hypnotic quality that can lead to hours of random browsing. It is split into sections that tell a particular story (e.g. "The Patriarchs," "The First Israelite Kings," "The Twelve Disciples") most of the text is given over to roughly 100-word biographies--many illustrated--of individuals. These range in familiarity from Abraham and Moses to Sihon and Achish, and are interspersed with dozens of useful little insets on subjects such as the Exodus and the Divided Kingdom. Published by the same people who make the Eyewitness books so it has the same look. Hardcover - 64 pages (August 1998) DK Publishing; ISBN: 0789428377. Reading level: Ages 6-12.

Writers INC
See description on page 29.

Yeshua: A Guide to the Real Jesus and Original Church by Ron Mosley ♥
This is a well-researched and fascinating study of the Jewishness of the historical Jesus. The author explores the structure and mission of the original church in the Jewish culture of the first century. The book combines scholarship with an understandable writing style resulting in a book that can be easily read but challenging to the reader. This book is a must for every serious student of the Bible in enlightening us as to our Jewish heritage. With forwards by Brad Young, Ph.D., Dr. Marvin Wilson, and Dwight Prior. We recommend readings in the "Ancient Israel Unit," "Messiah Unit," and the "Early Church Unit" (in another HOW book). Paperback - 213 pages (July 1998) Jewish New Testament Publishers; ISBN: 1880226685. Reading level: Grades 9 and up.

Alternative Resources

These are book recommended in several units. Books recommended in specific units are in the beginning of that unit. The ★ symbol indicates resources recommended in several units in this book. The ♥ symbol indicates resources recommended in several Heart of Wisdom Unit Studies.

Ancient Civilizations (Exploring History) by Philip Brooks ★
Beginning with the dawn of civilization, this book tackles all aspects of civilized life, from settlement, agriculture and trade to crafts, language, and transportation. Sections on Sumer, Babylonia, the Hittites, Assyria, the Persian Empire, the Parthians and Sassanians, the Islamic Empire, on through to the civilizations of the Andes, the Olmec, and the Maya, create a real sense of history for young readers. Hardcover - 64 pages 1 Ed. edition (October 1, 1999) Lorenz Books; ISBN: 0754802116. Reading level: Ages 9-12.

The Bible Comes Alive by Dr. Clifford Wilson (Vol. 1, Vol. 2, Vol. 3) ★
Dr. Wilson, an eminent biblical archaeologist, presents a pictorial summary of his extensive archaeological work in support of his conviction that the Bible is true—historically, scientifically, and theologically.
In Volume One, The Bible Comes Alive Creation to Abraham, Dr. Wilson presents the archaeological and historical evidence supporting the authenticity of the book of Genesis, and brings to life the age of the patriarchs. (February 1997) New Leaf Pr; ISBN: 0892213493.
In Volume Two, The Bible Comes Alive Moses to David, Dr. Wilson presents the archaeological evidence that brings to life the period of Egyptian exile in Israel's national history, and covers the Egyptians, the Canaanites, Jericho, and the settling of Israel, through the reign of David, her greatest king. (August 1998) New Leaf Pr; ISBN: 0892214198.

In Volume Three, The Bible Comes Alive Solomon in All his Glory, Dr. Wilson brings forth the evidence of the golden age of Israel and its influence over other nations, and introduces us to the societies and histories of Assyria and Babylon, while illuminating the biblical record. (January 2000) New Leaf Pr; ISBN: 0892214864.

Bible History: Old Testament by Alfred Edersheim ★
Grasping "the big picture" of God's story in the Old Testament helps readers understand the finer points of theology. And it is this "grasp of the big picture" that Alfred Edersheim offers in an unparalleled way. Since its original appearance in 1890, this work has encountered many rivals but no successors, and its relevance for the Christian faith has only been reinforced during the intervening decades. Henderickson Publishers' unique, newly typeset edition of the complete and unabridged work will be a milestone contribution to the libraries of believers. Hardcover Updated edition (September 1995) Henderickson Publishers, Inc.; ISBN: 156563165X. All seven volumes of this book are available online.

Bible Lands by Jonathan Tubb, Alan Hills ★
Through intriguing text and striking photographs of archaeological finds, this compelling title gives historical perspective on the ancient peoples of the Holy Land, from the Israelites to the Greeks. Agriculture, clothing, jewelry, weaponry, art, and trade practices are brought to life in this survey of an area that has been in turmoil since ancient times. Hardcover. Reading level: Ages 9-12.

Creation to Canaan ★
The biblical lines of the godly and ungodly are clearly defined in this rich volume. A chronological book about the extremely important beginning of time. Chapters include: Creation to the Flood, Spread of Humanity, Beginning of the Jewish Nation, Growth and Development of Israel. Heavily illustrated and packed with charts, maps, diagrams, and family trees, making this period come alive for all ages. Paperback. Rod and Staff Publishers. Reading level: Seventh grade.

A Family Guide to the Biblical Holidays ★
Description: Robin Sampson (author of this book) presents an extensive look at the nine annual holidays: Passover, Unleavened Bread, Firstfruits, Pentecost, Trumpets, Day of Atonement, Tabernacles, Hanukkah, Purim and the weekly holiday—the Sabbath! This books explains the historical, agricultural, spiritual, and prophetic purposes of each holiday, showing how each points to Christ, and includes creative ways to teach them to your children! Includes projects, crafts, recipes, games, and songs for celebrating each holiday. When you have this book at your fingertips it will be like having a library on the Bible holidays. This book includes information that will fill ten books: one on each of the seven holidays in Leviticus, the Sabbath, plus Hanukkah and Purim, and tons of information about

the importance of our Hebrew Roots."In 34 years of publishing Messianic Catalogs we have never seen such a creative contribution to the body of Messiah ..." -- review from Manny Brotman, founder of *The Messianic Jewish Movement International*. Several excerpts are available on the Internet.

Far Above Rubies: Wisdom in the Christian Community by David Mulligan ★ This book answers the following questions: What is the real purpose of education? What makes "Christian education" Christian? Why do Christian schools insist on using Greek and Roman standards for education? Does the Bible give a pattern of learning? What is wisdom; what is the Christian community? In response to the moral deficiency, academic weakness, and spiritual hostility of the atmosphere of the modern educational system, thousands of Christians have removed their children from public schools, and with the great sacrifice of time and money have pursued their children's education under the banner of Christ. Specific readings are recommended though out several lessons in the Israel, Greece and Rome lessons (especially those on education). 284 pages (1994) Messenger Publishing. 802-426-4018.

From Mesopotamia to Modernity: Ten Introductions to Jewish History and Literature by Burton L. Visotzky (Editor), David E. Fishman (Editor)❤ a one volume introduction to both Jewish history and literature from its earliest times up to the present. Specific readings are recommended in the Israel, Greece Rome and Messiah lessons. Paperback (July 1999) Westview Press; ISBN: 0813367174.

A Historical Survey of the Old Testament by Eugene H. Merrill ★ A comprehensive but concise study of the first 39 books of the Bible. Merrill approaches it as God's revelation to the world, through Israel, His chosen people. Includes: Insights from the Middle East, geographic backgrounds, archeological perspectives, as well a cultural, religious and social points of view. A short review of intertestamental history is also included. 332 pages 2nd edition (December 1992) Baker Book House; ISBN: 0801062837.

Manners and Customs in the Bible by Victor Harold Matthews ★ Insight into the Bible's culture, its people and how they lived. What people wore, what they ate, what they built, how they exercised justice, how they mourned, and how they viewed family and legal customs all are manners and customs, and all vary from period to period throughout Israel's history. Paperback - 283 pages Rev edition (September 1993) Henderickson Publishers, Inc.; ISBN: 0943575818.

Resources recommended in ◆ several lessons, ★ several units, ❤ other HOW Units. ⊶ Key Resource (see beginning of unit or page 32).

The Student Bible Atlas by Tim Dowley, Richard Scott ★
This richly illustrated and informative guidebook gives students an introduction to the books of the Bible and shows what it was like to live during biblical times. (1996) Augsburg Fortress Publishers; ISBN: 0806620382. We've included this book because it is in so many homeschool homes however, we prefer *The Holman Bible Atlas*.

Streams of Civilization Volume 1 ★
A comprehensive overview of history from a Christian perspective. Extensive vocabulary questions and suggested projects are listed throughout the text. Contains beautiful illustrations and numerous high-quality, two-color maps. Vol. One covers history from Creation to the 1620s. Answer Key and Test Packets can be purchased separately. The Time Line provides students with an excellent overview of the key personalities who have shaped history from ancient times to the present. Christian Liberty; ISBN: 0890510172. Grade level: 9-10.

Usborne Book of Discovery: Inventors/Scientists/Explorers ♥ Three books in one combined volume. Marvel at the ideas of brilliant scientists from Aristotle to Einstein. Looks at the lives and careers of the men and women whose achievements in invention, science and exploration have changed the world. Charts, diagrams and archival photographs provide detailed historical facts and looks at men and women whose discoveries and achievements have changed the world. Paperback (June 1994) E D C Publications; ISBN: 074601872X. Reading level: Ages 9-12.

Audio

What in the World is Going On Here? A Judeo Christian Primer of World History by Diana Waring
Description: Learn history like you never have before! Diana Waring takes you on a whirlwind tour of world history with enthusiasm and humor. You will explore the Old Testament as the ultimate "textbook" for ancient World history. You'll learn about archaeology, ancient historians, Old Testament prophecies and contemporary research in a style that will help you put world events into a simplified, usable time frame Excellent for the entire family. P.O. Box 7697, Newark, DE 19714-7697, Phone: (302) 369-9176.

Software

EMindMaps/Education
Award-winning educational mind mapping software, increases productivity and is designed for use by teachers and students alike. EMindMaps/Education bypasses that translation from verbal to visual. See examples on page 27. To order call 1 (415) 332-6808 or http://www.mindjet.com.

Adam to Messiah Time Line

Date(s) B.C./B.C.E. (approximate)	Bible Events	Cultural/ Historical Events	Global Perspective
Creation to the Flood			Mesopotamia: Sumerian civilization; cuneiform writing. Egypt: Nile Valley civilization; hieroglyphic writing.
c. 1775	Abram (later renamed Abraham) moves from Ur to Canaan.	covenant community, extended family, nomadic herders	Bronze Age Egypt: Old Kingdom. North America: early Inuit society
c. 1750	Joseph in Egypt. Israelites enslaved in Egypt (c. 1679)	agricultural society, patriarchal structure	Egypt: Age of Pharaohs Mesopotamia: Epic of Gilgamesh written (c. 1750). Crete: Minoan civilization.
c. 1500	Moses, the Exodus wilderness (c. 1453)	nomadic tribal migration	China: Shang dynasty (c. 1480-1050)
c. 1400	Joshua; The Occupation of Canaan (c. 1413) invasion of Canaan	Rise of India's civilizations	
Beginning of time of Judges (c. 1235-1050)	agricultural economy, tribal villages		Greece: c. 1190 Trojan War. China: Chou dynasty
c. 1100	United Kingdom (c. 1050-922), Saul (c. 1014), David (c. 1012), Solomon (c. 977)	monarchy—multiple villages to kingdom	Central America: founding of Mayan dynasties

c. 950	Writing of much biblical text, Early prophets (Amos)	Solomon's kingdom divided: North, Israel; South, Judah. 722 Assyrians conquer Israel	North Africa: founding of Carthage by Phoenicians. Greece: first Olympic Games; Homeric epics. Italy: founding of Rome
c. 700	621 Hilkiah finds Deuteronomy text; Editing of OT material; Prophecies of Zephaniah, Jeremiah, Habakkuk	587 Babylonians conquer Judah, destroy Temple, deport people to Babylon	Persia: Zoroaster. Greece: Aesop's Fables; Sappho; laws of Solon
c. 600	Babylonian Captivity (c. 587-539). Building of Second Temple. Second Temple Period (c. 536 B.C.- A.D. 70) Prophecy of Zechariah, Haggai	538 Cyrus allows Israelites to return to Jerusalem; Judah a Persian province	India: Siddhartha Gautama, the Buddha (c. 563-483). China: Confucius (c. 551-479). Greece: Archaic Period
c. 500	480 Esther becomes Queen of Persia. 458 Ezra sent to Judah. 444 Nehemiah. 397 Prophecy of Malachi	Ezra's reforms; building of Second Temple	Greece: Persian Wars; Classical Age; Pericles in Athens; Parthenon built; Socrates, Plato, Euripides, etc.; Peloponnesian War
c. 350	285-246 Septuagint translated in Alexandria	333 Alexander the Great conquers Persian Empire; Hellenization begins	Rise of Roman Republic
c. 200-100	First books OT Apocrypha written	Seleucid heirs of Alexander rule Judea	China: Han dynasty. Rome conquers Carthage, Greece, and Asia Minor
c. 170	Maccabean revolt overthrows Seleucids (c. 165-63)	Jewish self-rule under Hasmoneans c. 143 Essene community begins	