

Simply Charlotte Mason presents

*Joshua through Malachi
& Ancient Greece*



History, Geography, Bible for Grades 1-12

A family study handbook

Joshua through Malachi & Ancient Greece is . . .

- **Family Friendly**

Combines all students, grades 1–12, in a family study.

- **Charlotte Mason in Its Approach**

Incorporates Bible study, living books, Book of Centuries, and narration.

- **Biblical in Its Emphasis**

Covers the events of Joshua through Malachi and approaches Geography from a Biblical worldview.

- **Comprehensive**

Provides additional assignments for older students, including Book of Centuries entries, written narration ideas, and extra independent reading.

- **Fun**

Gives optional hands-on activities that you can do all together or with only some of your students.

- **Helpful**

Includes handy tips and reminders of upcoming resources so you have time to collect them.

- **Recommended**

Gives the detailed lesson plans for our SCM Curriculum Guide's History/Geography/Bible Module 2 and shows how all the books fit together for all the grades.

Thank you for your interest in *Joshua through Malachi & Ancient Greece*. This document contains the complete Contents pages, the full Introduction and How to Use section, plus nearly ten sample lessons. Feel free to duplicate and share this file with your friends.

We hope you will enjoy this sample.

Visit www.SimplyCharlotteMason.com to order the complete *Joshua through Malachi & Ancient Greece: A Family Study Handbook* today!

Joshua through Malachi & Ancient Greece

A Family Study Handbook

*Combining all your students (grades 1–12)
for History, Geography, and Bible*

by
Sonya Shafer

Joshua through Malachi and Ancient Greece: A Family Study Handbook
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Introduction

When I was growing up in Sunday School and church, I heard the stories of the Bible many times. I could tell you all the details of Who, What, Why, and How. But I never thought about the When. I knew those Bible accounts were true, just like the history accounts I read were true, but I never put the two subjects together to comprehend how Bible events fit into world history events.

I also never thought about how the different Bible stories fit together. For example, I knew the story of Joseph's being sold into slavery and eventually rising into the place of leadership in Egypt, and I knew the story of Moses and the Exodus, but I never connected the two mentally as a sort of cause and effect until I studied them with my children in chronological order. Suddenly all the pieces started fitting together!

After that experience, I knew how I wanted to teach my children the Bible: in chronological order alongside world history—and I wanted to make the Bible history most important. Charlotte Mason emphasized the priority Bible lessons should have in our curriculum: "Their Bible lessons should help them to realise in early days that the knowledge of God is the principal knowledge, and, therefore, that their Bible lessons are their chief lessons" (Vol. 1, p. 251). As our children study Bible accounts intertwined with world history, they learn to see God's hand of sovereignty moving in the events. They come to know God's character through His Word and begin to interpret world happenings through a Biblical worldview. They absorb God's truth and can discern and refute false beliefs that man has embraced throughout history.

So the lessons in this book will walk you through the Scripture passages we read, the books we used, and the hands-on activities we did when we began working through the Bible—from Joshua through Malachi, including Ancient Greece. You'll also find narration ideas, teaching tips, and Book of Centuries dates to help you see how the Bible accounts fit into world history events.

One of my main goals is to show you how you can teach the same historical time period to all of your children at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your children will grow together in community as they learn together and help each other.

Please keep in mind that this study is just an organized group of suggestions. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these family studies of God's Word and History.

How to Use

Pace

The lessons are divided into three Terms. If you do five lessons each week, you should be able to cover a Term in about twelve weeks. Each week is divided into three days of Bible, 1 day of Geography, and 1 day of Ancient Greece. We have tried to save the final week of each Term for exams or to finish up any projects or assignments.

The chart below gives an overview of what is covered each Term. You will find more detailed charts, outlining work week by week, at the beginning of the Terms' lesson plans.

	Bible (3 days/week)	Geography (1 day/week)	Ancient Greece (1 day/week)
Term 1	Joshua—1 Samuel	Israel; Jordan	Hercules through Odysseus
Term 2	1 Samuel—2 Kings	Turkey; Saudi Arabia	Lycurgus through Lysander
Term 3	2 Kings—Malachi	Iraq; Egypt	Socrates through The Fall of Greece

Assignments

This book contains assignments and activities for every grade level so you can combine all your students into one family study. The "Family" instructions are for everyone to do together, then additional assignments are given for various grade levels to complete either independently or with the parent.

The hands-on activities are optional. Feel free to skip them, substitute different ones, or add more. You will find lots of helpful information and Internet links on the Bonus Features page for this book on our Web site at <http://SimplyCharlotteMason.com/books/joshua-malachi-ancient-greece/links-tips>

Resources Needed

A complete list of resources is given on pages 15 and 16 for all three Terms. Each Term's resources are listed in the lesson plans. Reminders are sprinkled throughout the lessons that will help you look ahead a week or two in order to give yourself enough time to locate the books you will need, especially if you are borrowing them as you go.

Map Drill

One part of most Geography lessons will be a map drill. Here's how we do map drills. Keep lessons short, no longer than ten or fifteen minutes. Once a week, give each child a blank map of the region you are studying and provide a detailed and labeled map of the same region. Instruct the child to label a few areas of the region, being careful to copy the names correctly from the detailed map. The next week, give the child another blank map of the same region and instruct her to label as many areas as she can remember. Once she has labeled all that she knows, display the detailed map and check for accuracy, then have her label a few more areas carefully. Continue this routine each week, and over the course of the year she will become quite familiar with the regions studied using this gentle method.

A Word about Charlotte Mason Methods Used in This Study

Living Books

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

Bible Readings: The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons, the Scripture passages to read aloud directly from the Bible.

Now, Charlotte also recommended that we should omit those portions not "suitable" for children under the age of nine (Vol. 1, p. 248; Vol. 3, p. 330). I interpret "unsuitable" to mean those instances that are graphic or sexual in nature. So I have omitted some lessons that can be skipped for the younger children. But in those instances where the plot of the account is important for continuity in the study, I have recommended reading the account from *The Child's Story Bible* by Catherine Vos. Of all the children's story Bibles I have seen, this is one of the best. It stays very true to Scripture and includes many details and stories that most story Bibles omit. Catherine Vos also does a wonderful job of dealing in a tactful yet truthful way with passages that could potentially be unsuitable for younger children.

Note: Don't worry about days when one student might not have a scheduled independent reading and another student does. Think of it as a day that the children can ruminate on what they have already learned. Charlotte encouraged reflecting, or ruminating, on what is read or heard: ". . . Reflection, the ruminating power which is so strongly developed in children and is somehow lost with much besides of the precious cargo they bring with them into the world. There is nothing sadder than the way we allow intellectual impressions to pass over the surface of our minds, without any effort to retain or assimilate" (Vol. 3, p. 120). "Children must be allowed to ruminate, must be left alone with their own thoughts" (Vol. 3, p. 162).

Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn—whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about ____" or "Describe ____."

Oral Narration with Many Children: Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

Written Narration: Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and

successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an “old pro” at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the children express what they learned in various ways. We have a list of narration ideas on the Web site that might help you: <http://SimplyCharlotteMason.com/timesavers/narration/>

Book of Centuries

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual. You can also add written narrations, illustrations from the Internet, or titles of books you’ve read that are set in that time period. As they add more history to the book, they begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at <http://SimplyCharlotteMason.com/timesavers/boc/>

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don’t have to add every event listed; feel free to pick and choose. Dates are listed near the event or person mentioned. As students add dates to their Books of Centuries, encourage them to see what else is already entered on the same page in order to understand what events were occurring near the same time in history. Dates are taken from *All Through the Ages*, revised second edition. If you are using a reference book that presents alternate dates, feel free to use those instead in your Book of Centuries. The purpose of this handbook is not to defend or refute certain dating, but to try to place Bible events in the broad context of world events. (Note: A “c” beside a date stands for “circa,” which means “about” or “approximately.”)

A Word on Mythology

When studying Ancient History, you will inevitably encounter mythology. Be careful about allowing young children to fill their minds with stories about false gods and goddesses. They need to know that people who lived in ancient times worshiped false gods and invented stories about them, but they do not need to spend large amounts of time studying those false gods and learning every detail about those stories. Instead, make sure your children have a firm foundation in the truth about the one true God and interpret mythology through what Scripture says about it.

Greek gods can be addressed like any other false gods mentioned in Scripture. We often refer to Romans 1:20–25 when studying mythology. God’s power, attributes (characteristics), and divine nature (the fact that He is the one true God) are clearly seen in His creation. The ancients saw His handiwork but they chose not to honor Him or give Him thanks. Instead, they chose to turn their worship to gods in the form of men and beasts (v. 23). They exchanged the truth of God for a lie and worshiped and served things that He created rather than the Creator Himself (v. 25).

Usually, I explain mythology something like this: “Myths are pretend stories these people made up instead of believing in God. Reading them can give us a good peek inside these people’s hearts, because they often imagined their gods to be the same way they were themselves (moody, revengeful, selfish, etc.). Just keep in mind that the stories are pretend.”

If you are following the Simply Charlotte Mason Curriculum Guide’s suggestions for History and Bible, your child will have a good foundation in Scripture and truth before he is exposed to Greek and Roman mythology. The children in grades 1–3 hear about some of the Greek gods in the context of the history readings, but we are careful to point out the difference between truth and myth, and we try to keep mythology exposure to a minimum. We also do not encourage children in grades 1–3 to read extra books about the Greek gods independently. Older children can learn more about mythology details than younger children, but still beware of how much mythology they are filling their minds with. I try to make sure that the children are getting as much (or more!) Bible into their minds as they are getting myths inside them during these Ancient History studies.

Resources Needed

- Bible
- *Famous Men of Greece* by John H. Haaren and A. B. Poland, edited by Cyndy and Robert Shearer of Greenleaf Press
- *A Child's Geography, Volume 2: Explore the Holy Land* by Ann Voskamp and Tonia Peckover
This course is designed for grades 1–6, but it contains much for everyone to learn. Older children can be responsible to teach/guide the younger children through it.
- *Uncle Josh's Outline Map Book* or CD
(or search on the Internet for outline maps that you can print and use)
- Labeled map of the Middle East and Asia
You can find a large labeled world map at many inexpensive department stores or school supply stores.
- *Then and Now Bible Maps* from Rose Publishing
This book is a phenomenal resource. It contains maps of the Middle East and Mediterranean regions labeled as they were in Bible Times. It also has clear plastic overlay pages that lay on top of the Bible Time maps to show how the present-day countries compare.

Grades 1–3

- *The Trojan Horse: How the Greeks Won the War* by Emily Little
- *Aesop's Fables*
Several editions of these stories are available. Look for one that uses words in a beautiful way without dumbing down the stories or talking down to the child.
- *A Child's Story Bible* by Catherine Vos
- *The Librarian Who Measured the Earth* by Kathryn Lasky

Grades 4–6

- *A Wonder Book* by Nathaniel Hawthorne OR *The Golden Fleece* by Padraic Colum
You can assign both books if your child really likes to read and wants more challenge; just make sure he or she is assimilating what is read and not just skimming over it and forgetting it.
- *The Children's Homer* by Padraic Colum
- *Archimedes and the Door of Science* by Jeanne Bendick

Grades 7–9

- *Oxford First Ancient History* by Roy Burrell
Some of the illustrations picture nudity, as was the culture in many ancient civilizations. However, keep in mind your child's modesty and purity goals and determine whether you want to cover those illustrations.
- *Hittite Warrior* by Joanne Williamson
- *Black Ships Before Troy* by Rosemary Sutcliff
- *The Wanderings of Odysseus* by Rosemary Sutcliff
- *Within the Palace Gates* by Anna Siviter
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer
- *Discovering Doctrine: A Personal Bible Study* by Sonya Shafer
- Book of Centuries

Grades 10–12

- *The Iliad* by Homer
- *Hittite Warrior* by Joanne Williamson
(recommended for grades 7–9; could use for grades 10–12 also if desired)
- *The Odyssey* by Homer

- *Within the Palace Gates* by Anna Siviter
(recommended for grades 7–9; could use for grades 10–12 also if desired)
- *The Trial and Death of Socrates* by Plato
- *Plutarch Greek Lives* by Plutarch
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer
- *Discovering Doctrine: A Personal Bible Study* by Sonya Shafer
- Book of Centuries

Optional Resources

- *The Big Picture Bible Time Line* by Carol Eide (grades 1–6)
If you want a time line for the younger children while the older children add entries to their Books of Centuries, the pages in this book will be a great help. The drawings and captions are simple and will help the children remember the people and events of Joshua through Malachi in order. Ancient Greece events are not included in this time line, but could easily be added if desired.
- *Growing Up in Ancient Greece* by Chris Chelepi (grades 1–3)
This title is out of print, but if you can find it, use it to give the children a picture of life in Ancient Greece. The illustrations and peeks into culture will help the children have a context for all the other readings throughout the year.
- *Till We Have Faces* by C. S. Lewis (grades 10–12)
- *The Greeks* by Susan Peach and Anne Millard, from the series *The Usborne Illustrated World History*
Use the illustrations and explanations in this book for reference if desired. Caution: Several pages contain nudity, so use carefully.
- *Life in Ancient Greece* coloring book by John Green, from Dover Publications (grades 1–9)
These pictures are quite detailed with a brief explanation on each one. Older students might want to use colored pencils or even watercolor paints.
- *Material World* by Peter Menzel (grades 1–12)
Set out this book for students to look through during leisure time. The author traveled the world and photographed in various countries a typical family outside their home with all their belongings. It gives a great glimpse into life around the globe. The author/photographer also included notes from his time with each family.

Other Materials

- Flour; salt; water
- Empty pizza box (optional)
- Blue poster paint; paint brush
- Small white board and dry erase marker (optional)
- Felt-tip markers
- Small sheet of poster board (optional)
- Self-stick notes
- Trojan Horse model kit (optional)
- Sheet of poster board
- Two jars or cans of the same size; water (optional)

**Visit our CM Bookfinder at <http://apps.simplycharlottesmason.com>
for more information on each book, including where to find it.**

Term 1

(12 weeks; 5 lessons/week)

Resources

- Bible
- *Famous Men of Greece* by John H. Haaren and A. B. Poland, edited by Cyndy and Robert Shearer of Greenleaf Press
- *A Child's Geography, Volume 2: Explore the Holy Land* by Ann Voskamp and Tonia Peckover
- *Uncle Josh's Outline Map Book* or CD (or search on the Internet for outline maps that you can print and use); labeled map of the Middle East
- *Then and Now Bible Maps* from Rose Publishing

Grades 1–3

- *The Trojan Horse: How the Greeks Won the War* by Emily Little

Grades 4–6

- *A Wonder Book* by Nathaniel Hawthorne OR *The Golden Fleece* by Padraic Colum

Grades 7–9

- *Oxford First Ancient History* by Roy Burrell
- *Hittite Warrior* by Joanne Williamson
- *Black Ships Before Troy* by Rosemary Sutcliff
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer
- *Discovering Doctrine: A Personal Bible Study* by Sonya Shafer
- Book of Centuries (one for each student)

Grades 10–12

- *The Iliad* by Homer
- *Hittite Warrior* by Joanne Williamson (recommended for grades 7–9; could use for grades 10–12 also if desired)
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer
- *Discovering Doctrine: A Personal Bible Study* by Sonya Shafer
- Book of Centuries (one for each student)

Optional Resources (See notes on page 16.)

- *The Big Picture Bible Time Line* by Carol Eide (grades 1–6)
- *Growing Up in Ancient Greece* by Chris Chelepi (grades 1–3)
- *The Greeks* by Susan Peach and Anne Millard
- *Life in Ancient Greece* coloring book by John Green (grades 1–9)
- *Material World* by Peter Menzel (grades 1–12)

Other Materials

- Flour; salt; water
- Empty pizza box (optional)
- Blue poster paint; paint brush
- Small white board and dry erase marker (optional)
- Felt-tip markers
- Small sheet of poster board (optional)
- Self-stick notes
- Trojan Horse model kit (optional)

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
Week 1					
Bible	Joshua			Proverbs Study	Proverbs Study
History	Famous Men of Greece, Introduction and ch. IV:1	(opt.) Growing Up in Ancient Greece, pp. 6–9	A Wonder Book, ch. 1A or The Golden Fleece, ch. 1, 2	Oxford First Ancient History, ch. 6	The Iliad, bk. 1, 2
Geography	Israel, part 1A; Salt dough map; Map drill				
Week 2					
Bible	Joshua			Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. IV:2, 3	(opt.) Growing Up in Ancient Greece, pp. 10–13	A Wonder Book, ch. 1B or The Golden Fleece, ch. 3, 4	Oxford First Ancient History, ch. 7	The Iliad, bk. 3, 4
Geography	Israel, part 1B; Salt dough map; Map drill				
Week 3					
Bible	Joshua			Hittite Warrior, ch. 1–6; Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. IV:4, 5	(opt.) Growing Up in Ancient Greece, pp. 14–17	A Wonder Book, ch. 2A or The Golden Fleece, ch. 5, 6	Black Ships Before Troy, ch. 1, 2	The Iliad, bk. 5, 6
Geography	Israel, part 2A; Map drill				
Week 4					
Bible	Judges			Hittite Warrior, ch. 7–12; Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. V:1	(opt.) Growing Up in Ancient Greece, pp. 18–21	A Wonder Book, ch. 2B or The Golden Fleece, ch. 7, 8	Black Ships Before Troy, ch. 3, 4	The Iliad, bk. 7, 8
Geography	Israel, part 2B; Map drill				
Week 5					
Bible	Judges			Hittite Warrior, ch. 13–18; Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. V:2	(opt.) Growing Up in Ancient Greece, pp. 22–25	A Wonder Book, ch. 3A or The Golden Fleece, ch. 9, 10	Black Ships Before Troy, ch. 5, 6	The Iliad, bk. 9, 10
Geography	Israel, part 3A; Map drill				
Week 6					
Bible	Ruth; Judges			Hittite Warrior, ch. 19–24; Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. VI	(opt.) Growing Up in Ancient Greece, pp. 26–29	A Wonder Book, ch. 3B or The Golden Fleece, ch. 11, 12	Black Ships Before Troy, ch. 7, 8	The Iliad, bk. 11, 12
Geography	Israel, part 3B; Map drill				

Week 7					
Bible	Judges			Hittite Warrior, ch. 25–28; Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. VII	Trojan Horse, ch. 1, 2	A Wonder Book, ch. 4A or The Golden Fleece, ch. 13, 14	Black Ships Before Troy, ch. 9, 10	The Iliad, bk. 13, 14
Geography	Israel Projects				
Week 8					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. VIII	Trojan Horse, ch. 3, 4	A Wonder Book, ch. 4B or The Golden Fleece, ch. 15, 16	Black Ships Before Troy, ch. 11, 12	The Iliad, bk. 15, 16
Geography	Jordan, part 1A; Map drill				
Week 9					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. IX:1	Trojan Horse, ch. 5, 6	A Wonder Book, ch. 5A or The Golden Fleece, ch. 17–19	Black Ships Before Troy, ch. 13, 14	The Iliad, bk. 17, 18
Geography	Jordan, part 1B; Map drill				
Week 10					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. IX:2		A Wonder Book, ch. 5B or The Golden Fleece, ch. 20–22	Black Ships Before Troy, ch. 15, 16	The Iliad, bk. 19, 20
Geography	Jordan, part 2A; Map drill				
Week 11					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Famous Men of Greece, ch. IX:3		A Wonder Book, ch. 6A or The Golden Fleece, ch. 23–25	Black Ships Before Troy, ch. 17, 18	The Iliad, bk. 21, 22
Geography	Jordan, part 2B; Map drill				
Week 12					
Bible	Exam or Catch Up Week			Proverbs Study	Proverbs Study
History	Exam or Catch Up or Project		A Wonder Book, ch. 6B or The Golden Fleece, ch. 26–28	Black Ships Before Troy, ch. 19	The Iliad, bk. 23, 24
Geography	Jordan Projects				

Lesson 1: Joshua Takes Command

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Read together Joshua 1 and 2 and ask for an oral narration.

Tip: For younger children, you may want to break up the reading into two or more shorter sections and ask for a narration for each section.

Grades 1–6: (Optional) If you want younger students to use the *Big Picture Bible Time Line*, start with page 14 today, “Rahab.” Students may color the pictures if desired.

Tip: An easy way to store these pictures as the timeline grows is to tape them end to end and wrap them around a dowel rod, making the timeline into a scroll. It saves a lot of space, and students can still unroll the scroll to various places and look at the events in chronological order. Note: Some dates may not be identical to the ones listed in the *Book of Centuries* column in this book.

Grades 7–12: Students in grades 7–12 have two ongoing Bible projects throughout this year. First, they should be reading one chapter of Proverbs every day and recording their findings on their selected topic in *Wisdom for Life*. See the *Wisdom for Life* book for details.

Second, they should be looking for any doctrinal truths in the passages read. Joshua 1 contains some wonderful truths about God and the Bible that students in grades 7–12 could record in their *Discovering Doctrine* books.

Lesson 2: Crossing the Jordan

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Read together Joshua 3 and 4 and ask for an oral narration.

Grades 1–6: (Optional) Add *Big Picture Bible Time Line*, page 14, “Crossing the Jordan,” to your time line.

Book of Centuries
Timeline*Joshua takes Jericho (1451 B.C.)*

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study and watching for truths to record in *Discovering Doctrine*.

Tip: Did your older students notice the descriptive name for God given in Joshua 3:13? That truth should go in their *Discovering Doctrine* notebooks.

Lesson 3: The Fall of Jericho

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Read together Joshua 5 and 6 and ask for an oral narration. For younger children, you may want to start the reading at Joshua 5:10.

Grades 1–6: (Optional) *Big Picture Bible Time Line*, page 15

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study and watching for truths to record in *Discovering Doctrine*.

Lesson 4: Israel, Part 1A

Materials Needed

- *A Child's Geography: Explore the Holy Land*
- Blank outline maps of the Middle East (from *Uncle Josh's Outline Map Book* or the Internet); labeled map of the Middle East
- Salt; flour; water; empty pizza box

Family: Read together *Explore the Holy Land*, "Israel, Part 1," to the first Field Notes break (pages 38–40) and ask for an oral narration. Use the Field Notes prompts if desired. Do a map drill and create a salt dough map as outlined below.

Map Drill: Give each student a copy of an outline map of the Middle East. Encourage them to label all the countries that they know on the map. (Don't worry if they don't know any yet.) Compare their labeled countries with a completed map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the completed map.

Salt Dough Map: Make a salt dough map of Israel. Combine 1 part salt and

2 parts flour, then add water 1 tablespoon at a time until the salt dough is the consistency of a stiff cookie dough. (Note: Depending on how large you want your map to be, you could easily use 1 cup salt and 2 cups flour or 2 cups salt and 4 cups flour.) Shape the dough into a map of Israel, trying to include the elevation changes, rivers, lakes, etc. Use a relief map. You can determine just how detailed you want to be. Once the salt dough map is shaped, set it aside and let it dry. You will use this map in future lessons.

Tip: *The easiest way that I have found to store a salt dough map is in a clean pizza box. Some local pizza shop may give you a clean box if you explain that you need it for a school project. Lay your salt dough in the box and shape it. Then just set it aside to dry. Once the map is finished, you can store it quite easily by closing the lid and labeling the box.*

Reminder: *Get blue poster paint and a paint brush for lesson 9.*

Lesson 5: Mythology and Hercules

Materials Needed

- *Famous Men of Greece*
- (Optional) *Growing Up in Ancient Greece* (grades 1–3)
- *The Golden Fleece* OR *A Wonder Book* (grades 4–6)
- *Oxford First Ancient History* (grades 7–9)
- *The Iliad* (grades 10–12)

Family: Read together *Famous Men of Greece*, Introduction, “The Gods of Greece,” page 1 to the top of page 2. If you do not want your children in grades 1–3 to be exposed to the Greeks’ false gods right now, stop reading *before* the final sentence of the top paragraph on page 2, “The first stories he would have told you would have been about the Titans.” Students in grades 4–12 may find the rest of the Introduction helpful to give them an overview of the Greek gods that they will come across in their readings over the next weeks.

Also read together chapter IV, part 1, and ask for an oral narration.

Grades 1–3: (Optional) Read together *Growing Up in Ancient Greece*, pages 6–9.

Grades 4–6: Assign as independent reading *The Golden Fleece*, chapters 1 and 2, or the beginning of *A Wonder Book*, “The Gorgon’s Head,” and ask for a narration.

Tip: *Students reading A Wonder Book will be given two lessons/days in which to read each story. How far they read each time is up to them and you, depending on the week’s workload and other variables.*

Athens founded (1556 B.C.)
Thebes founded (1493 B.C.)
Sparta founded (1490 B.C.)

Grades 7–9: Assign as independent reading *Oxford First Ancient History*, chapter 6, and ask for a narration.

Tip: Narrations can be done in many ways. You may want to assign older children to do written narrations. Or visit our Web site at <http://SimplyCharlotteMason.com/timesavers/narration> for many more creative ideas that encourage students to narrate.

Reminder: Get Hittite Warrior for lesson 11 and Black Ships Before Troy for lesson 15 for grades 7–9.

Grades 10–12: Assign as independent reading *The Iliad*, books 1 and 2, and ask for a narration.

Lesson 6: Achan and Ai

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Review previous readings by saying something like, “Last time we read in Joshua, he had started to lead the Israelites. What do you remember about what happened?”

Tip: You don’t need to require another full narration in this preparatory stage. You simply want them to recall the most recent event so they can mentally connect today’s reading to it.

Pique students’ interest for today’s reading by saying something like, “In today’s reading, we will learn how one man’s disobedience affected the whole group.” If desired, write the names “Achan” and “Ai” on a little white board or sheet of paper large enough for all the students to see. Tell them how to pronounce the words and that this man and this city will play key roles in the account today. Read together Joshua 7 and 8 and ask for an oral narration.

Grades 1–6: (Optional) *Big Picture Bible Time Line*, page 15

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study and watching for truths to record in *Discovering Doctrine*.

Lesson 7: The Gibeonites' Deception

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Read together Joshua 9 and ask for an oral narration.

Grades 1–6: (Optional) *Big Picture Bible Time Line*, page 16

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study and watching for truths to record in *Discovering Doctrine*.

Lesson 8: Southern and Northern Campaigns

Materials Needed

- Bible
- (Optional) *Big Picture Bible Time Line* (grades 1–6)
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Read together Joshua 10 and 11 (12) and ask for an oral narration.

Grades 1–6: (Optional) *Big Picture Bible Time Line*, page 16

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study and watching for truths to record in *Discovering Doctrine*.

Lesson 9: Israel, Part 1B

Materials Needed

- *A Child's Geography: Explore the Holy Land*
- Blank outline maps of the Middle East (from *Uncle Josh's Outline Map Book* or the Internet); labeled map of the Middle East
- Blue poster paint; paint brush

Family: Continue reading together *Explore the Holy Land*, "Israel, Part 1," to the second Field Notes break (pages 41–44) and ask for an oral narration. Use the Field Notes prompts if desired. Do a map drill and paint your salt dough map as outlined on page 26. You may want to label on your salt dough map the locations listed on the Travel Log page.

Book of Centuries
Timeline

Tip: Lesson 34 is set aside for doing any of the Israel Bringing It Home projects that you might want to use from Parts 1, 2, and 3. If you would rather spread out the projects and do them every week or two, feel free to do that instead.

Map Drill: Give each student a copy of an outline map of the Middle East. Encourage them to label all the countries that they know on the map. (They will probably know at least Israel today.) Compare their labeled countries with a completed map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the completed map.

Salt Dough Map: Make sure your salt dough map is dry. Then use poster paint to paint all the water parts blue. Depending on the scale of your salt dough map, you may need a very fine brush to paint the rivers and lakes.

Lesson 10: Hercules (continued)

Materials Needed

- *Famous Men of Greece*
- (Optional) *Growing Up in Ancient Greece* (grades 1–3)
- *The Golden Fleece OR A Wonder Book* (grades 4–6)
- *Oxford First Ancient History* (grades 7–9)
- *The Iliad* (grades 10–12)

Family: Ask the students to tell a little about Hercules from last time. See if they can remember the five tasks he accomplished. Explain that you will read about the rest of the tasks today. Write these key words from the remaining tasks on a small white board or sheet of paper for all the students to see: "Crete," "Diomedes," "Amazons," "Hesperides," "Cerberus." Also write the name "Eurystheus" so the students can see how it is spelled. Read together *Famous Men of Greece*, chapter IV, parts 2 and 3, and ask for an oral narration.

Tip: Allow the students to look at the key words you posted while they narrate. Those key words will help them stay focused and organize their thoughts. It will also be good training for them to listen for key words themselves, eventually, when none might be pointed out ahead of time.

Grades 1–3: (Optional) Read together *Growing Up in Ancient Greece*, pages 10–13.

Grades 4–6: Assign as independent reading *The Golden Fleece*, chapters 3 and 4, or the rest of *A Wonder Book*, "The Gorgon's Head," and ask for a narration.

Grades 7–9: Assign as independent reading *Oxford First Ancient History*, chapter 7, and ask for a narration.

Joshua through Malachi & Ancient Greece

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