

Lesson
Planner

Romans, Reformers, Revolutionaries



Diana Waring
EDUCATION THAT'S RELATIONAL™

In-Depth Lesson Planner
WITH STRUCTURES & ACTIVITIES FOR ALL AGES

by DIANA WARING

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TABLE OF CONTENTS

Romans, Reformers, Revolutionaries

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Links for Pre K-4th craft projects (at www.dianawaring.com/online-resources-rrr), used by permission:
Crown of fire—craftingthewordofgod.com
Mini-volcano—preschoolinspirations.com
Great Commission coloring page—supercoloring.com
Viking Ship craft—happybrownhouse.com
Robert the Bruce story—<https://www.storiestogrowby.org>
Squash Pilgrim craft—ActivityVillage.co.uk
Cardboard telescope craft—makeetc.com
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INTRODUCTION	i
FOR PRE K TO 4TH GRADES	ii
FOR 5TH TO 8TH GRADES	iii
FOR 9TH TO 12TH GRADES	iv
PRE K TO 12TH GRADE AS A FAMILY	v
LESSON PLANNER HELPS	vii
YEAR AT A GLANCE	1
UNIT 1 – THE RISE OF THE CHURCH & THE FALL OF ROME	2
UNIT 2 – MISSIONARIES & BARBARIANS	20
UNIT 3 – BYZANTINES & MUSLIMS	38
UNIT 4 – THE HOLY ROMAN EMPIRE & THE VIKINGS	56
UNIT 5 – THE CRUSADES & THE MONGOLS	74
UNIT 6 – SEEDS OF REFORMATION & THE LATE MIDDLE AGES	92
UNIT 7 – THE RENAISSANCE & THE REFORMATION	110
UNIT 8 – PURITANS, PIETISTS, & THE DIVINE RIGHT OF KINGS	128
UNIT 9 – REVIVALS & REVOLUTIONS	146
END OF YEAR RECORDS	

INTRODUCTION

Why it Works, How it Works

FOR PRE K TO 4TH GRADES

A Gentle Introduction

WHY IT WORKS

1. Adults learn in different ways. *So do your kids.*
2. Adults have different interests. *So do your kids.*
3. Not every curriculum recognizes these differences. *We do.*

EASY FOR YOU, APPEALING TO THEM

1. 9 monthly units each have 4 weekly phases so kids can learn in different ways.
2. Each week, students have options, choosing activities they find interesting.
3. Each option caters to different kinds of Smart.

HOW IT WORKS – 4 PHASES

INTRODUCTION – usually done together*

- Listen to amazing stories on CDs;
- Read the intro article or summary;
- Play with this new information (recap);
- Discuss something interesting;
- Go to the library together.

EXPLORATION – usually on their own*

- Choose a topic to explore;*
- Enjoy making discoveries;
- Decide how to present it;
- Share with family/friends;
- Work on timeline (optional);
- Play with vocabulary (optional).

HANDS-ON – usually on their own*

- Work on a map;
- View art and architecture online;
- Choose to work on any (or all): art project, science experiment, music (listen & try), cooking
- Share with family/friends.

EXPRESSION – usually on their own*

- Choose how to creative express some aspect of the unit through: writing, art, music, drama, movement, conceptual design
- Make presentation to family/friends.

* As students in 5th to 12th grades mature, they will be able to work fairly independently. Pre K-4th need your involvement.

HOW IT WORKS – 8 SMARTS

Each of us is smart in different ways – 8 kinds of Smart.* When we use our smarts, our self motivation skyrockets!

Don't Worry – we've got this covered!

1. 8 Kinds of Smart activities are notated in bold in each of the Daily Lesson Plans.
2. Every week offers possibilities for using different Smarts, including:

BODY SMART –

smart with how your body works
- Phase 1 – Recap Activity
- Phase 2 – Presentation
- Phase 3 – Hands-on Activities
- Phase 4 – Drama or Movement Presentation

LOGIC SMART –

smart with logic & numbers
- Phase 1 – Recap Activity
- Phase 2 – Research, Presentation & Timeline
- Phase 3 – Science Activities
- Phase 4 – Conceptual Design Presentation

WORD SMART –

smart with words & language
- Phase 1 – Listen, Read, Recap, Discuss, & Choose books
- Phase 2 – Research, Presentation, & Vocabulary
- Phase 3 – Discussing Art/Architecture viewing
- Phase 4 – Writing or Drama Presentation

PEOPLE SMART –

smart with people & groups
- Phase 1 – Listen, Recap Activity, & Discuss together
- Phase 2 – Presentation
- Phase 3 – Discussing Art/Architecture viewing
- Phase 4 – Drama or Movement Presentation

NATURE SMART –

smart with nature & patterns
- Phase 1 – Recap Activity
- Phase 2 – Presentation, plus Nature walk & talk (Pre K-4th)
- Phase 3 – Cooking
- Phase 4 – Presentation

MUSIC SMART –

smart with rhythm & melody
- Phase 1 – Recap Activity
- Phase 2 – Presentation
- Phase 3 – Music (Listen & Try)
- Phase 4 – Music Presentation

PICTURE SMART –

smart with pictures & dimensions
- Phase 1 – Recap Activity, plus craft & coloring (Pre K-4th)
- Phase 2 – Presentation & Timeline, plus craft (Pre K-4th)
- Phase 3 – Mapping, Art/Architecture viewing, Art project
- Phase 4 – Art Presentation

SELF SMART –

smart with your thoughts & opinions
- Phase 1 – Bible reading, Recap Activity, Key Concepts
- Phase 2 – Presentation, plus Nature Walk & talk (Pre K-4th)
- Phase 3 – Self Evaluation
- Phase 4 – Writing Presentation

* For more info on these Smarts, get Dr. Kathy Koch's book, 8 Great Smarts and go to her **website, www.celebratekids.com**. Plus, find 8 Kinds of Smart DVD at **www.dianawaring.com**.

A GENTLE INTRODUCTION

History is a fascinating subject. But so much of the story is filled with things that are not true, noble, right, pure, lovely, or admirable (Phil 4:8). Young children are impressionable, so, like warm wax, let them be impressed with God's faithfulness throughout history. Let it be His Story for them, rather than all the tales of violence, cruelty, and the brokenness of humanity apart from God.

HOW WE HELP YOU TELL HISTORY

With the Elementary Activity Book and this Lesson Planner combined, you will find:

- Bible verses to read
- Gentle questions to ask
- Fascinating folks & exciting events to read
- coloring pages
- recap activities based on 8 Smarts
- word puzzles
- viewing art* & architecture* with discussion
- art crafts
- science projects
- fun maps and marvelous mazes
- nature walk & talk
- music (listen and try)
- fun food to fix
- silly songs to sing
- action activities
- rhyme time
- "Acting Up History" skits

If appropriate for your children:

- read aloud (or paraphrase) each unit Summary,
- listen to *What in the World* CD tracks,
- listen to *True Tales* or *Digging Deeper* CDs (optional),
- choose books** from the library to read aloud.

* Links for viewing the Art & Architecture for each unit are in Online Resources at **www.dianawaring.com/online-resources-rrr**.

** Books appropriate for Pre K-4th are marked with an * in the Booklist—found on the first "Planning Your Week" for each unit.

HOW LONG SHOULD EACH SESSION LAST?

At this age, children's attention spans are much shorter, so plan to spend 20-30 minutes or less per session. If that is too much, shorten the activity. If they are still interested, lengthen the time a little, but always end while they are still engaged.

You, as the parent, know your children better than anyone. Let gentleness be your approach in scheduling, in time spent, in choice of activities, and in your response to your children's achievements!

DOING IT ALL?

Your goal in these early years is to build a foundation for learning that will last a lifetime:

- help your children develop a love of learning by not doing too much, not spending too long, and by letting them enjoy the process;
- help them understand that books are fascinating, filled with interesting information and amazing adventures;
- help them gain a secure sense of God's faithfulness in the world and in your lives.

Recognizing the attention span, interests, and maturity of your own children, you are free to choose NOT to do an activity, or to replace an activity with something else.

MAKE THE BEST CHOICE

For example, in the Elementary Activity book on p 17, the Crossword Puzzle may be too difficult for your child. You can choose to:

- skip the activity
- substitute a "game" of asking if your child knows a particular vocabulary word, and, if so, to physically pretend they are that person, that place, or to act out that activity
- do one vocabulary word per day so that it stays easy, not overwhelming

The options listed are your helpful guides, not commands—have FUN!

NARRATION

In every unit, your children will hear many fascinating folks, exciting events, and adventures in history. Immediately after reading about someone or some event, ask them to tell back to you—in their own words—what they just heard. It will help them retain the information. According to Charlotte Mason,* the mental process of sorting through the details, setting them into the proper order, and finding the right words to communicate the story back to you is critically important for the growing child:

"...In the act of narrating every power of his mind comes into play."

To learn more about narration & the Charlotte Mason approach, visit **<http://www.catherinelevison.com>**.

* Charlotte Mason was a British educator at the turn of the 20th century. Her approach to education not only revolutionized British schools of her day, but homeschooling in modern times, as well.

FOR 5TH TO 8TH GRADES

Four Phases, Evaluation

5TH TO 8TH GRADE

Students in this age range can enjoy a variety of activities as they go through Romans, Reformers, Revolutionaries—but they will not be working at the same skill level as high school students.

Here are some suggestions for doing this program with 5th to 8th grade students:

PHASE 1

- Read the article in the Student Manual together, stopping to dialogue if they have questions or don't understand the concepts.
- Or, if that is difficult, read the summary in the Lesson Planner together. Again, stop and discuss any questions they may have. (The Key Concepts are explained in the Teacher Guide, and this could help in answering some of those questions!)
- At the end of the week, help your 5th-8th graders choose books they find interesting, ones that are at their own reading level.

PHASE 2

- Encourage the students to learn more about the topic of their choice, using the books from the library or articles on the Internet (with appropriate safety controls), particularly from sites such as www.kids.britannica.com.
- Help them find the type of presentation they would most enjoy, and applaud the work they do at this level.
- If the Timeline activity is chosen, feel free to list only the people and events that are most interesting to your students.
- If the vocabulary activity is chosen, you might want to work with a shorter list of words, OR play with the words on several different occasions.

PHASE 3

- For students who struggle with the Mapping activity, choose 1-3 points for them to enter on the map. Let them begin to familiarize themselves with geography and how it fits into history, without overwhelming them.
- Watch the pattern of which cultural activities your students choose in Phase 3. Do they prefer the art projects? The science activities? The music? The cooking? Encourage them to have fun with whatever they do in this phase!

PHASE 4

- Help your 5th-8th grade students find a creative expression project that they will be motivated to do, something that appeals to them. Will it be a group project? A humorous piece? Some game or outdoor action activity? In the first few Phase 4 projects, they may need you to help them organize their thoughts so that they can confidently proceed. Check in with them at least 3 times during the week to make sure they are on track.
- Be your children's biggest cheerleader when they present their projects. Enjoy the work they have done at their level, recognizing that this is laying a foundation for working at full capacity in high school.

* Purchase with Essentials Pack or individually at www.dianawaring.com.

EVALUATION – 7TH TO 12TH GRADES

With all the creative projects, how can middle and high school students be fairly evaluated for a grade?

RELAX – WE'VE GOT A SOLUTION!

- The Rubrics Set* provides 11 different rubrics to use in evaluating:
- Student Participation (Phase 1)
- Research Project (Phase 2)
- Bonus, "Why a Historical Question?" (Phase 2)
- Mapping Project (Phase 3)
- Art Project (Phase 3)
- Other Cultural/Science Project (Phase 3)
- Linguistic Presentation (Phase 4)
- Art Presentation (Phase 4)
- Drama Presentation (Phase 4)
- Music Presentation (Phase 4)
- Movement Presentation (Phase 4)
- Conceptual Design Presentation (Phase 4)
- Plus, "Putting It All Together: Assigning a Grade"

The Daily Lesson Plans tell you when to provide a copy of the rubric to your student, which rubric to use, and when you use it for evaluation.

FOR 9TH TO 12TH GRADES

High School Credit, Evaluation, Testing & Grades

TESTING & GRADES

Do all students need to take the Unit Tests?*

IT DEPENDS – OPTIONS FOR HOMESCHOOLERS

1. If your high school student is college bound, use the Unit Test. It's great practice for essay writing!
2. If a high school student struggles with writing, give the test orally.
3. With middle school students, provide a non-pressured environment to go through the test at a slower pace. If it was successful, feel free to continue using the tests. If not, evaluate by listening to the response to discussion questions, to projects, and to presentations. Careful listening can be as effective as testing.

NOTE: If you have elementary age students, do not test! Instead, use narration (see previous page).

* Purchase with Essentials Pack or individually at www.dianawaring.com.

HIGH SCHOOL CREDIT

How can students receive multiple credits using this curriculum? And how should credits be assigned?

SIMPLIFY – USE RRR AS YOUR BASE

Students will earn a full year's credit for World History. The curriculum also offers projects in many subject areas:

- Research Skills & Report Writing (Phase 2)
- Geography (Phase 3)
- Creative Writing (Phases 2 & 4)
- Music (Phases 2, 3, & 4)
- Drama (Phases 2 & 4)
- Art (Phases 2, 3, & 4)
- Dance (Phase 2 & 4)

To assign high school credits:

- 1 credit requires 120-180 hours of work
- .5 credit requires 60-90 hours of work
- .25 credit requires 30-45 hours of work

Though we do not include information on improving skills in these extra subjects*, the curriculum offers historical context and content for students to spend time, effort, and creativity in the subjects listed above.

HOW TO ORGANIZE FOR CREDITS:

- Decide with your student which credits might be appropriate for them.
- Divide the needed hours by 9 months.
- As students work, track the activity, hours spent, and rubrics in Records chart (Daily Lesson Plan).
- After 2 months, total subject hours, then reevaluate together which subjects might reasonably have enough hours by end of year for credit.
- Continue accumulating projects and hours within these subjects.
- At the end of the year, your student may have earned partial-full credit for multiple subjects!

GEOGRAPHY & WRITING*

Using Ultimate Geography & Timeline Guide by Maggie Hogan & Cindy Wiggers as a resource, choose to do extra work on maps in Phase 3 for partial credit in geography.

Using World of Creative Writing by Ruth McDaniel as a resource, choose the writing option in Phases 2, 3, or 4 for partial credit in creative writing.

Using Research Paper by Sharon Sorenson as a resource, write 4-5 research papers in Phase 2 with MLA format and standard length/resources, for full credit in Research and Report Writing.

THE ARTS – MERGE CLASSES & PROJECTS*

Taking music lessons? Increase potential hours for credit by choosing music projects in Phases 2, 3, or 4.

Taking art class? Increase potential hours for credit by choosing art projects in Phase 2, 3, or 4.

Participating in drama groups? Increase potential hours for credit by selecting drama topic in Phase 2 or 4.

Participating in dance class? Increase potential hours for credit by selecting dance suggestion in Phase 4.

PRE K TO 12TH GRADE AS A FAMILY

One-Room Schoolhouse

ONE-ROOM SCHOOLHOUSE

The concept of a one-room schoolhouse—where all learn at their own level in the same room—was a normal feature of 19th and early 20th century schools in America, particularly in rural locations. The “cross-pollination” of learning in a one-room schoolhouse made it quite successful.

But does it work in a homeschool?

And, how does it work in a homeschool?

BEING TOGETHER MAKES IT EASY

As a family, studying history, Bible, geography, music, art, drama, and cooking works well because each of these subjects welcomes multiple ages in:

- discussion,
- brainstorming,
- imagination,
- creativity,
- hands-on projects,
- group activities,
- shared experiences.

In the homeschool classic, *Beyond Survival: A Guide to Abundant Life Homeschooling**, there is a chapter devoted to the concept of the One-Room Schoolhouse. It includes practical ideas for incorporating all ages into various subject areas. Here is the summary statement:

“Read fascinating books out loud, play exciting educational games, hold lively discussions, and work on stimulating, creative projects together... Your family can benefit tremendously from these kinds of interaction.”

The Lesson Planner provides you these types of activities, grouped in such a way that different ages can work at their own level at the same time in the same place.

- Enjoy the richness that comes from having lively discussions around the dinner table, as your kids share their opinions on topics, such as, “What do you think it was like to hear in person Marco Polo’s stories about China?”
- Laugh together as your youngest and oldest act out the story of Henry the Eighth being grumpy about not getting his way!
- Worship together as you sing hymns of the Great Awakening in Unit 9.

Forge friendships in the family—because you’re enjoying, laughing, worshipping, and learning together. These are the elements of homeschooling that can’t be purchased or acquired any other way.

* Available at

www.dianawaring.com/store/home-school-encouragement

PRE K TO 12TH GRADE AS A FAMILY

One-Room Schoolhouse

FOUR PHASES AS A FAMILY

This Lesson Planner will help you coordinate daily activities and experiences for 5th-12th and Pre K-4th grades. Some of the activities can be done together, while other activities will be done separately (whether at different times or in different locations).

In each Month at a Glance, Week at a Glance, and Daily Lesson Plans, there are activities listed for both older and younger students:

- Month at a Glance—an overview of the activities
- Week at a Glance—brief list of pages and activities
- Daily Lesson Plans—detailed list of activities with page #

PHASE 1

- While older students listen to CDs, younger students color.
- Bible reading can be done together, or, as older students read on their own, younger students listen while you read.
- Recap Activities can be done separately or together.
- While older students discuss their thoughts with you, younger students have quiet projects (though they may have thoughts, too!).
- If you go to the library, there are books to choose for both older and younger. Have fun as you search for treasures!

PHASE 2

- Older students explore topic of their choice, and younger students have activities to help them explore.
- Older students have optional vocabulary activity, and younger students have Word puzzles and vocabulary discussion.
- Older students have optional timeline to fill in, and younger students make a simplified timeline.
- Older students work on their presentation, and younger students take a nature walk.
- Both groups prepare & share what they’ve learned in the week of Exploration.

PHASE 3

- While older students work on maps, younger students do a Marvelous Maze or “Where in the World Is _____?” map.
- Both older and younger students view the art & architecture online and participate in discussion.
- Older students choose to work on art projects, science experiments, and/or music (Listen & Try), and younger students work on art projects, science experiments, or fun food to fix, and music (Listen & Try).
- All can prepare & enjoy the suggested recipe.
- Both groups prepare & share the cultural experiences of Hands-On week.

PHASE 4

- While older students choose a creative expression project for the week, younger students Draw a Masterpiece.
- While older students continue to work on creative expression, younger students have either songs, skits, rhyme time, and/or action activities.
- Older students can include younger students in their creative expression, and vice versa.
- Both groups present at the end of Expression week.

LESSON PLANNER HELPS

YEAR AT A GLANCE

Timeframe: 36 weeks

SUMMARY PAGE

At the beginning of each unit, there is a 1-page summary of the events covered in that unit, plus a short description of each Key Concept. (Full article in Student Manual, Key Concepts explanation in Teacher Guide).

Use this summary in several ways:

- Read for a quick overview of the unit
- View before reading full-length article to your students
- Read aloud to younger students in place of article
- If older students are struggling readers, have them use the summary instead of the article.

* Please note: This condensed version of the article is useful, but shouldn't normally replace the Student Manual article for middle school and high school students.

MAKE IT SIMPLE

Overwhelmed by the variety of choices? Feel free to use the "Make It Simple!" suggestions, listed on Week at a Glance:

Phase 1 – An easy topic to research, preselected for you, with book suggestions for this topic

Phase 2 – Two options for presenting the research on the topic

Phase 3 – Choose your projects based on materials you have on hand; plus find a reminder of the Online Resources for art/architecture viewing and music selections.

Phase 4 – Quick reference to specific help in Teacher Guide.

These Make It Simple suggestions are provided to make it easy for you. In a few months, you may no longer need them.

THE BOOK LIST? – NO, NOT ALL

You do not need to read all of the books listed.

Two reasons for the booklist:

1. Support for student's Phase 2 topic;
2. Additional, specific information about time period.

The booklists in the Student Manual offer brief descriptions of each book, specific topic categories, and Dewey Decimal numbers for those categories. Use them to find 1-2 books per unit at a library, online supplier, or used book sale.

With adequate safety controls for viewing the Internet, students can also search online for good information.

MATERIALS LIST

On Planning Your Week, there is a Materials List. It includes items like construction paper, scissors, markers, glue, etc., plus less common items for optional activities.

Look through the list for the week. If you own materials, make a mark. If you need materials, decide if you want your students to do that activity. If so, purchase, recycle or make those materials. If not, cross that activity off in your Daily Lesson Plan.

Remember, for some students, doing projects is the best part of their learning—so don't be too hasty to cross activities off!

5 DAY OR 3 DAY SCHEDULE

In each Week at a Glance, there is an option for a 5-day or 3-day schedule. The choice is up to you... every week.

Example: Choose the 5-day schedule for the Introduction week, so the listening and reading are spread out in shorter bits. Then, switch to the 3-day schedule for the remaining 3 weeks of the unit so your student has more concentrated time to work on projects.

If you don't try to do all the activities listed for the week, you can do a 3-day schedule with Pre K-4th grade students. Spend no more than about 20-30 minutes per session total.

A PLANNER, NOT A PRISON



This Lesson Planner is here to serve you, to simplify your life, to make things easier. Really.

Use the parts you need and ignore the rest. In fact, if it helps, take a marker and strike out the activities you're not going to do (as is suggested in the Materials List above).

Color "Where in the World is Scandinavia?"
p.35-EAB. **Picture Smart**

If you need to skip a day, a week, or even a month, do so without guilt. If you are giving high school credit for this course, be sure to track actual hours spent. **This Lesson Planner is your servant, not your warden!**



1 THE RISE OF THE CHURCH & THE FALL OF ROME



2 MISSIONARIES & BARBARIANS



3 BYZANTINES & MUSLIMS



4 THE HOLY ROMAN EMPIRE & THE VIKINGS



5 THE CRUSADES & THE MONGOLS



6 SEEDS OF REFORMATION & THE LATE MIDDLE AGES



7 THE RENAISSANCE & THE REFORMATION



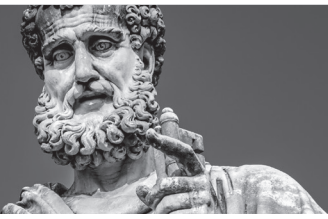
8 PURITANS, PIETISTS, & THE DIVINE RIGHT OF KINGS



9 REVIVALS & REVOLUTIONS

THE RISE OF THE CHURCH & THE FALL OF ROME

Summary



MONTH 1 AT A GLANCE

Timeframe: 4 weeks

THE EARLY CHURCH

When the fearing disciples were transformed into fearless witnesses of Jesus, it provoked a reaction. But persecution in Jerusalem had the effect of spreading the Good News even further—eventually to the city of Rome itself. In 64 A.D., Emperor Nero began the first official persecution of Christians by the Roman government. And, yet, people kept embracing Christianity. After Nero died, Vespasian (who had been sent to end the Jewish revolt) was made emperor, and his son, Titus, who destroyed Jerusalem and the Temple in 70 A.D., followed. The next emperor, Domitian, launched the second great persecution of the Church. He said the Christians were atheists, and because they refused to offer worship to him, they were persecuted.

THE EMPERORS

When one of the best known rulers, Trajan, came to power, he went to war, extending the empire to its furthest regions. Emperor Hadrian, though, preferred borders that were easily defended. He took three journeys to see the empire in person—building Hadrian’s Wall (the northern boundary in England) and rebuilding Jerusalem as a Roman city. The reign of Antoninus Pius was a golden age, a time of peaceful prosperity. However, it did not last. As emperors came and went in quick—and violent—succession, and as the Goths (a barbarian tribe) invaded, there were many regions of the empire that fell into chaos and destruction.

DIVIDING THE EMPIRE

Emperor Diocletian (284-305 A.D.) believed that this chaos could be resolved by reorganizing, so he divided the empire into East and West. Each side had two rulers, an Augustus (senior) and a Caesar (junior). He increased the size of the army, the number of government workers, and the taxes. And, he launched the last and greatest persecution of the Church. After his death, the different rulers of East and West competed for supreme power. Though Constantine became Augustus of the West in 306 A.D., he did not gain control of the entire empire until 324. He was favorable to Christianity, giving legal status to Christians and calling for leaders of the Church to meet together at Nicaea to resolve a controversy.

THE FALL OF ROME

When Constantine moved his capital city from Rome (in the West) to Constantinople (in the East), it reduced the importance of Rome while increasing the stature of the East. There was stability under Constantine’s rule, but it did not continue. Under the next family of emperors, the divided empire became increasingly fragile until the reign of Theodosius the Great. He outlawed paganism and made Christianity the official religion of the empire. However, he also allowed a barbarian tribe to settle inside Roman territory under their own king. These Visigoths sacked and burned the “eternal” city of Rome in 410 A.D.

KEY CONCEPTS

THE GOSPEL TO THE JEWS & GENTILES

The Jewish hope for Messiah was for one who would right the wrongs and remove the Romans. Instead, the Gospel of Jesus Christ was intended to bless the whole earth.

THE ROMAN EMPERORS

Though Augustus Caesar, provided stability and peace, most emperors did not. They varied widely, but almost all were most dangerous to those closest to them.

THE GROWTH OF THE PERSECUTED CHURCH

The early Church was known for their unusual love—they welcomed slaves and the poor as brothers and sisters—and, they courageously faced persecution and martyrdom.

DIVIDING & DEFENDING THE EMPIRE

Twenty Roman emperors in fifty years, mostly running from battle to battle. Diocletian changed this, making rulers responsible for their own frontiers—bringing more stability.

REASONS FOR THE FALL OF ROME

When Rome fell, some said it was because the gods of Rome had been neglected. Christians had to rethink what it meant to be citizens of a heavenly kingdom.

PHASE 1



WEEK 1

Introduction

5TH TO 12TH GRADE

Start your study with the Good News going throughout the Roman Empire! You and your student will discover the way the Church grew during the eras of persecution, and what happened when Christianity was legalized. You’ll watch as the Roman emperors battle foreign armies and each other, building up, tearing down, dividing, and moving East.

PRE-K TO 4TH GRADE

Your little ones will be gently introduced to this era through coloring, crafting, listening to Bible stories and short descriptions of famous people/events, and through sharing their thoughts with you.

PHASE 2



WEEK 2

Exploration

5TH TO 12TH GRADE

Let your student choose one of the suggested topics, like Pompeii, The Catacombs, Invasion of Britain, or Roman Soldiers—one they find fascinating—and watch as they dive into their own learning experience. Then, sit back and enjoy as they present their incredible discoveries. You become the audience when they share their discoveries in varied and creative ways.

PRE-K TO 4TH GRADE

Play with a Word Search puzzle, create a simple timeline, make a miniature volcano, and take a nature walk as you talk together about moving a capital city from one side of a country to another (like Emperor Constantine).

PHASE 3



WEEK 3

Hands-On

5TH TO 12TH GRADE

Our exploration of the geography and culture of the time takes us to the Mediterranean, from Palestine, Egypt, Syria and Asia Minor to Italy. See mosaics from Pompeii, catacomb paintings, and architecture from the time of Constantine. And, enjoy aspects of globe making, early hymns of the church, and challah bread.

PRE-K TO 4TH GRADE

With your little ones, make catacomb art on the sidewalk, create painted “fish” toast, and travel the maze from Damascus to Rome.

PHASE 4



WEEK 4

Expression

5TH TO 12TH GRADE

Students can interview Polycarp for a Roman TV show, draw a political cartoon of Hadrian’s Wall, compose a worship song, act out a humorous skit of living close to the Roman baths, choreograph a dance of aqueducts, design a game of Church growth, or something else—as they creatively express something they’ve learned about the Rise of the Church & Fall of Rome. Have fun, try something new, and share something special.

PRE-K TO 4TH GRADE

With your little ones, play the “Gospel Explosion” game outside, pretend to be a war elephant, and create a masterpiece. What fun!

PLANNING YOUR WEEK

Books & Materials



WEEK 1 AT A GLANCE

Timeframe: 3-5 days

BOOK LIST

(from pp 31-33 Student Manual)

- The Story of Christianity* by Michael Collins & Matthew A. Price
- From Jerusalem to Irian Jaya* by Ruth A. Tucker
- 2000 Years of Christ's Power PART ONE: THE AGE OF THE EARLY CHURCH FATHERS* by N. R. Needham
- Against the World: The Odyssey of Athanasius* by Henry W. Coray
- Early Christian Writings* Translated by Maxwell Staniforth
- Augustine, The Farmer's Boy of Tagaste* by P. De Zeeuw
- The Fathers of the Western Church* by Robert Payne
- City of God* by Augustine
- Augustine and His World* by Andrew Knowles & Pachomios Penkett
- The World of the Roman Emperor* by Peter Chrisp
- Cultural Atlas for Young People: Ancient Rome* by Mike Corbishley
- Life of a Roman Soldier* by Don Nardo
- * *Famous Men of Rome* by John H. Haaren & A. B. Poland
- * *Galen and the Gateway to Medicine* by Jeanne Bendick
- The Romans and Their Empire* by Trevor Cairns
- The Annals of Imperial Rome: Tacitus* Translated by Michael Grant
- Beric the Briton A STORY OF THE ROMAN INVASION* by G. A. Henty
- The Roman Colosseum* by Elizabeth Mann
- * *Make It Work!: The Roman Empire* by Peter Chrisp
- Lives of Famous Romans* by Olivia Coolidge
- The Robe* by Lloyd C. Douglas
- The Eagle of the Ninth* by Rosemary Sutcliff
- The Silver Branch* by Rosemary Sutcliff
- Josephus, the Essential Writings* Translated by Paul L. Maier
- For the Temple A TALE OF THE FALL OF JERUSALEM* by G. A. Henty
- * *Science in Ancient Rome* by Jacqueline L. Harris
- * *St. Augustine—Bishop of Hippo, Father of the Church* by Ben Alex

* Appropriate for Pre K-4th grade

ON OUR BOOKSHELF

Which do we own? What similar titles do we own? What can be borrowed? What might we purchase?

MATERIALS LIST FOR PHASE 1

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Materials found outside (student's choice)
- Red, yellow, orange, white construction paper
- Child-safe scissors, glue, and a few paper clips
- PlayDough or Legos (optional)

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

- 5th-12th**
- Listen to CDs, p 29
- Read Acts 1
- Pre K-4th**
- Color p 6 EAB
- Listen to Acts 1:1-11, p 7 EAB

TUESDAY

- 5th-12th**
- Read article, pp 17-28
- Read Acts 2
- Pre K-4th**
- Listen to Acts 2:1-41, p 7 EAB
- Make crown

WEDNESDAY

- 5th-12th**
- Read Acts 3
- Recap Activity, p T30
- Pre K-4th**
- Listen to Acts 8:1-4, 9:1-22, p 7 EAB
- Narrate with outdoor material

THURSDAY

- 5th-12th**
- Discuss one question, pp 30-31
- Read Acts, chapter 4
- Rephrase Key Concepts, p 35
- Pre K-4th**
- Listen to Nero and Constantine, p 8 EAB
- Make Constantine's banner

FRIDAY

- 5th-12th**
- Read Acts, chapter 5
- Choose topic for Phase 2, pp 36-37
- Library for Resources, pp 31-34
- Optional: Self-evaluation, p 35
- Pre K-4th**
- Listen to Athanasius, p 8 EAB
- Go to the library

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

MONDAY

- 5th-12th**
- Listen to CDs, p 29
- Read article, pp 17-28

WEDNESDAY

- 5th-12th**
- Read Acts 1-5
- Recap Activity, p T30
- Discuss one question, pp 30-31

FRIDAY

- 5th-12th**
- Rephrase Key Concepts, p 35
- Choose topic for Phase 2, pp 36-37
- Library for Resources, pp 31-34
- Optional: Self-evaluation, p 35

OVERWHELMED THIS WEEK? ON FRIDAY: MAKE IT SIMPLE!

Research Topic for Phase 2: Roman Empire
Look in the library for books about the Roman Empire (including one historical fiction may help bring it to life).

- Books on Roman Empire:**
- The World of the Roman Emperor* by Peter Chrisp
 - Cultural Atlas for Young People: Ancient Rome* by Mike Corbishley
 - Life of a Roman Soldier* by Don Nardo
 - * *Famous Men of Rome* by John H. Haaren & A. B. Poland
 - The Romans and Their Empire* by Trevor Cairns
 - Beric the Briton A STORY OF THE ROMAN INVASION* by G. A. Henty (historical fiction)
 - The Eagle of the Ninth* by Rosemary Sutcliff (historical fiction)
 - The Silver Branch* by Rosemary Sutcliff (historical fiction)



DAILY LESSON PLANS

Timeframe: 5 days

INTRODUCTION

MONDAY

5TH TO 12TH

- Provide Student Participation rubric to student, p 3 of Rubrics Set
- Listen to What in the World? Volume 2, Disc 1, Tracks 1-5, p 29 (46 min)
- Option: Track 1 today (9 min), Track 2 on Tuesday (12 min), Track 3 on Wednesday (9 min), Track 4 on Thursday (9 min), and Track 5 on Friday (8 min). NOTE: True Tales Vol 2, Disc 1, Tracks 1-2 (22 min) and Digging Deeper Vol 2, Disc 1, Tracks 1-8 (64 min) add more stories and insights, p 29. Listen anytime.
- People & Word Smart**
- Read Acts 1:1-26 (15 min) **Self Smart**

PRE-K TO 4TH

- Color p 6 EAB while older students listen to CD. *Though they might not understand it all, many younger students will be drawn into the excitement of the story-telling.* **Picture Smart**
- Listen to Acts 1:1-11—Ascension. Discussion questions, p 7 EAB For very young children, feel free to use a Children's Bible. **Word Smart**

TUESDAY

5TH TO 12TH

- Read article, pp 17-28. (45 min) OR, Summary on p 2 LP. (5 min)
For helpful insights, pp T18-27 **People & World Smart**
- Read Acts 2:1-47 (15 min) **Self Smart**
- Option: listen to Track 2. (12 min)

PRE-K TO 4TH

- Make crown with flames of fire, directions in Online Resources. **Picture Smart**
- Listen to Acts 2:1-41—Day of Pentecost. Discussion questions, p 7 EAB **People & Word Smart**

WEDNESDAY

5TH TO 12TH

- Read Acts 3:1-26. (15 min) **Self Smart**
- Recap Activity, choose from 8 options, p T30. (30 min) **8 Smarts**
- Option: listen to Track 3 today. (9 min)

PRE-K TO 4TH

- Listen to Acts 8:1-4, 9:1-22—Conversion of Saul. Discussion questions, p 7 EAB **People & Word Smart**
- Choose something outside that reminds you of Saul becoming Paul, and then tell the story using this item to help. **Nature Smart**

THURSDAY

5TH TO 12TH

- Use a Talk Together prompt on pp 30-31 or T 31 to start a discussion with your students. (30 min)
Facilitate this open-ended discussion where everyone's ideas are valued—keep it friendly and respectful. **People & Word Smart**
- Rephrase Key Concepts, p 35. (30 min)
Explanations on pp T18-27. **Self & World Smart**
- Read Acts 4:1-37. (15 min) **Self Smart**
- Option: listen to Track 4 today. (9 min)

PRE-K TO 4TH

- Make Constantine's banner by putting a cross on paper. Depending on age and ability, they could color a cross on a blank piece of paper, use construction paper, scissors, and glue to make a cross on poster board, or make 3-dimensional with PlayDough or Legos. **Picture Smart**
- Listen to Nero and the Burning of Rome, and Constantine's Conversion. p 8 EAB **Word Smart**

FRIDAY

5TH TO 12TH

- Read Acts 5:1-42. (15 min) Read Acts 6-7 this weekend. **Self Smart**
- Choose a Phase 2 Research & Reporting project, pp 36-37. (15 min)
- Option: Student Evaluation, p 35. (15 min) **Self Smart**
- Option: listen to Track 5 today. (8 min)
- Go to the library and church library for Recommended Resources, pp 31-34 or other interesting books. Search both for books for Phase 2 project and for books that can be read anytime during the unit. **Word Smart**
- Evaluate: use rubric, p. 3 in Rubrics Set.

PRE-K TO 4TH

- Listen to Athanasius and Council of Nicaea. p 8 EAB **Word Smart**
- Visit the library to look for appropriate books for younger students (marked with * on p 4 LP.) **Word Smart**

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 1

NAME	HISTORY ACTIVITIES	HOURS	BIBLE READING	HOURS	RUBRIC

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide EAB = Elementary Activity Book LP = Lesson Planner RS = Rubrics Set

Online Resources = www.dianawaring.com/online-resources-rrr

PLANNING YOUR WEEK

Questions & Materials



WEEK 2 AT A GLANCE

Timeframe: 3-5 days

BOOKS:

What extra books & resources are needed for this topic?

RESEARCH:

Ask your student for three "how?" or "why?" questions on this topic.

PRESENTATION:

How does the student want to present the research?

MATERIALS LIST FOR PHASE 2

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Tree branches (optional)
- Legos (optional)
- Magazines for cutting up
- Baking soda, dish soap, white vinegar, washable paint (volcano project for Pre K-4)

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Research chosen topic from pp 36-37

Ideas for presenting (pp T36-38)

Read Acts, chapter 8

Pre K-4th

Word Search, p 9 EAB

TUESDAY

5th-12th

Continue research on topic

Read Acts, chapter 9

Optional: Timeline, pp 38-39 (T39)

Pre K-4th

Create a simple Timeline

WEDNESDAY

5th-12th

Finalize work on research project

Read Acts, chapter 10

Optional: Do vocabulary activity, p T40

Pre K-4th

Create mini-volcano

THURSDAY

5th-12th

Prepare Presentation

Read Acts, chapter 11

Pre K-4th

Walk and talk about moving cross country

FRIDAY

5th-12th

Finalize prep, give presentation

Read Acts, chapter 12

Optional: Self-evaluation, p 41

Pre K-4th

Prep and share this week's projects

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

MONDAY

5th-12th

Research chosen topic from pp 36-37

Ideas for presenting (pp T36-38)

Read Acts 8

WEDNESDAY

5th-12th

Continue work on research project.

Read Acts 9

Optional: Timeline, pp 38-39 (T39)

Optional: Do vocabulary activity, p T40

FRIDAY

5th-12th

Finalize prep, give presentation

Read Acts, chapter 10-12

Optional: Self-evaluation, p 41

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Use either of these 2 Motivating Suggestions for presentation of Roman Empire:

1. Analyze the different categories which allowed the Roman Empire to dominate known world at that time, and the categories which led to its ultimate downfall. Then make a chart showing these categories.
2. Create an advertising campaign for Diocletian, whose decision to divide the empire, enlarge the army, and raise taxes has become very unpopular. You may use print ads, radio ads, television ads, or phone solicitation ads.



DAILY LESSON PLANS

Timeframe: 5 days

EXPLORATION

MONDAY

5TH TO 12TH

- Verify Phase 2 topic has been chosen, pp 36-37.
- Decide presentation style. Creative suggestions pp T36-38. (15 min) **8 Smarts**
- Read “Why the Historical Question for Research?”, p 4 of RS (15 min)
- Begin researching. (15 min) **Word & Logic Smart**
- Read Acts 8:1-40. (15 min) **Self Smart**

PRE-K TO 4TH

- Word Search, page 9 EAB. The words are diagonal, vertical, and horizontal. *If able to recognize letters of the alphabet, even young ones can enjoy this game with your help! Then talk about the meaning of the words.* **Word Smart**

TUESDAY

5TH TO 12TH

- Continue work on research topic. (30-45 min) *Students may need help at first in taking notes and organizing questions for research. As they gain experience in how research combines with the fun of presenting, this activity will make more sense to them.* **Word & Logic Smart**
- Read Acts 9:1-43. (15 min) **Word Smart**
- Optional: Timeline, pp 38-39—dates listed on T39. (15 min) *Students can choose which people and events to list, based on what was most meaningful to them.* **Logic Smart**

PRE-K TO 4TH

- Make a simple timeline. Using blank paper, draw a line across the top, then add these dates: 50 A.D., 100 A.D., 200 A.D., 300 A.D., 400 A.D.
- Draw pictures or choose images from a magazine for any of these people or events: Day of Pentecost (before 50), Nero (after 50), Hadrian’s Wall (just after 100), Empire Divided (between 200-300), Constantine (just after 300), City of Rome attacked (just after 400). Then cut them out and place them on timeline. **Logic & Picture Smart**

WEDNESDAY

5TH TO 12TH

- Provide Research Presentation rubric to student, p 5 of RS.
- Ask whether any materials will be needed for presentation.
- Continue research. If ready, begin working on presentation. (30-45 min)
- Read Acts 10:1-48. (15 min) **Self Smart**
- Optional: Vocabulary game on p T40 (15-30 min). **Word & Logic Smart**

PRE-K TO 4TH

- Create the eruption of a miniature Vesuvius. Recipe in Online Resources. **Body & Nature Smart**

THURSDAY

5TH TO 12TH

- Work on presentation for tomorrow, including props & other materials. Provide assistance as needed. (45 min)
- Read Acts 11:1-30. (15 min) **Self Smart**

PRE-K TO 4TH

- Take a nature walk and ask your kids to imagine what it would have been like to move our nation’s capital across country to a different city. Constantine did that when he moved his capital city from Rome to the new city of Constantinople. Let them share their thoughts on that! **Nature Smart**

FRIDAY

5TH TO 12TH

- Finalize Phase 2 presentation, then give presentation to a gathered audience. (45 min) *Evenings or weekends may be best time. Be sure to applaud and congratulate! To gently offer a critique, read “Complete research projects” at the top of p XVII in Teacher Guide.* **8 Smarts**
- Read Acts 12:1-25. (15 min) Read Acts 13-14 this weekend. **Self Smart**
- Optional: Self-Evaluation, p 41. **Self Smart**
- Evaluate: use rubric on p 5 of RS.

PRE-K TO 4TH

- Help younger student prepare to share what has been learned and created this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 2

NAME	TOPIC/PRESENTATION	SOURCES	HOURS	RUBRIC

Unless otherwise noted, all pages listed refer to the Student Manual.

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Online Resources = www.dianawaring.com/online-resources-rrr

PLANNING YOUR WEEK

Choices & Materials



WEEK 3 AT A GLANCE

Timeframe: 3-5 days

MAPPING:

Which suggestions in the Student Manual are appropriate for your student's interest and skill level?

ART & ARCHITECTURE:

Which of the suggested questions (Student Manual & TG) would be most appropriate and interesting?

CULTURAL PROJECTS:

Considering the culture of the time—art, science, music, and cooking—which projects do we want to do?

MATERIALS LIST FOR PHASE 3

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Earth-tone paints and small paint brush for catacombs project (optional)
- Colored card stock and glue (optional)
- Balloons, child-safe scissors (optional)
- Flour, salt, butter, eggs, sugar, dry yeast, sesame seeds (Challah Bread, p 47)
- Large colored chalk (Create-A-Craft project for Pre K-4)
- Milk, green and blue food coloring, pastry brush, bread, butter, sugar (Fun Food to Fix project for Pre K-4)

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Mapping p 42-43
Filled-in map, T Appendix A
Read Acts, chapter 15

Pre K-4th

Marvelous Maze, p 11 EAB

TUESDAY

5th-12th

View art/Architecture p 44
Read Acts, chapter 16

Pre K-4th

Join in viewing Art/Architecture

WEDNESDAY

5th-12th

Choose Art or Science project, p 45
Read Acts, chapter 17

Pre K-4th

Catacomb Art on Sidewalk, p 10 EAB

THURSDAY

5th-12th

Choose Science project, p 45
OR, continue Art project, p 45
Read Acts, chapter 18

Pre K-4th

Painted "Fish" Toast, p 10 EAB

FRIDAY

5th-12th

Music (listen & try) p 46
Read Acts, chapter 19
Finalize and present project
Optional: Challah Bread, p 47
Optional: Self-evaluation, p 48

Pre K-4th

Join older students in Music (listen & try)
Prep and share this week's projects

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

MONDAY

5th-12th

Mapping p 42-43
View art/Architecture p 44
Read Acts, chapter 15

WEDNESDAY

5th-12th

Choose Art project, p 45
OR Science project, p 45
OR Music, p 46
Read Acts, chapters 16-17

FRIDAY

5th-12th

Finalize and present project
Read Acts 18-19
Optional: Challah Bread, p 47
Optional: Self-evaluation, p 48
Optional: Self-evaluation, p 44

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Make it delightful for your children AND simple for yourself by limiting the projects to items you have on hand:

- Colored pencils for mapping
- Make viewing Art & Architecture simple by using www.dianawaring.com/online-resources-rrr
- Look at Art projects on p 45 to see which will work with supplies you have
- The Flat to Round project on p 45 is a good, simple choice
- Making Challah Bread can be a very fun, hands-on experience for students if you are comfortable with the idea of making bread



DAILY LESSON PLANS

Timeframe: 5 days

HANDS-ON

MONDAY

5TH TO 12TH

- Provide Mapping Project rubric to student, p 6 of RS.
- Geography: p 42. Choose two or more points from *Physical Terrain* and/or *Geopolitical*. (Option: *Explore* requires research.) See T-Appendix A for completed map. (45-60 min) **Picture Smart** *Knowing that messengers on Roman roads could travel up to 150 miles per day in an emergency, your family might have a lively discussion around the dinner table on the benefit (and cost!) of roads.*
- Read Acts 15:1-41. (15 min) **Self Smart**

PRE-K TO 4TH

- Do the Marvelous Maze, "Damascus Road," on p 11 EAB. **Picture Smart**

TUESDAY

5TH TO 12TH

- Art/Architecture to view, p 44 & Online Resources. More info & questions, p T44. (30 min) **Picture Smart**
- Read Acts 16:1-40. (15 min) **Self Smart**
- If needed, spend another 15 min on mapping.

PRE-K TO 4TH

- Younger students may also enjoy looking at the art/architecture for this unit. (See Online Resources) *Looking at the architecture of the basilica, ask why the statue of the Apostle Paul might have been created with a sword in his hand. (In Ephesians 6, the sword of the Spirit is the Word of God.)* **Picture Smart**

WEDNESDAY

5TH TO 12TH

- If doing an art project, provide Art Project rubric, p 7 of RS.
- Arts in Action: 2 different art projects from which to choose, p 45. Helps on p T45 and Online Resources. (45 min) **Picture Smart** *Work either Wed. on art, Thursday on science, and Friday on music OR work on art all 3 days.*
- Read Acts 17:1-34. (15 min) **Self Smart**

PRE-K TO 4TH

- While older students work on art project, have younger students draw their own version of Catacomb Art on the Sidewalk, p 10 EAB. **Picture Smart**

THURSDAY

5TH TO 12TH

- If doing science, music, or cooking project, provide Cultural/Science Projects rubric, p 8 of RS.
- Science: 2 activities for "flat to round" mapping, p 45. Info on p T45. (45 min) **Logic Smart** *Work either Wed. on art, Thursday on science, and Friday on music OR on science all 3 days.*
- Read Acts 18:1-28. (15 min) **Self Smart**

PRE-K TO 4TH

- Create Painted "Fish" Toast, p 10 EAB. **Nature Smart**

FRIDAY

5TH TO 12TH

- Music: There are 2 different hymns from which to choose, listed on p 46. Lord Jesus, Think on Me is Track 1, All Glory, Laud & Honor music CD. Then, sing favorite hymns. (30 min) **Music Smart** *Work either Wed. on art, Thursday on science, and Friday on music OR work on music all 3 days.*
- Read Acts 19:1-41. (15 min) *Read Acts 20-21 this weekend.* **Self Smart**
- Finalize this week's Hands-On project(s), then present to family and friends. Optional: Challah Bread, p 47. **Nature Smart**
- Optional: Self-Evaluation, p 48. **Self Smart**
- Evaluate with rubrics on p 6-8 of RS.

PRE-K TO 4TH

- Join older students in listening to hymns and singing favorites. **Music Smart**
- Prepare and present Hands-On projects from this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 3

NAME	SUBJECT(S)	PROJECT(S)	HOURS	RUBRIC

Unless otherwise noted, all pages listed refer to the Student Manual.

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Online Resources = www.dianawaring.com/online-resources-rrr

PLANNING YOUR WEEK

Facilitation & Materials



WEEK 4 AT A GLANCE

Timeframe: 3-5 days

BRAINSTORM:

On Monday, when can you set aside a brief uninterrupted time to listen to your student's brainstorming for Creative Expression? What initial ideas were presented?

LENDING ASSISTANCE:

On Tuesday or Wednesday, when can you set aside a brief uninterrupted time to hear the development of the Creative Expression plan? What assistance is needed to finalize the plan?

THE AUDIENCE:

What is the date, time, location of the presentation? Who will be invited? What would make this a time of celebration and fun?

MATERIALS LIST FOR PHASE 4

- Poster board or construction paper
- Markers, crayons or pens (for older & younger students)
- Materials for making mosaic (whether paper, colored tile, colored glass)
- Sculpting clay
- Puppets or socks, yarn and buttons for sock puppet (optional)
- Several brightly colored squares of cloth for marking "orbit" in Going Goofy game (Pre K-4)

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Choose project from pp 49-52

Plan, gather materials, begin

Read Acts, chapter 22

Pre K-4th

Draw masterpiece, p 12 EAB

TUESDAY

5th-12th

Continue working on project

Read Acts, chapter 23

Pre K-4th

Play "Gospel Explosion," p 13 EAB

WEDNESDAY

5th-12th

Continue working on project

Read Acts, chapter 24

Pre K-4th

Act like an elephant!

THURSDAY

5th-12th

Continue working on project

Read Acts, chapter 25

Pre K-4th

Practice "Gospel Explosion" for Friday

FRIDAY

5th-12th

Finalize creative self-expression project

Present to audience.

Read Acts, chapter 26

Optional: Self-evaluation, p 53

Optional: Unit Test

Pre K-4th

Prepare and share the week's activities.

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY

(FOR PRE K-4TH, PICK AND CHOOSE ACTIVITIES THAT CAN BE DONE WITHIN 30 - 45 MINUTES PER DAY)

MONDAY

5th-12th

Choose project from pp 49-52

Plan, gather materials, begin

Read Acts, chapter 22-23

WEDNESDAY

5th-12th

Continue working on project

Read Acts, chapter 24-25

FRIDAY

5th-12th

Finalize creative self-expression project

Present to audience.

Read Acts, chapter 26

Optional: Self-evaluation, p 53

Optional: Unit Test

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Encourage your student's creativity AND simplify things for yourself by using the suggestions on pp T49-52 for your specific project. Such as:

- Look at samples of "odes";
- Find images online for Hadrian's Wall;
- Go through a hymnbook for examples;
- Try different board games to get some ideas. And enjoy the process!



DAILY LESSON PLANS

Timeframe: 5 days

EXPRESSION

MONDAY

5TH TO 12TH

- Choose a creative expression, pp 49-52, and begin working. (45 min) **8 Smarts**
- Provide appropriate Phase 4 rubric, pp 9-14 of RS. *Helps listed on pp T49-52. These are fun creative projects—many can include the whole family (or friends).* **8 Smarts**
- Read Acts 22:1-30. (15 min) **Self Smart**

PRE-K TO 4TH

- Draw your own masterpiece—a story from the Book of Acts, p 12 EAB. **Picture Smart**

TUESDAY

5TH TO 12TH

- Continue work on creative expression. (45 min) *It may be helpful to talk through the creative process, especially if they are uncertain what to do next.*
- Read Acts 23:1-35. (15 min) **Self Smart**

PRE-K TO 4TH

- Play “Gospel Explosion” game, p 13 EAB. **Body Smart**

WEDNESDAY

5TH TO 12TH

- Continue work on creative expression. (45 min)
- Read Acts 24:1-37. (15 min) **Self Smart**

PRE-K TO 4TH

- Act like an elephant! Emperor Claudius brought an elephant to Britain during the invasion of 43 A.D., which would have greatly frightened the people. Pretend you are seeing an elephant for the first time, then, without using words, act out what an elephant does: how does it use its trunk? what sound does it make? how big is it? Practice being a big, noisy, scary elephant for Friday’s presentation. **Body Smart**

THURSDAY

5TH TO 12TH

- Finalize the creative expression and prepare presentation. (45 min)
- Read Acts 25:1-27. (15 min) **Self Smart**
- Optional: Review Key Concepts for Unit Test, listed on pp T18-27.

PRE-K TO 4TH

- Practice “Gospel Explosion” game for sharing on Friday. **Body Smart**

FRIDAY

5TH TO 12TH

- Prepare to share creative expressions with an audience today, this evening, or this weekend.
- Read Acts 26:1-32. (15 min) *Read Acts 27-28 this weekend.* **Self Smart**
- Evaluate with rubrics on pp 9-14 of RS.
- If you are giving your student the Unit Test today, plan to allow 1-2 hours for completion.
- Grade test, if given.
- Optional: Self-Evaluation, p 53. **Self Smart**

PRE-K TO 4TH

- Prepare and share activities from this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 4

NAME	SUBJECT	PROJECT	HOURS	RUBRIC	TEST

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide EAB = Elementary Activity Book LP = Lesson Planner RS = Rubrics Set

Online Resources = www.dianawaring.com/online-resources-rrr



Romans, Reformers, Revolutionaries

During this tumultuous time of history, the Church explodes throughout the world, uncharted regions are explored, distant cultures are united, and religious wars burst into flame. Technology, medicine, philosophy, and art sweep nations into bitter turmoil and proud independence. Through it all, you will see God moving behind the scenes to accomplish His purposes, inviting kings and peasants alike into His kingdom.

PERIOD COVERED: AD 30 – 1799

► How has Christianity affected world history?

What do we discover when we study “secular” history integrated with Church history? What can we learn about medieval through early modern history from the coordinated study of various disciplines, such as geography, art, music, science, and architecture? In this exciting curriculum, you will explore these questions, dig deeply into the best resources available, and discover world history through a biblical worldview.

Lesson Planner Includes:

- High school credit for multiple subjects
- Integrates grades 5-12 and Pre K-4
- Year at a Glance
- 9 Month-at-a-Glance pages
- 9 Books-and-Materials-List pages
- 9 One-page-article summaries
- 36 Week-at-a-Glance pages
- 180 Daily Lesson Plans for 5-12
- 180 Daily Lesson Plans for Pre K-4
- Daily plans include 8 Kinds of Smart
- Convenient Record Keeping
- Integrates Learning Styles
- Coordinates with Teacher Guide
- Coordinates with Rubrics Set
- Coordinates with Unit Tests