

TABLE OF CONTENTS

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 – CREATION & THE FLOOD	2
UNIT 2 – RISE OF CIVILIZATIONS	20
UNIT 3 – EGYPT & THE EXODUS	38
UNIT 4 – CHILDREN OF ISRAEL	56
UNIT 5 – ASSYRIA & BABYLON	74
UNIT 6 – THE PERSIANS & MEDES	92
UNIT 7 – GREECE & THE HELLENISTS	110
UNIT 8 – THE RISE OF ROME	128
UNIT 9 – JESUS CHRIST, IMMANUEL	146
END OF YEAR RECORDS	

INTRODUCTION

Why it Works, How it Works

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.



PHASE 1



PHASE 2



PHASE 3



PHASE 4

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**.

FOR PRE K TO 4TH GRADES

A Gentle Introduction

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 stories to read
- gentle questions to ask
- 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-acb.

** 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 34, 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

NARRATION

In every unit, your children will hear many Bible stories, many adventures, and much history. Immediately after reading a short Bible story or biography, 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 Ancient Civilizations & the Bible—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 ACB AS YOUR BASE

Students will earn a full year's credit for World History, plus one semester (.5 credit) for Bible. 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 the Hanging Gardens of Babylon looked like?”
- Laugh together as your youngest and oldest act out Adam naming a monkey, and the monkey spontaneously saying, “Wait just a minute!! I don’t like that name!!”
- Worship together when the reality of the Incarnation comes to each heart as you study Jesus Christ, Immanuel, 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

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 the Jordan River?" p 36 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!**

YEAR AT A GLANCE

Timeframe: 36 weeks



WEEK
1-4

1 CREATION & THE FLOOD



WEEK
5-8

2 THE RISE OF CIVILIZATIONS



WEEK
9-12

3 EGYPT & THE EXODUS



WEEK
13-16

4 THE CHILDREN OF ISRAEL



WEEK
17-20

5 ASSYRIA & BABYLON



WEEK
21-24

6 THE PERSIANS & MEDES



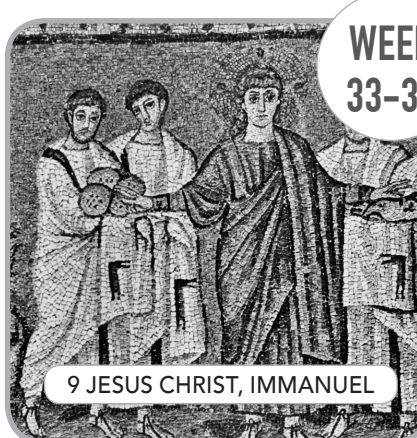
WEEK
25-28

7 GREECE & THE HELLENISTS



WEEK
29-32

8 THE RISE OF ROME



WEEK
33-36

9 JESUS CHRIST, IMMANUEL