

# So, come on over and take a peek at the World History Teacher's Guide!

## Learning Through History

Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 1

### World History I

Read about history in the resource below.

★ *Unveiling the Kings of Israel* p. 7-15

You will be writing a narration about today's reading. For guidance on writing a narration, see *Written Narration Tips* in the Appendix. To prepare for writing your narration, look back over the pages that you read today. Think about the main topics or ideas in the reading. Then, turn to Unit 1 in your *World History Journal*. In Box 3, write a 3-5 paragraph narration about the reading. When you have finished writing, read your narration out loud to catch any mistakes. Check for the following things: *Did you stick to the main topics emphasized in the reading?* *Does each paragraph have a main idea with several supporting details?* *Did you write in a style that reflects the personality of the author?* *Do you include a strong opening and closing sentence?* If not, add those things. Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: Fossils and Flood stories from around the world lend support to the Biblical Flood account. An Assyrian version of the Flood story known as *The Epic of Gilgamesh* contains many parallels to the Genesis account.

### History Activities S

Read about history in the resource below.

★ *People, Places & Events of World History* Chapter 1, Introduction p. vi

After reading the "Introduction," mark points in the text that support the Biblical account of Creation and the Flood. To mark the text, either use a light-colored highlighter and highlight the points, or use a pencil and draw a star next to each point, or use a sticky note and place it next to the points with arrows on the sticky note to direct you to the relevant portions of the text. Share your marked points with an adult.

Key Idea: There are archaeological discoveries that give credibility to a worldwide flood.



### Living Library I

Read the following assigned pages:

★ *The Cat of Bubastes* p. v - middle of p. 23

After today's reading, photocopy the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet from the Appendix. Staple the two pages together. You will use these sheets to organize and note important information as you read. By the time you have finished reading the book, you will need to have completed your "Literary Synthesis Sheet." Today, begin by completing the "Story Title" box. Be sure to list possible meanings for the title in parentheses as directed. Fold the papers in half and keep them in your book.

Key Idea: Take notes to synthesize information from the literature that you are reading.



### Fine Arts I

Open your *Art Gallery Notebook* to Unit 1. As you watch the DVD segment listed below, answer the questions in Box 1 of your *Art Gallery Notebook*. For today's activities, use the resource below.

★ *God & the History of Art: Disc 1*  
On the DVD, select "Lesson 1." Then, watch "Part 1: What is Art?" up to 13:31 on the counter.

Key Idea: Like all of God's beautiful creation, art is something that should touch the heart of man. When studying the history of art, it is important to look for integrity in art.



### Foreign Language I

Choose one foreign language option below.

★ *Spanish I: Unit 1* p. 1-2  
★ Your own foreign language program

Key Idea: Learn a foreign language.

## Learning the Basics

Focus: Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 1

### Pilgrim's Progress S

Read the assigned pages listed below. See the suggestions for "Reading text" on p. 11-12, or students may read aloud silently if preferred.

★ *All-in-One: Pilgrim's Progress* p. 31-43  
While reading, refer to the "Words to Know" on p. 44 as needed. Since students already have Scripture memory work in Bible, they will not be responsible for memorizing the verses on p. 44. Instead read the "Memory Verses" assigned on p. 44 aloud. Complete "Digging Deeper" p. 47-48 by discussing the questions orally (Note: Question 8 may be oral as well).

Key Idea: Read and discuss the "Historical Background" and the "Author's Apology."

### Bible I

Hymn: *Selah Greatest Hymns CD: Track 1* "Be Thou My Vision" (Note: Read the provided liner notes for this hymn in the CD insert.)

Bible Study: *The Most Important Thing You'll Ever Study: Old Testament Volume 1* p. 9-15 and p. 21 (questions 1-7 only)

Prayer: In your "Prayer Journal," write today's date and list the following parts of prayer, writing each on its own line:

Praise God:  
Offer Thanks:  
Confess:  
Ask God:  
After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: God reveals Himself in His Word.



### Science with Lab I

Read and complete the pages assigned below.

★ *Biology Science 1097 Text* p. 2-6  
Go to [www.aconnet.com](http://www.aconnet.com) online to watch and complete "Biology 1097 Lab 1: Introduction to Biological Research" (5 min. 11 sec.).

Key Idea: Birds have two main types of feather structures, *penaceous* and *plumaceous*.



### Literature Study I

Introduce: Read the "Introduction" to *Ben Hur* on p. V-VII. Underline any references to theme or style within the "Introduction."

Read and Annotate: *Ben Hur* p. 3 - middle of p. 21  
Note: An annotation is a way to connect with the text by underlining something you want to remember, circling key words, starring an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin. Your reading should include multiple annotations.

One annotation in the margin of your reading for today should note that the three strangers (Gaspar the Greek, Melchior, and Balthasar) are the three wise men.

Key Idea: Introduce author, theme, and style for the book *Ben Hur*.



### Composition/Grammar S

Have students complete one studied dictation exercise (see Appendix for passages).

Help students complete one English option.

★ *Building Security: Lesson 57*  
★ Your own grammar program

Key Idea: Use grammar skills in composition.



### Math S

Choose one of the math options listed in the "Course Descriptions," or use your own math. If desired, write the day's assignment next to the star. It is recommended that students complete either Algebra II or Geometry this year.

★  
Key Idea: Complete Geometry or Algebra II.

**Now In Color**  
with a CD

**A** A cultural approach to world history is integrated with Biblical and church history with readings about ancient cultures up through modern cultures. Follow-up assignments include written narrations, *Book of Centuries*, various types of oral narrations, *World History Journal* entries, and shared talking points.

**B** Independent history-based activities occur daily and range from interpreting maps to comparing primary source documents, from listening to re-enactments of historical moments to writing opinions, and from taking graphic organizer style notes to answering critical thinking questions.

**C** Daily readings from the "Living Library" correspond with the history readings, providing a glimpse of life in different times and places from the past. A follow-up "Literary Synthesis Sheet" delves into character, setting, plot, conflict, theme, tone, and connections/conclusions.

**D** A course in Fine Arts offers Biblical insight into the great art and artists of the ages. Narrative readings, reflective notebook entries, short answer questions, research and writing projects, *Art Gallery Notebook* paintings, and projects in various mediums are scheduled.

**E** A Foreign Language option using the first half of the *Spanish Homeschool Curriculum Kit* is scheduled daily. Emphasis is on new vocabulary, translation, conversation, Spanish grammar, and listening to Spanish speakers.

**F** Three days in each unit emphasize health-related topics from a Christian perspective using *Total Health*. Follow up assignments point toward Scriptural principles as the moral basis for a healthy mental, physical, and social lifestyle.

**G** Bible is scheduled daily utilizing *The Most Important Thing You'll Ever Study: Old Testament Survey* which includes Scripture reading, reflection, study, and questions. Memorization, prayer journal entries, and hymns are also scheduled. An unabridged *Pilgrim's Progress* study is another scheduled part of the Bible credit.

**H** School of Tomorrow's Biology (with anatomy) course is scheduled for this year of science. Follow up activity books, optional daily DVD lessons with professional footage of animals and plants, and complete labs performed on DVD are also scheduled.

**I** A daily literature study using classic novels incorporates introductory notes, annotation practice, oral and written narrations, *Common Place Book* entries, guided *Literature Journal* reflections, plot diagrams, and thematic literary discussions with a Biblical worldview.

**J** Grammar lessons using the last half of *Rod and Staff English 7* alternate with lessons from *Essentials in Writing*. Research paper instruction and expository, persuasive, process analysis, cause/effect, compare/contrast, literary response, and 60-min. college prep. essay instruction is provided.

**K** Ideally students should be ready for Geometry or Algebra II or above. Recommended math suggestions are provided in the catalog and on our website.