

New Testament, Greece & Rome

Scripted Lesson Plans



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INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who, what, where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who, what, where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

<u>Grade</u>	<u>Bible</u>	<u>History</u>
2 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	Acts through Revelation	1815 to the Present

BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at www.veritaspress.com.
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

ADDITIONAL THOUGHTS

Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

Historical Literature

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

Minoan Culture

BOOKS

New Testament, Greece and Rome (NTGR)
Teacher's Manual
New Testament, Greece and Rome (NTGR)
Flashcards; Card #1, "Minoan Culture"
Journey Through the Bible.
Optional: Old Testament and Ancient Egypt cards;
Genesis through Joshua cards

MATERIALS

Small chair
Copy of Minoan Culture worksheet, pgs. 10–11 on
NTGR Teacher's Manual
Copy of NTGR memory song lyrics, pg. 347 on the
NTGR Teacher's Manual

OBJECTIVE

To familiarize the children with the characteristics of the Minoan Culture

TEACHING

REVIEW

1. If your children have not studied Genesis through Joshua or Old Testament and Ancient Egypt, it would be helpful to go through major headings in *Journey Through the Bible* pgs. 18–61 (This will summarize events in the Bible which occurred while the Minoans were in existence.) If the cards have been studied, review some of those events by saying the following:
2. Look at the dates of the Minoan culture. Do you remember what was going on in the Bible during this time? *God's Call of Abram to the Exodus, discussing the events in between.*
3. What was happening in Egypt at this time?
The First Intermediate Period in Egypt (2200–2050 BC through Middle Kingdom (2050–1800 BC) through part of the Early New Kingdom in Egypt (1570–1300 BC).
4. During this same time, there was another prominent culture—the first European culture. Show the student where Europe is, compared to the Middle East (Bible), Asia, and Africa (Egypt). They probably did not call themselves the Minoans, but they were named the Minoans after a famous king.

HOOK: Leap (or have the child leap) over a small chair. Then say: Now imagine that this chair is not a chair, but a bull. Then ask the children to describe a bull. (It has deadly horns, is angered easily, and can be quite violent.) Now we will learn about a people who did not play soccer for fun, or football, or basketball...but they jumped bulls!

INSTRUCTION

1. Have the children take out their Memory Song Lyrics. Sing through the first 16 events.

2. Read through the card. This can be done by the teacher or by the children; either way, make sure the children understand the main points presented on the card. Sometimes this means that the teacher will have to explain in further detail some concepts.

Concepts to understand:

<i>Civilization:</i>	advanced state of cultural and material development in human society, marked by political and social complexity and progress in the arts and sciences.
<i>Culture:</i>	behavior patterns, arts, beliefs in a particular community
<i>Island:</i>	a land mass surrounded by water
<i>Titles for leaders of groups of people:</i>	president; king; pharaoh; the Minoans might have called their leader Minos
<i>Mythology:</i>	stories about heroes, deities, history of a people.
<i>Capital:</i>	a town or city; seat of government.
<i>Hedonistic:</i>	a characteristic of being a pleasure seeker.

ALERT: As often as possible, have the children answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. The more they practice this, the more proficient they become. Help the children understand that the reason for this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define “comprehension”: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the Before You Begin instructions for an explanation of how to grade.

Use the example below to help your children understand how to answer each question in complete sentences. If your children are not familiar with this type of questioning, take a weaning approach. On the first worksheet have the children answer the questions out loud and you write the answers down on another sheet of paper, then have the children copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, “What are the dates given for the Minoan Culture?” You would write down, “The dates given for the Minoan Culture ...” and then let them finish the rest (“are c. 2200–1450 B.C.”). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system to master this technique.

Look ahead to Lesson 4 for a list of supplies needed for an art project..

ASSIGNMENT

Minoan Culture worksheet

COMPLETED GRADED

Have the children complete the Minoan Culture worksheet.

Minoan Culture

BOOKS

NTGR Flashcards; Card #1, “Minoan Culture”
NTGR Teacher’s Manual
Usborne Greeks
Famous Men of Greece

MATERIALS

Copy of Project 2– “Minotaur Myth” and the coloring sheet, pgs. 14–15 on the NTGR Teacher’s Manual
Colored pencils or crayon
Copy of NTGR memory song lyrics, pg. 347 on the NTGR Teacher’s Manual
Copy of map, pgs. 374–388 on the NTGR Teacher’s Manual

OBJECTIVE

To review with the children the facts of the card, to familiarize the children with the geography of Crete and to pique the student’s interest with added information from a book

TEACHING

REVIEW

1. Have the children take out their Memory Song Lyrics. Sing through the first 16 events. Explain to the children that since the Minoans loved to jump bulls, that the gesture while singing this event is holding the pinky fingers up on top of their heads, so it looks like bull horns, and bobbing the head up and down as if the bull is about to charge.
2. Ask the children the following: What is the terrain of Egypt? What is the weather like? (*Have the children remember the Nile River, the desert, wilderness the people of Israel traveled to the promised land.* The Minoans lived on an island—named Crete. Also ask questions for review from the worksheet:

How do we know these people believed in an afterlife?
Because their dead were buried with possessions to take to the afterlife.

They developed something called the “Linear A,” what was that again?
An early Greek alphabet

What does hedonistic mean again?
Pleasure seeking.

What sport did they do for fun?
Bull-leaping.

Do you remember how the culture ended?
Volcanic activity and an attack from the Mycenaeans.

3. Review the event and the date: Minoan Culture c2200 BC–1450 BC three times. Have the children write the event and date on a white board or a piece of paper. Recite the event and date. Then erase the event and recite again, including the erased date.

Minoan Culture, c. 2200–1450 BC

HOOK: What would it be like to live on an island? (Let the children imagine the weather, the smells, the terrain, the dangers, the delights) How would it be different from living on land?

INSTRUCTION

1. Enjoy learning the information together on pgs. 4–5 of *Usborne Greeks*.
2. **For younger children:** Read The Minotaur, pg. 14 of the NTGR Teacher’s Manual or about Theseus from *Famous Men of Greece*, pg. 33. While reading, have the children color the picture of Theseus and the Minotaur, pg. 15 of the NTGR Teacher’s Manual.
3. **For older children:** Read about the Minotaur on pg. 14 of the NTGR Teacher’s Manual and about Theseus from *Famous Men of Greece*, pg. 33. In discussion with the children compare and contrast this myth to the biblical account of the Father sending His son to save sinners, as found in John 3:16; Eph. 1:1–14; John 6:37–40.

Compare:

- *The king gave his son to pay tribute to the Minoans. The Father gave His son to pay for sinners’ sins.*
- *Theseus was willing to go. Christ was willing to go.*
- *Theseus’ goal was to save his friends. Christ’s goal was to save those whom the Father had given Him.*

Contrast:

- *Theseus volunteered in time. Christ was planned to go before time.*
- *Theseus had no intention of dying in order to save his friends. Christ knew He would have to die to save sinners.*
- *Theseus saved his friends from temporal death. Christ saved eternally.*
- *Christ destroyed Satan, not some menial monster.*

6. Hand out the copy of the NTGR map to the children.

7. Follow the instructions (pg. 9) for assembling the map pages. Once assembled, instruct the children to color the map before laminating. (It may take more than one class period to finish coloring the map.) As you are assembling the map, tell the children that this is going to be exciting, as they are going to be able to see on the map where all the events they are studying took place.

ASSIGNMENT

None

Minoan Culture

BOOKS

NTGR Flashcards; Card #1, “Minoan Culture”
NTGR Teacher’s Manual
Usborne Greeks

MATERIALS

Copy of NTGR memory song lyrics, pg. 347 on the
NTGR Teacher’s Manual
Copy of timeline page, pg. 389 on the NTGR
Teacher’s Manual

OBJECTIVE

To excite the children about learning even more about the Minoans

TEACHING

REVIEW

1. Have the children take out their Memory Song Lyrics. Sing through the first 16 events. Already forming our hands like bull horns for the first event in the song, explain to the children that the Mycenaeans were known for their pottery, so when we sing the second event, the Mycenaeans, we will hold our hands out in front of us, looking like a bowl.
2. Review the event and the date: Minoan Culture c2200 BC–1450 BC three times.

HOOK: Ask some questions that should pique the students’ interest—questions the card does not answer. You will not give the answers, but rather see what their imaginations can conjure. We know that the Minoans developed the “Linear A,” but on what do you think they wrote? With what did they write? Do you think they might have gotten their paper ideas from the Egyptians, and used papyrus, or some other plant? What do you think the Minoans wore? How do you think they worshiped? What do you think they worshiped? Do you think they worshiped the sun, like the Egyptians? Let’s try to find out some of the answers to these questions, and see if your hypotheses are correct.

3. Read over the map timeline description on “Minoan Culture” on pg. 389 of the Teacher’s Manual.
4. Instruct the children to color and glue their medallion in the appropriate spot on the map.

INSTRUCTION

Enjoy learning the information together on pgs. 6–9 of *Usborne Greeks*.

ASSIGNMENT

None

Minoan Culture

BOOKS

NTGR Flashcards; Card #1, “Minoan Culture”
NTGR Teacher’s Manual

MATERIALS

Plaster of Paris
Styrofoam vegetable trays
Watercolor paints and brush
Vegetable oil
Review Question Sheet below
Copy of NTGR memory song lyrics, pg. 347 on the
NTGR Teacher’s Manual

OBJECTIVE

To aid the children in remembering the chronology and reviewing for the test while doing the project. The project should cement in the children’s mind that the Minoans were artists both in decorating their walls with frescoes.

TEACHING

REVIEW

1. Have the children take out their Memory Song Lyrics. Sing through the first 16 events. Forming the hands like bull’s horns for the first event, Minoan Culture, and then like a bowl of pottery for the Mycenaean Culture, have the children then do some motions for the third event, the Trojan War. Following is a suggestion: With the right hand, grab an imaginary arrow from the quiver on the back, bring it forward, and place the imaginary in the imaginary bow. Then pull back, as if you were getting ready to shoot the bow. When the children sing “Troy,” have the children let the imaginary arrow fly through the air.

2. Review the event and the date: Minoan Culture c. 2200 BC–1450 BC three times.

HOOK: Are your walls decorated? How? (Answers will vary; paint, pictures, tapestries, candles, wallpaper.) Why do you think that throughout the ages, people have decorated their walls? (It is comforting and encouraging to be surrounded by beautiful reminders of creation, and other beautiful things.)

INSTRUCTION

1. Read to the children about the Minoan frescos from pg. 12 of the NTGR Teacher’s Manual.

2. Make a fresco, according to the instructions found on pg. 13 of the NTGR Teacher’s Manual. Decorate with nature’s beautiful impressions—grass blowing in the wind, waves on the ocean, etc. While doing this, review questions on the test. (See questions sheet below.)

3. Ask the children the following review questions

What was the first European civilization?
The Minoans

Where did it develop?

On the island of Crete

What title did the Greeks use for their king?

Minos

Where did the Minoans build their towns?

On the coast of the island.

Why?

It was rich in farmland.

How did the Minoans travel?

By sea.

For what reason did they travel?

To trade their pottery with Egypt, Syria, and the southern islands of the Aegean Sea.

Where was the largest Minoan built palace?

In the capital city, Knossos.

Why is it assumed that the Minoans believed in life after death?

The people were buried with their possessions.

What is the name of the early Greek alphabet developed by the Minoans?

Linear A.

What is believed to have caused the end of the Minoan culture?

Volcanic eruption and attack from the Mycenaeans.

What are the approximate dates of the Minoans?

c. 2200–1450 BC

ASSIGNMENT

None

Minoan Culture

BOOKS

NTGR Teacher's Manual
History Through the Ages Suggested Placement
Guide, Timeline CD and Notebook

MATERIALS

Copy of Minoan Culture Test; pgs. 16–17 on the
NTGR Teacher's Manual
Crayons/colored pencils
Minoan Culture figure; History Through the Ages
CD

OBJECTIVE

To test the children's knowledge of Minoan Culture

TEACHING

1. Instruct the children on taking the Minoan Culture test.
2. In the remaining time after the test, have the children open their *History Through the Ages Record of Time Notebook*. (Throughout the year you will be using the figures from pgs. 3–26: Creation to Christ; and pgs. 1–5 Resurrection to Revolution on the *History Through the Ages CD*. Print these pages out now and store them in a folder for easy access in future lessons. On the CD, choose Creation through Christ and Resurrection to Revolution, Notebook-Sized Figures, With Text.) Give the children the timeline figures print-outs and allow them to color them. Cut out the figures and text and look in the Suggested Placement Guide to see where to glue the figures in the notebook. Use "Minoan Culture" (L) under the 2000 BC section on pg. 8. Feel free to use some of the surrounding events as well, if you desire, but realize that some of them may be used when studying future flashcards. As the children are working on assembling the timeline, talk to them about the fact that timelines are a visual aid to help us understand the concept of time. It paints a visual picture of our past.

ALERT: In order to improve writing skills, have the children answer the questions on the test in complete sentences, with capital letters at the beginning, and with an end mark.

ASSIGNMENT

1. Minoan Culture test COMPLETED GRADED

Complete the Minoan Culture test from NTGR Teacher's Manual

2. Timeline COMPLETED GRADED

Complete timeline activity. (Younger children may need help.)

Mycenaean Culture

BOOKS

NTGR Flashcards; Card #2, “Mycenaean Culture”
NTGR Teacher’s Manual
Usborne Greeks
Trojan Horse, How the Greeks Won the War (younger)

MATERIALS

Copy of Mycenaean Culture worksheet, pgs. 18–19
on the NTGR Teacher’s Manual
Copy of NTGR memory song lyrics, pg. 347 on the
NTGR Teacher’s Manual
Copy of Literature Unit 1, pg. 29 on the NTGR
Teacher’s Manual

OBJECTIVE

The children should be introduced to the details of the Mycenaean Culture.

TEACHING

REVIEW

1. Say to the children: We remember that the Minoans were a hedonistic people. Do you remember what “hedonistic” means? *Pleasure seeking*. Do you remember what finally ended the Minoan culture? *A combination of volcanic activity and attack from the Mycenaeans*. Unlike the Minoans, the Mycenaeans were warlike. Review the two events and the dates for each event.
2. Have the children take out their Memory Song Lyrics. Sing through the first 16 events. Remind the children of all the motions learned thus far: the bull horns for the Minoans, the pottery for the Mycenaeans, and raising the right hand behind the head, as if we are grabbing an arrow from our back, putting an imaginary arrow on an imaginary bow and pretending to shoot it for the Trojan War.
3. Sound off the events three times, Scripture references, and dates to this point by the children echoing the teacher in the following manner:

Minoan Culture, c. 2200–1450 BC
Mycenaean Culture, c. 1450–1200 BC

HOOK: Compare the map on page 4 with the one on page 10 of Usborne Greeks. Find the island of Crete (Minoans), the capital, and then note all the cities of the Mycenaeans. The Mycenaeans loved to get more and more land, and by 1450 BC, they had all this land! Can you find their capital, Mycenae? Now why do you think they were called Mycenaeans? Let’s read the card to find out more about these militaristic, or fighting, people.

INSTRUCTION

1. Read the Mycenaean Culture card with the children. While reading through the card with the children, the following terms might need to be explained:

Tombs— graves; burial places

<i>Militaristic</i> –	fighting others for land
<i>Commercial</i> –	traded their crafts for money
<i>Excavate</i> –	dig up
<i>Artisan</i> –	a person who makes crafts such as pottery, jewelry, weapons, etc.
<i>Export</i> –	sell overseas
<i>Raid</i> –	attack, break-in, and rob
<i>Invasion</i> –	attack
<i>Citadels</i> :	heavily fortified stronghold on a hilltop occupied by the ruling family and its army. (After explaining this, help them remember this phrase and understand it better by doing motions with the words. For <i>heavily fortified</i> , put arms out as if wrapping them around a barrel, a bigger barrel, and a bigger barrel signifying the thick walls. For <i>on a hilltop</i> , form a hill with hands above heads. For <i>occupied by the ruling family</i> , place hands by cheeks, as if they were sleeping with their heads cocked to one side, then quickly in a circle over heads as if being crowned king. For <i>and its army</i> , stand as guards with a spear in right hand and the left hand over eyes looking out for enemies.)

2. Instruct the children to do the worksheet.

HISTORICAL LITERATURE

For younger children: The children should read the first chapter of the *The Trojan Horse, How the Greeks Won the War*. After reading, check the children’s comprehension by asking the questions from the Literature Unit, pg. 29 on the NTGR Teacher’s Manual.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the Mycenaean Culture worksheet.

Mycenaean Culture

BOOKS

NTGR Flashcards; Card #2, “Mycenaean Culture”
NTGR Teacher’s Manual
Usborne Greeks
Pages of History vol. 1
The Trojan Horse, How the Greeks Won the War
(younger)

MATERIALS

Copy of NTGR memory song lyrics, pg. 347 on the
NTGR Teacher’s Manual
Copy of Literature Unit 1, pgs. 30–31 on the NTGR
Teacher’s Manual

OBJECTIVE

Pique the interest of the children with more information about the Mycenaean Culture.

TEACHING

REVIEW

Have the children take out their Memory Song Lyrics. Sing through the first 16 events. While singing, “Fourth, the Phoenician Civilization, thank goodness for their alphabet,” form the fingers to make the shape of a capital “A.” Slowly raise the shape high in the air.

HOOK: Give the children a piece of paper, asking them to draw what they think a bee-hive tomb would look like. Say: what does a grave in America look like? What did a tomb in Egypt look like? Compare and contrast them. Say: Today we will learn more about these strange graves and much more about the Mycenaeans.

INSTRUCTION

1. Turn to pgs. 10–12 of *Usborne Greeks*. Enjoy reading and looking at the pictures relating to the Mycenaeans. Read through the four pages filled with extra information about the intriguing Mycenaeans.
2. Instruct the children to read chapter 8 of *Pages of History vol. 1*.

ALERT: If a child has not read chapters 1–7 of Pages of History vol. 1, have the child read those chapters before completing this lesson’s assignment. Also, if a child has interest in reading the entire book rather than waiting for the next assigned reading, it is perfectly acceptable. The child can reread the assigned chapter in future lessons to review what happened at that point in the story.

HISTORICAL LITERATURE

For younger children: Read Chapters 2 and 3 of *The Trojan Horse, How the Greeks Won the War*. After reading, check the children’s comprehension by asking the questions from the Literature Unit, pg. 30 and let the children do the illustration as directed on pg. 31 of the NTGR Teacher’s Manual

ASSIGNMENT

None