

Simply Charlotte Mason presents

Joshua—Malachi & Ancient Greece

SECOND EDITION



A Year of History, Geography, Bible

Lesson Plans for Grades 1–12

by Sonya Shafer

Study Bible, history, and geography together as a family!

These *Joshua through Malachi & Ancient Greece* lesson plans will walk you and all your students, grades 1–12, through a study of Bible history from Joshua through Malachi and the history of Ancient Greece, which aligns with much of the Old Testament timeline. Older students add a year-long study of the book of Proverbs, mining it for wisdom on several timely topics.

The Charlotte Mason-style lesson plans

- Make the ancient world come alive through living books and Bible readings.
- Help your students listen attentively and recall what was read by narrating.
- Connect geography to the people who lived there—both past and present.
- Challenge older students with interesting additional reading and writing assignments.
- Keep things simple by providing helpful reminders of upcoming resources, teaching tips, and Book of Centuries entries.

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& Ancient Greece*

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*Early Modern
& Epistles*

1550—1850

*Modern Times
& Epistles, Revelation*

1850—2012

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Charlotte Mason*
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Joshua through Malachi & Ancient Greece

Second Edition

*A Year of Lesson Plans
for History, Geography, and Bible
(Grades 1–12)*

by
Sonya Shafer

Joshua through Malachi and Ancient Greece, Second Edition
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How to Use

This book of lesson plans contains book suggestions and assignments for every grade level, so you can combine all of your students into one family study.

- The **Family** instructions are for everyone to do together.
- Additional **Grade Level** assignments are given for students to complete either independently or with the parent. Your choice.
- **Optional** hands-on activities are also listed. Feel free to skip them, substitute different ones, or add more.

Complete one lesson per day to finish this study in a school year. The lesson plans in this book follow this five-day schedule.

Day 1	Day 2	Day 3	Day 4	Day 5
 Bible	 Bible and  Geography	 Bible	 History	 History

You will find lots of helpful information and Internet links on the Links and Tips page for this book at <http://simplycm.com/joshua-links>

Complete Year's Book List

Family (all students)

- Bible
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
These two wonderful living geography books are used with our *Visits to . . .* books every year in all the grades.
- *The Story of the Greeks* by H. A. Guerber, edited by Christine Miller (Nothing New Press edition)
A living narrative that weaves the story of Ancient Greece. This edited version removes evolutionary comments and honors the Biblical accounts.
- *The Stuff They Left Behind: From the Days of Ancient Greece* portfolio
A collection of large full-color photographs of artifacts with leading thoughts and discussion questions.
- *Then and Now Bible Maps* from Rose Publishing
An excellent geography resource used in three of our six history studies.
- *Visits to the Middle East* notebook by Sonya Shafer (one for each student)
Each *Visits to . . .* book guides your student to spend time exploring a continent or region through map work, living books, and the personal photographs and living travelogue contained in *Material World* and *Hungry Planet: What the World Eats*. Ideas are also included for additional activities.

plus . . .

Grades 1–3

- *Our Little Athenian Cousin of Long Ago* by Julia Darrow Cowles
- *Our Little Spartan Cousin of Long Ago* by Julia Darrow Cowles
Both of these great books introduce young students to daily life in Ancient Greece through a storyline of a young person who lived there.

Grades 4–6

- *Archimedes and the Door of Science* by Jeanne Bendick
- *Herodotus and the Road to History* by Jeanne Bendick
These two living biographies are a wonderful introduction to a scientist and historian of Ancient Greece.
- *Our Little Athenian Cousin of Long Ago* by Julia Darrow Cowles (if desired)
- *Our Little Spartan Cousin of Long Ago* by Julia Darrow Cowles (if desired)
Students in grades 4–6 may also find interesting the two “cousin” books recommended for grades 1–3.

Grades 7–9

- *Black Ships Before Troy* by Rosemary Sutcliff
A narrative of the Trojan War by a master storyteller.
- *Book of Centuries* (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *The Parthenon* by Elizabeth Mann
This short, beautifully illustrated book gives a nice overview of Ancient Greece and the role of the Parthenon.
- *The Wanderings of Odysseus* by Rosemary Sutcliff
A narrative of the Odyssey by a master storyteller.
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer (one for each student)
Students read through the book of Proverbs several times, focusing on what it says about a variety of topics.
- *A Young Macedonian in the Army of Alexander the Great* by Alfred Church
A wonderful historical fiction that brings to life some of the details of life and battle in the time of Ancient Greece, as well as how the various countries and their citizens interacted with each other.

Grades 10–12

- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *The Odyssey* by Homer
Literature from Ancient Greece translated into English. This epic poem recounts the fanciful and adventurous journey home from the Trojan War by one of the Greek warriors, Odysseus.
- *Plutarch's Lives*, biography of Alexander, by Plutarch
A biography of Alexander the Great written by a man who lived soon after.
- *The Trial and Death of Socrates* by Plato
Written by Socrates' pupil, Plato, this work examines the events through dialogue.
- *A Victor of Salamis* by William Stearns Davis
A historical fiction written in the late 1800s that makes the political and cultural aspects of Ancient Greece and Persia come alive.
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer (one for each student)
Students read through the book of Proverbs several times, focusing on what it says about a variety of topics.

Optional Book List

- *The Big Picture Bible Time Line* by Carol Eide (grades 1–6)
If you want a time line for the younger children while the older children add entries to their Books of Centuries, the pages in this book will be a great help. The drawings and captions are simple and will help the children remember the people and events of Joshua through Malachi in order. Ancient Greece events are not included in this time line, but could easily be added if desired.
An easy way to store these pictures as the timeline grows is to tape them end to end and wrap them around a dowel rod, making the timeline into a scroll. It saves a lot of space, and students can still unroll the scroll to various places and look at the events in chronological order. Note: Some dates may not be identical to the ones listed in the Book of Centuries column in this book. But you can still follow the captions to note when to use the pictures.
- *The Child's Story Bible* by Catherine Vos (grades 1–3)
Recommended for portions of the Old Testament account that might best be reworded to be appropriate for younger children. (See Living Books explanation on page 120.)

Other Materials

- Small sheet of poster board and felt-tip markers (for Judges diagram, optional)
- Self-stick notes
- Sheet of poster board and felt-tip markers (for Kings chart, optional)
- Various materials for hands-on projects (optional)

Suggestions for Where to Find the Books

Simply Charlotte Mason

- *Book of Centuries* (one for each student in grades 7–12)
- *Discovering Doctrine* by Sonya Shafer (one for each student in grades 7–12)
- *The Stuff They Left Behind: From the Days of Ancient Greece* portfolio (Family)
- *Visits to the Middle East* notebook by Sonya Shafer (one for each student in the Family)
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer (one for each student in grades 7–12)

Public Domain

(You can probably download these for free at <http://gutenberg.org>, <http://books.google.com>, or <http://archive.org>.)

- *The Odyssey* by Homer (grades 10–12)
- *Our Little Athenian Cousin of Long Ago* by Julia Darrow Cowles (grades 1–3 or 1–6)
- *Our Little Spartan Cousin of Long Ago* by Julia Darrow Cowles (grades 1–3 or 1–6)
- *Plutarch's Lives*, biography of Alexander, by Plutarch (grades 10–12)
- *The Trial and Death of Socrates* by Plato (grades 10–12)
- *A Victor of Salamis* by William Stearns Davis (grades 10–12)
- *A Young Macedonian in the Army of Alexander the Great* by Alfred Church (grades 7–9)

Your Local Library

(These are the titles that a library is most likely to have. You might also check for the titles listed under Your Favorite Book Store. If your library does not have access to a book listed here, add it to your Book Store list.)

- *Archimedes and the Door of Science* by Jeanne Bendick (grades 4–6)
- *Herodutus and the Road to History* by Jeanne Bendick (grades 4–6)
- *The Parthenon* by Elizabeth Mann (grades 7–9)

Your Favorite Book Store

(Check <http://amazon.com>, <http://christianbook.com>, <http://rainbowresource.com>, or other favorite book sources.)

- *The Big Picture Bible Time Line* by Carol Eide (optional for grades 1–6)
- *Black Ships Before Troy* by Rosemary Sutcliff (grades 7–9)
- *The Child's Story Bible* by Catherine Vos (optional for grades 1–3)
- *Hungry Planet* by Peter Menzel (Family)
- *Material World* by Peter Menzel (Family)
- *The Story of the Greeks* by H. A. Guerber, edited by Christine Miller (Nothing New Press edition; for Family)
- *Then and Now Bible Maps* from Rose Publishing (Family)
- *The Wanderings of Odysseus* by Rosemary Sutcliff (grades 7–9)

Visit <http://simplycm.com/joshua-links>
for helpful links to the books.

Term 1

(12 weeks; 5 lessons/week)

Term 1 Book List

Family

- Bible
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- *The Story of the Greeks* by H. A. Guerber, edited by Christine Miller
- *The Stuff They Left Behind: From the Days of Ancient Greece* portfolio
- *Then and Now Bible Maps* from Rose Publishing
- *Visits to the Middle East* notebook by Sonya Shafer (one for each student)

Plus . . .

Grades 1–3

- *Our Little Spartan Cousin of Long Ago* by Julia Darrow Cowles

Grades 4–6

- *Herodotus and the Road to History* by Jeanne Bendick
- *Our Little Spartan Cousin of Long Ago* by Julia Darrow Cowles (if desired)

Grades 7–9

- *Black Ships Before Troy* by Rosemary Sutcliff
- *Book of Centuries* (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *The Parthenon* by Elizabeth Mann
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer (one for each student)

Grades 10–12

- *Book of Centuries* (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *The Odyssey* by Homer
- *Wisdom for Life: A Proverbs Bible Study* by Sonya Shafer (one for each student)

Optional

- *The Big Picture Bible Time Line* by Carol Eide (grades 1–6)
- Self-stick notes
- Small sheet of poster board and felt-tip markers (for Judges diagram)
- Various materials for hands-on projects

What You Will Cover As a Family

Bible: *Joshua—1 Samuel*

Geography: *Middle East, with special emphasis on Israel and Turkey*

History: *Ancient Greece, from the first inhabitants through Draco and Solon*

Term 1 At a Glance

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
Week 1, Lessons 1–5					
Bible	Joshua			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 1–4	Our Little Spartan Cousin, ch. 1	Herodotus, Preface and ch. 1	The Parthenon	The Odyssey, bk. 1, 2
Geography	Visits to the Middle East, Visit 1				
Week 2, Lessons 6–10					
Bible	Joshua			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 5–8	Our Little Spartan Cousin, ch. 2	Herodotus, ch. 2	Black Ships Before Troy, ch. 1, 2	The Odyssey, bk. 3, 4
Geography	Visits to the Middle East, Visit 2				
Week 3, Lessons 11–15					
Bible	Joshua			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 9–12	Our Little Spartan Cousin, ch. 3	Herodotus, ch. 3	Black Ships Before Troy, ch. 3, 4	The Odyssey, bk. 5, 6
Geography	Visits to the Middle East, Visit 3				
Week 4, Lessons 16–20					
Bible	Judges			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 13–15	Our Little Spartan Cousin, ch. 4	Herodotus, ch. 4	Black Ships Before Troy, ch. 5, 6	The Odyssey, bk. 7, 8
Geography	Visits to the Middle East, Visit 4				
Week 5, Lessons 21–25					
Bible	Judges; Ruth			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 16–19	Our Little Spartan Cousin, ch. 5	Herodotus, ch. 5	Black Ships Before Troy, ch. 7, 8	The Odyssey, bk. 9, 10
Geography	Visits to the Middle East, Visit 5				
Week 6, Lessons 26–30					
Bible	Ruth; Judges			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 20–23	Our Little Spartan Cousin, ch. 6	Herodotus, ch. 6	Black Ships Before Troy, ch. 9, 10	The Odyssey, bk. 11, 12
Geography	Visits to the Middle East, Visit 6				

Use this chart to see what your family and each of your students will be studying week by week during this term. You will also be able to see when each book is scheduled to be used.

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
Week 7, Lessons 31–35					
Bible	Judges; 1 Samuel			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 24–26	Our Little Spartan Cousin, ch. 7	Herodotus, ch. 7	Black Ships Before Troy, ch. 11, 12	The Odyssey, bk. 13, 14
Geography	Visits to the Middle East, Visit 7				
Week 8, Lessons 36–40					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 27–29	Our Little Spartan Cousin, ch. 8	Herodotus, ch. 8	Black Ships Before Troy, ch. 13, 14	The Odyssey, bk. 15, 16
Geography	Visits to the Middle East, Visit 8				
Week 9, Lessons 41–45					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 30–33	Our Little Spartan Cousin, ch. 9	Herodotus, ch. 9	Black Ships Before Troy, ch. 15, 16	The Odyssey, bk. 17, 18
Geography	Visits to the Middle East, Visit 9				
Week 10, Lessons 46–50					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 34–36	Our Little Spartan Cousin, ch. 10	Catch Up	Black Ships Before Troy, ch. 17, 18	The Odyssey, bk. 19, 20
Geography	Visits to the Middle East, Visit 10				
Week 11, Lessons 51–55					
Bible	1 Samuel			Proverbs Study	Proverbs Study
History	Story of the Greeks, ch. 37, 38	Our Little Spartan Cousin, ch. 11		Black Ships Before Troy, ch. 19	The Odyssey, bk. 21, 22
Geography	Visits to the Middle East, Visit 11				
Week 12, Lessons 56–60					
Bible	Exam or Catch Up			Proverbs Study	Proverbs Study
History	Exam or Catch Up or Project				The Odyssey, bk. 23, 24
Geography	Visits to the Middle East, Visit 12				



Lesson 1: Joshua Takes Command

Materials Needed

- Bible
- *The Stuff They Left Behind: From the Days of Ancient Greece*
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Write on a sheet of paper or small white board the words “The Ten Plagues,” “Egypt,” “The Ten Commandments,” “Moses,” and “Wilderness.” Ask students what they remember about those events, places, and person. Review with students how before Moses died, God told him to appoint Joshua as the next leader of the Israelites—the one who would lead them into the Promised Land. Read together Joshua 1 and 2 and ask for an oral narration.

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

Display the Hittite Bas Relief Sculpture picture from *The Stuff They Left Behind: From the Days of Ancient Greece*. Use the Leading Thoughts to discuss it.

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

Tip: If students read a Proverbs chapter every day, seven days a week, they will read through the book of Proverbs eight times during the school year and complete all eight topics listed in Wisdom for Life; if they read chapters only five days a week, they will complete six of the topics from the Bible study. Work with your student to determine the best pace for him or her. Remember, the goal is that your student gains wisdom from God’s Word; the pace is secondary. You will see reminders throughout these lesson plans to accommodate both paces.

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



Lesson 2: Crossing the Jordan



& Visit 1 to the Middle East

Materials Needed

- Bible
- *Visits to the Middle East*

Book of Centuries
Timeline

- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about God's encouragements to the Israelites as they prepared to enter the Promised Land.

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

Explain that there was still one obstacle between Israel and the Promised Land: the flooded Jordan River. Read together Joshua 3 and 4 and ask for an oral narration.

Tip: Explain that the events of the Old Testament took place in the Middle East for the most part. You will be studying that region this year both in Israel's day and in modern day.

Family: Complete Visit 1 in *Visits to the Middle East*.

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

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



Lesson 3: The Fall of Jericho

Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about Israel's crossing the Jordan River. Explain that today's reading will be about the first famous battle in the Promised Land. Display map 9, Holy Land - Old Testament, in *Then and Now Bible Maps*. Locate Mount Nebo, where Moses died, then move directly west to cross the Jordan River and see which town the Israelites would encounter first. (Jericho.)

Read together Joshua 5 and 6 and ask for an oral narration.

Tip: For younger children, you may want to start the reading at Joshua 5:10.

Joshua conquers Jericho (c. 1451 B.C.)

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

*Book of Centuries
Timeline*



Lesson 4: The First Inhabitants of Greece

Materials Needed

- *The Story of the Greeks*
- *Then and Now Bible Maps*
- *Herodotus and the Road to History* (grades 4–6)
- *The Parthenon* (grades 7–9)
- *The Odyssey* (grades 10–12)

Family: Explain that while you will be studying what happened as the Israelites settled into their Promised Land, you will also be reading about another people group who lived across the Mediterranean Sea. Read together *The Story of the Greeks*, chapters 1 and 2, “The Beginning of the Nations” and “The First Inhabitants of Greece.” As you read chapter 2, display map 15 in *Then and Now Bible Maps* and help students locate Egypt, Phoenicia, Greece, and the islands near it. Ask for an oral narration.

*Tower of Babel dispersion
(c. 2242 B.C.)*

Tip: The short chapters in The Story of the Greeks provide natural breaks if you would prefer to read and narrate in two shorter portions rather than one longer portion. Simply stop and ask for a narration at the end of each chapter.

Grades 4–6: Read together or assign as independent reading *Herodotus and the Road to History*, Preface and chapter 1, “I Am Herodotus.” Ask for an oral or written narration.

Grades 7–9: Read together or assign as independent reading the first half of *The Parthenon* and ask for an oral or written narration.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 1, and ask for an oral or written narration.

Reminder: Get Black Ships Before Troy for lesson 9 for grades 7–9.



Lesson 5: Old Greek Fairy Tales

Materials Needed

- *The Story of the Greeks*
- *Our Little Spartan Cousin of Long Ago* (grades 1–3 or 1–6)
- *The Parthenon* (grades 7–9)
- *The Odyssey* (grades 10–12)

Book of Centuries
Timeline

Family: Ask students what they recall from last time's reading about the first inhabitants of Greece. Explain that the Greeks were well-known for the myths they told. In today's reading students will discover how those myths came about. Read together *The Story of the Greeks*, chapters 3 and 4, "Old Greek Fairy Tales" and "More Greek Fairy Tales." Ask for an oral narration.

Grades 1–3 or 1–6: Read together *Our Little Spartan Cousin of Long Ago*, chapter 1, "A Spartan Company."

Tip: Students in grades 4–6 may also listen to Our Little Spartan Cousin readings if desired.

Grades 7–9: Read together or assign as independent reading the last half of *The Parthenon* and ask for an oral or written narration.

Tip: Narrations can be done in many ways. Visit our website at <http://simplycm.com/narration-ideas> for many more creative ideas that encourage students to narrate.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 2, and ask for an oral or written narration.



Lesson 6: Achan and Ai

Materials Needed

- Bible
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about the battle of Jericho. Explain that in today's reading, you will learn how one man's disobedience affected the next battle. Write the names "Achan" and "Ai" on a small white board or sheet of paper large enough for all the students to see. Tell them how to pronounce the words and that this man and this city played key roles in the account today. Read together Joshua 7 and 8 and ask for an oral narration.

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



Lesson 7: The Gibeonites' Deception & Visit 2 to the Middle East



Materials Needed

- Bible

- *Visits to the Middle East*
- *Material World*
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about Achan and the battle at Ai. Explain that when some of the enemies in the land saw how the Israelites were winning the battles, they decided to take a different approach and see if they could trick the Israelites. Read together Joshua 9 and ask for an oral narration.

Family: Complete Visit 2 in *Visits to the Middle East*.

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



Lesson 8: Southern and Northern Campaigns

Materials Needed

- Bible
- *Wisdom for Life* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about the Gibeonites' deception. Explain that Joshua did battle with the other cities and God helped him gain the victories in miraculous ways sometimes. Read together Joshua 10 and 11 and ask for an oral narration.

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

Tip: From this point on, the plans will not specifically mention Discovering Doctrine in every lesson but will periodically remind you to make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.



Lesson 9: The Founding of Many Important Cities

Materials Needed

- *The Story of the Greeks*

Book of Centuries
Timeline

Cecrops founds the city of Athens
(1556 B.C.)

- *Herodotus and the Road to History* (grades 4–6)
- *Black Ships Before Troy* (grades 7–9)
- *The Odyssey* (grades 10–12)

Family: Ask students what they recall from last time's reading about Greek fairy tales, or myths. Write the word "Athens" on a sheet of paper or small white board and display it for students to see. Explain that this became one of the greatest cities in Greece. People were living in it about 100 years before Joshua led the Israelites into Canaan, and it still exists today.

Read together *The Story of the Greeks*, chapters 5 and 6, "The Founding of Many Important Cities" and "Perseus and Mycenae." Locate Attica and Athens, Boeotia, Argolis, and the Isthmus of Corinth on the map of Ancient Greece on page 15 in *The Story of the Greeks* as they are mentioned. Ask for an oral narration.

Grades 4–6: Read together or assign as independent reading *Herodotus and the Road to History*, chapter 2, "I Grow Up." Ask for an oral or written narration.

Grades 7–9: Read together or assign as independent reading *Black Ships Before Troy*, chapter 1, "The Golden Apple," and ask for an oral or written narration.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 3, and ask for an oral or written narration.



Lesson 10: The Sons of Deucalion

Materials Needed

- *The Story of the Greeks*
- *Our Little Spartan Cousin of Long Ago* (grades 1–3 or 1–6)
- *Black Ships Before Troy* (grades 7–9)
- *The Odyssey* (grades 10–12)

Family: Ask students what they recall about the towns of Greece and the story of Perseus. Write the words "Deucalion, Daedalus, Icarus" on a sheet of paper or small white board for students to see. Ask if they recall who Deucalion was. Explain that the tale of Daedalus and Icarus is a well-known one and they should listen carefully so they will be able to retell it well. Read together *The Story of the Greeks*, chapters 7 and 8, "The Sons of Deucalion" and "Daedalus and Icarus." Locate Thessaly and Thermopylae on the map of Ancient Greece on page 15 in *The Story of the Greeks* as they are mentioned. When Crete is mentioned you can find it on either the map on page 16 or in *Then and Now Bible Maps*, map 15, to show its proximity to Greece. Ask for an oral narration.

Tip: Allow the students to look at the key words you posted while they narrate. Those key words will help them stay focused and organize their thoughts. It will also be good training for them to listen for key words

themselves, eventually, when none might be pointed out ahead of time.

Grades 1–3 or 1–6: Read together *Our Little Spartan Cousin of Long Ago*, chapter 2, “The Assembly.”

Grades 7–9: Read together or assign as independent reading *Black Ships Before Troy*, chapter 2, “Ship-Gathering,” and ask for an oral or written narration.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 4, and ask for an oral or written narration.

Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.



Lesson 11: The Land Divided Between the Tribes

Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Wisdom for Life* (grades 7–12)

Family: Ask students what they recall from last time’s reading about Joshua’s victories in the Promised Land. Explain that the Israelites had effectively cut the country in half. Now they could split the land into segments and assign one of the twelve tribes to each segment, trusting them to complete the conquest and drive out the enemies in their territories. Read together Joshua 13:1–6. Explain that Joshua 13—19 details how the land was divided between the tribes. Look at map 9, Holy Land - Old Testament, in *Then and Now Bible Maps*, using the color key to see where each tribe settled.

Ask students what they recall about a certain man named Caleb, who had stood with Joshua as a spy many years ago. Explain that God had kept him alive during the years of wandering, while all the others of his and Joshua’s generation had died, and Caleb was still strong in the Lord. Read together Joshua 14:6–15 and ask for an oral narration. Then read Joshua 19:49–51 to discover Joshua’s inheritance of land.

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study.



Lesson 12: Cities of Refuge & Visit 3 to the Middle East

Materials Needed

- Bible

Book of Centuries
Timeline

- *Then and Now Bible Maps*
- *Visits to the Middle East*
- *Wisdom for Life* (grades 7–12)

Family: Ask students what they recall from last time's reading about the twelve tribes' land assignments. Explain that now the tribes needed to put into place some of God's specific plans for living in the Promised Land. The Lord had already given these instructions to Moses; now Joshua was being careful to carry them out. Read together Joshua 20. As each of the six tribes is mentioned, in whose territory a city of refuge would be, locate its place on map 9, Holy Land - Old Testament, in *Then and Now Bible Maps*. Notice how the cities were spread out on both sides of the Jordan to make them within reach of all the people.

Tip: Those students who have completed the Jashub's Journal Bible study (recommended in the Genesis through Deuteronomy & Ancient Egypt lesson plans) may be able to contribute more details about the cities of refuge. If your older students have not completed that Bible study, now would be a fitting time to include it if desired.

Read together Joshua 21:43–45 and chapter 22 and ask for an oral narration.

Family: Complete Visit 3 in *Visits to the Middle East*.

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study.



Lesson 13: Joshua's Final Challenge

Materials Needed

- Bible
- *Wisdom for Life* (grades 7–12)

Family: Ask students what they recall from last time's reading about the situation that almost started a civil war between the tribes on the west side of Jordan and those on the east side. Explain that Joshua was now growing old and knew he would die soon. Ask students what they would say to the twelve tribes as a final word if they had been Joshua. Read together Joshua 23 and 24 and ask for an oral narration.

Grades 7–12: Continue working on *Wisdom for Life* Proverbs study.

Tip: Joshua 24 contains some truths about God for the Discovering Doctrine notebook.



Lesson 14: The Adventures of Jason

Materials Needed

- *The Story of the Greeks*
- *The Stuff They Left Behind: From the Days of Ancient Greece*
- *Herodotus and the Road to History* (grades 4–6)
- *Black Ships Before Troy* (grades 7–9)
- *The Odyssey* (grades 10–12)

Family: Ask students what they recall from last time’s reading about the Hellenes and the tale of Daedalus and Icarus. Look carefully at the map on page 15 in *The Story of the Greeks*, Ancient Greece, and find the area labeled Peloponnesus. (Look in the lower left section, just off the coast.) Read together *The Story of the Greeks*, chapter 9, “The Adventures of Jason.”

Display and discuss the picture of the Jason and the Snake Cup from *The Stuff They Left Behind: From the Days of Ancient Greece*.

Then read together *The Story of the Greeks*, chapter 10, “Theseus visits the Labyrinth.” Ask for an oral narration.

Grades 4–6: Read together or assign as independent reading *Herodotus and the Road to History*, chapter 3, “My Travels Begin.” Ask for an oral or written narration.

Grades 7–9: Read together or assign as independent reading *Black Ships Before Troy*, chapter 3, “Quarrel with the High King,” and ask for an oral or written narration.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 5, and ask for an oral or written narration.



Lesson 15: The Terrible Prophecy

Materials Needed

- *The Story of the Greeks*
- *Our Little Spartan Cousin of Long Ago* (grades 1–3 or 1–6)
- *Black Ships Before Troy* (grades 7–9)
- *The Odyssey* (grades 10–12)

Family: Ask students what they recall from last time’s reading about the heroes of Ancient Greece: Jason and Theseus in the Labyrinth. Explain that today students will learn the answer to an ancient riddle: What creature walks on four feet in the morning, two at noon, and three at night? Allow students to guess if desired, then tell them the answer is in the story of Oedipus. Write that name on a sheet of paper or small white board for students to see how it is spelled. Read together *The Story of the Greeks*, chapters 11 and 12, “The Terrible Prophecy” and “The Sphinx’s Riddle.” Ask for an oral narration.

Book of Centuries
Timeline

Grades 1–3 or 1–6: Read together *Our Little Spartan Cousin of Long Ago*, chapter 3, “Foraging.”

Grades 7–9: Read together or assign as independent reading *Black Ships Before Troy*, chapter 4, “Single Combat,” and ask for an oral or written narration.

Grades 10–12: Read together or assign as independent reading *The Odyssey*, book 6, and ask for an oral or written narration.

Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.



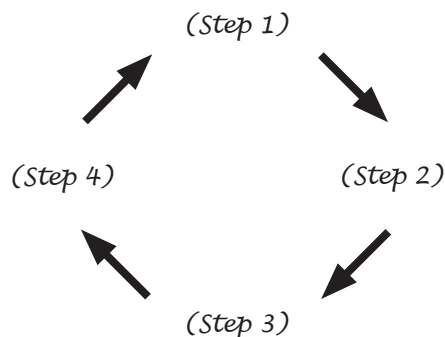
Lesson 16: The Sin Cycle in Judges

Materials Needed

- Bible
- *Then and Now Bible Maps*
- Sheet of paper or poster board; felt-tip marker
- *Wisdom for Life* (grades 7–12)

Family: Ask students what they recall from last time’s reading of Joshua’s final words to the twelve tribes of Israel. Review on map 9, Holy Land - Old Testament, in *Then and Now Bible Maps* where each tribe settled. Ask students what the main assignment was for those tribes. Explain that in today’s reading you will find out whether each tribe completed its assignment to drive out the enemies. Read together Judges 1 and note which tribes failed to drive out the former inhabitants and idol worshipers.

Explain that the students will see similar actions repeated throughout the book of Judges. Give students a sheet of paper or poster board and a felt-tip marker. Read together Judges 2 and have the students create and label a Sin Cycle diagram like the one below, using their own words to describe each step in the cycle (outlined in verses 11–19). (Example: Step 1–worshiped other gods; Step 2–attacked by enemy; Step 3–called out to God; Step 4–God delivered.) Post their Sin Cycle diagram where students can see it during the next few weeks as you study the book of Judges.



Helpful Information

Why I Wrote These Lessons

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

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

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

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

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

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

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

Charlotte Mason Methods Used in This Study

Living Books

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

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

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

Narration

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

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

Written Narration: Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have some practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

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

Book of Centuries

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

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

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

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose. Dates are taken from *All Through the Ages*, revised second edition. If you are using a reference book that presents alternate dates, feel free to use those instead in your Book of Centuries. The purpose of this book is not to defend or refute certain dating, but to try to place Bible events in the broad context of world events. (Note: A "c" beside a date stands for "circa," which means "about" or "approximately.")

A Word on Mythology

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

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

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

If you are following the Simply Charlotte Mason Curriculum Guide’s suggestions for History and Bible, your child will have a good foundation in Scripture and truth before he is exposed to Greek and Roman mythology. Older children can learn more about mythology details than younger children, but still beware of how much mythology they are filling their minds with. I try to make sure that the children are getting as much (or more!) Bible into their minds as they are getting myths inside them during these Ancient History studies.

Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

For the completion of grades 7–9 or 10–12 assignments in this Joshua through Malachi & Ancient Greece study, I suggest that students should be awarded $\frac{1}{2}$ credit for History/Geography, plus $\frac{1}{2}$ credit for Bible. Usually Geography is included with History and considered one course of study. It is up to you whether you want to consider Bible as a separate course or include it as part of History, since the focus is on Israel's history in ancient times. If you want to combine History, Geography, and Bible, award 180 hours, or 1 full History credit.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all the readings and assignments given in these lesson plans for grades 7–9 or 10–12.

Hours Spent

History & Geography— $\frac{1}{2}$ Credit

Average 2.5 hours per week x 36 weeks = 90 hours

Bible— $\frac{1}{2}$ Credit

Average 2.5 hours per week x 36 weeks = 90 hours

Course Work Detail

History

Grades 7–9

847 pages read in 5 books
36 written narrations
16 artifacts studied
Book of Centuries project
3 essay exams

Grades 10–12

1167 pages read in 5 books
46 written narrations
16 artifacts studied
Book of Centuries project
3 essay exams

Geography

Grades 7–12

29 map studies and drills
137 pages read in 2 books
31 integrated map work in History and Bible lessons

Bible

Grades 7–12

450 pages read in 1 book
(more if the optional corresponding psalms and entire prophetic books were read)
6–8 written narrations
8-month Proverbs Bible study project
Discovering Doctrine project
3 essay exams

