

*Simply Charlotte Mason presents*

# *Matthew—Acts & Ancient Rome*

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!*

This year of lesson plans on *Matthew through Acts & Ancient Rome* will help that time period come alive for all of your students, grades 1–12. The life of Christ and the events of the early church are studied side-by-side with the history of Ancient Rome. Older students also complete a study of the book of Romans, which was written to believers in Ancient Rome.

## 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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# ***Matthew through Acts & Ancient Rome***

Second Edition

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

by  
Sonya Shafer

Matthew through Acts and Ancient Rome, 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 for the first two Terms. In Term 3 the schedule will vary as Early Church history meshes with the history of Ancient Rome.

Day 1	Day 2	Day 3	Day 4	Day 5
 Bible	 Bible	 Geography and  History <i>(Independent reading for grades 4–12)</i>	 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/matthew-links>



# Complete Year's Book List

## Family (all students)

- Bible
- *City: A Story of Roman Planning and Construction* by David Macaulay  
In typical Macaulay style, the story of planning and constructing a fictional Roman city is presented and detailed with lots of illustrations. Fascinating for all ages.
- *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.
- *Peril and Peace* (History Lives series, Volume 1: Chronicles of the Ancient Church) by Mindy and Brandon Withrow  
Living stories that introduce important men in church history Not every biography in the book will be used in the plans for Family, but the additional biographies are assigned to the older students.
- *The Roman Colosseum* by Elizabeth Mann  
An interesting introduction to the Colosseum; similar in style to David Macaulay's books but not as much detail.
- *The Story of the Romans* by H. A. Guerber, edited by Christine Miller (Nothing New Press edition)  
A living narrative that weaves the story of Ancient Rome. This edited version removes evolutionary comments and honors the Biblical accounts.
- *The Stuff They Left Behind: From the Days of Ancient Rome* 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 Europe* 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

- *Detectives in Togas* by Henry Winterfeld (if desired)
- *Mystery of the Roman Ransom* by Henry Winterfeld (if desired)  
Students in grades 1–3 may also listen in on these Roman mysteries recommended for grades 4–6 if desired.

### Grades 4–6

- *Detectives in Togas* by Henry Winterfeld
- *Mystery of the Roman Ransom* by Henry Winterfeld  
Both books by Winterfeld are fun mysteries set in Ancient Rome. Students will be introduced to daily life in that era even as they seek to solve the not-too-simple mysteries.
- *Galen and the Gateway to Medicine* by Jeanne Bendick  
A wonderful introduction to this scientist of Ancient Rome.

### Grades 7–9

- *Augustus Caesar's World* by Genevieve Foster  
Though the author does a wonderful job giving a sense of all that was happening in the world during Augustus Caesar's lifetime, she does present all of the religious beliefs as equal. If your child is able to discern as he or she reads, this book should prove valuable and provide good discussion material. If your child is not as grounded in truth, you may want to use the alternate books listed next.
- OR *Beric the Briton* by G. A. Henty and *For the Temple* by G. A. Henty  
Historical fiction by a master storyteller. *Beric the Briton* focuses on life in Britain before Rome conquered it. *For the*

*Temple* is set in Jerusalem in A.D. 70 when Titus desecrated and destroyed the Temple.

- Book of Centuries (one for each student)
- *The Bronze Bow* by Elizabeth George Speare  
A classic historical fiction that centers around life during the time of Christ and how one boy meets Jesus.
- *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.
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer (one for each student)  
Students will work their way through the book of Romans, digging deeper into word meanings and narrating every paragraph. An in-depth study of this letter Paul wrote to believers living in Ancient Rome.

## **Grades 10–12**

- *The Apostle: A Life of Paul* by John Pollock  
A superbly-crafted, extensively-researched living narrative of the life of Paul that fills in the spaces between the glimpses of his life that we see in Acts, interweaving them with details on Jewish culture, geography, and Ancient Roman practices. Of course, some details must be speculative, but those are clearly labeled as such and do not detract from the power of this resource. What *Adam and His Kin* does for Genesis, *The Apostle* does for Acts and the epistles. (Reserved for the upper grades because of some of the descriptions of sinful cities that Paul visited and preached in. Their sinful practices are not in any way sensationalized or presented inappropriately, but they are mentioned to give a better idea of the culture in which he ministered.)
- *Augustus Caesar's World* by Genevieve Foster  
Though the author does a wonderful job giving a sense of all that was happening in the world during Augustus Caesar's lifetime, she does present all of the religious beliefs as equal. Encourage your child to discern as he or she reads; this book should prove valuable and provide good discussion material.
- *Ben-Hur* by Lew Wallace  
A classic historical fiction set in the time of Christ.
- 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.
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer (one for each student)  
Students will work their way through the book of Romans, digging deeper into word meanings and narrating every paragraph. An in-depth study of this letter Paul wrote to believers living in Ancient Rome.
- *Peril and Peace* (History Lives series, Volume 1: Chronicles of the Ancient Church) by Mindy and Brandon Withrow  
Living stories that introduce important men in church history. Students in grades 10–12 will read all of this book, while the Family reads selected biographies from it.
- *Plutarch's Lives*, biographies of Julius Caesar and Marc Antony, by Plutarch  
Biographies of great Romans written by a man who lived in Roman times.

## **Optional**

- Various materials for hands-on projects

# 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)
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer (one for each student in grades 7–12)
- *The Stuff They Left Behind: From the Days of Ancient Rome* portfolio (Family)
- *Visits to Europe* notebook by Sonya Shafer (one for each student in the Family)

## **Public Domain**

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

- *Ben-Hur* by Lew Wallace (grades 10–12)
- *Beric the Briton* by G. A. Henty (grades 7–9)
- *Plutarch's Lives*, biographies of Julius Caesar and Marc Antony, by Plutarch (grades 10–12)
- *For the Temple* by G. A. Henty (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.)

- *The Bronze Bow* by Elizabeth George Speare (grades 7–9)
- *City: A Story of Roman Planning and Construction* by David Macaulay (Family)
- *Galen and the Gateway to Medicine* by Jeanne Bendick (grades 4–6)
- *The Roman Colosseum* by Elizabeth Mann (Family)

## **Your Favorite Book Store**

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

- *The Apostle: A Life of Paul* by John Pollock (grades 10–12)
- *Augustus Caesar's World* by Genevieve Foster (grades 7–12)
- *Detectives in Togas* by Henry Winterfeld (grades 4–6 or 1–6)
- *Hungry Planet: What the World Eats* by Peter Menzel (Family)
- *Material World* by Peter Menzel (Family)
- *Mystery of the Roman Ransom* by Henry Winterfeld (grades 4–6 or 1–6)
- *Peril and Peace* (History Lives series, Volume 1: Chronicles of the Ancient Church) by Mindy and Brandon Withrow (Family and grades 10–12)
- *The Story of the Romans* by H. A. Guerber, edited by Christine Miller (Nothing New Press edition; for Family)
- *Then and Now Bible Maps* from Rose Publishing (Family)

Visit <http://simplycm.com/matthew-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 Romans* by H. A. Guerber, edited by Christine Miller (Nothing New Press edition)
- *The Stuff They Left Behind: From the Days of Ancient Rome* portfolio
- *Then and Now Bible Maps* from Rose Publishing
- *Visits to Europe* notebook by Sonya Shafer (one for each student)

### Plus . . .

#### Grades 1–3

- *Detectives in Togas* by Henry Winterfeld (if desired)

#### Grades 4–6

- *Detectives in Togas* by Henry Winterfeld

#### Grades 7–9

- Book of Centuries (one for each student)
- *The Bronze Bow* by Elizabeth George Speare
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer (one for each student)

#### Grades 10–12

- *Ben-Hur* by Lew Wallace
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer (one for each student)
- *Plutarch's Lives* by Plutarch

### Optional

- Various resources for hands-on projects

## What You Will Cover As a Family

**Bible:** *The Life of Christ in the Gospels, from John the Baptist's birth through Jesus' announcement at the Feast of Tabernacles*

**Geography:** *Europe, with special emphasis on Great Britain, Albania, and Bosnia*

**History:** *Ancient Rome, from its first settlers to the sacred geese that saved the Capitol from the Gauls*

## Term 1 At a Glance

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
<b>Week 1, Lessons 1-5</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study, lesson 1	Romans Study, lesson 1
<b>Geography</b>	Visits to Europe, Visit 1				
<b>History</b>	Story of the Romans, ch. 1-4		Detectives in Togas, ch. 1, 2		Ben-Hur, book 1, ch. 1-4; Plutarch's Caesar, 5 pages
<b>Week 2, Lessons 6-10</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study, lesson 1	Romans Study, lesson 1
<b>Geography</b>	Visits to Europe, Visit 2				
<b>History</b>	Story of the Romans, ch. 5-8		Detectives in Togas, ch. 3, 4	The Bronze Bow, ch. 1	Ben-Hur, book 1, ch. 5-8; Plutarch's Caesar, 5 pages
<b>Week 3, Lessons 11-15</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study, lesson 2	Romans Study, lesson 2
<b>Geography</b>	Visits to Europe, Visit 3				
<b>History</b>	Story of the Romans, ch. 9-12		Detectives in Togas, ch. 5, 6	The Bronze Bow, ch. 2	Ben-Hur, book 1, ch. 9-12 Plutarch's Caesar, 5 pages
<b>Week 4, Lessons 16-20</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 2	Romans Study, lesson 2
<b>Geography</b>	Visits to Europe, Visit 4				
<b>History</b>	Story of the Romans, ch. 13-16		Detectives in Togas, ch. 7, 8	The Bronze Bow, ch. 3	Ben-Hur, book 1, ch. 13, 14 and book 2, ch. 1, 2; Plutarch's Caesar, 5 pages
<b>Week 5, Lessons 21-25</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 3	Romans Study, lesson 3
<b>Geography</b>	Visits to Europe, Visit 5				
<b>History</b>	Story of the Romans, ch. 17-20		Detectives in Togas, ch. 9, 10	The Bronze Bow, ch. 4	Ben-Hur, book 2, ch. 3-6; Plutarch's Caesar, 5 pages
<b>Week 6, Lessons 26-30</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 3	Romans Study, lesson 3
<b>Geography</b>	Visits to Europe, Visit 6				
<b>History</b>	Story of the Romans, ch. 21-24		Detectives in Togas, ch. 11, 12	The Bronze Bow, ch. 5	Ben-Hur, book 2, ch. 7 and book 3, ch. 1, 2; Plutarch's Caesar, 5 pages



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
<b>Week 7, Lessons 31–35</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study, lesson 4	Romans Study, lesson 4
<b>Geography</b>	Visits to Europe, Visit 7				
<b>History</b>	Story of the Romans, ch. 25–27		Detectives in Togas, ch. 13, 14	The Bronze Bow, ch. 6	Ben-Hur, book 3, ch. 3–6; Plutarch's Caesar, 5 pages
<b>Week 8, Lessons 36–40</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 4	Romans Study, lesson 4
<b>Geography</b>	Visits to Europe, Visit 8				
<b>History</b>	Story of the Romans, ch. 28–30		Detectives in Togas, ch. 15, 16	The Bronze Bow, ch. 7	Ben-Hur, book 4, ch. 1–4; Plutarch's Caesar, 5 pages
<b>Week 9, Lessons 41–45</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 5	Romans Study, lesson 5
<b>Geography</b>	Visits to Europe, Visit 9				
<b>History</b>	Story of the Romans, ch. 31–33		Detectives in Togas, ch. 17, 18	The Bronze Bow, ch. 8	Ben-Hur, book 4, ch. 5–8; Plutarch's Caesar, 5 pages
<b>Week 10, Lessons 46–50</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study, lesson 5	Romans Study, lesson 5
<b>Geography</b>	Visits to Europe, Visit 10				
<b>History</b>	Story of the Romans, ch. 34–36		Detectives in Togas, ch. 19, 20	The Bronze Bow, ch. 9	Ben-Hur, book 4, ch. 9–12; Plutarch's Caesar, 5 pages
<b>Week 11, Lessons 51–55</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study, Catch Up	Romans Study, Catch Up
<b>Geography</b>	Visits to Europe, Visit 11				
<b>History</b>	Story of the Romans, ch. 37, 38		Detectives in Togas, ch. 21, 22	The Bronze Bow, ch. 10	Ben-Hur, book 4, ch. 13–17; Plutarch's Caesar, finish
<b>Week 12, Lessons 56–60</b>					
<b>Bible</b>	Exam or Catch Up				
<b>Geography</b>	Visits to Europe, Visit 12				
<b>History</b>	Catch Up or Project or Exam				





## Lesson 1: John the Baptist Is Born

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Write on a sheet of paper or on a small white board the words “Malachi” and “Matthew,” leaving a large space between them. Ask students what they know about that space between the Old Testament’s events and the New Testament’s events. Add any of the following points that they do not mention themselves:

- As the Old Testament closed, Judea was under the rule of Persia.
- Alexander the Great conquered Persia, and Judea came under the power of Greece (333 B.C.).
- About ten years later Alexander died, and his four generals divided his kingdom between themselves. Judea was ruled by the Egyptian division, then the Syrian division, until the Jews rose up to rebel and gained some independence (323—63 B.C.).
- Then Rome rose to power and subdued Judea again, putting various leaders in place to keep it under control (63 B.C.—the Middle Ages).

Explain that the history lessons in this study will tell the story of Ancient Rome—how it started, how it grew to be in power, and what happened to it. That story will cover hundreds of years. In the Bible lessons, you will focus on the earthly life of one Person, Jesus Christ, which took place near the middle of Rome’s long history.

Remind students that the Israelites had long been watching for a Messiah, someone to save them. Discuss what they might have wanted to be saved from. Explain that the right time had come for that Messiah, and God was orchestrating the events to bring it about.

Read together Luke 1:5–80 and ask for an oral narration.

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**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.

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**Grades 7–12:** Students in grades 7–12 have two ongoing Bible projects throughout this year. First, they should work their way through an inductive study of the book of Romans with *Foundations in Romans*. See the *Foundations in Romans* book for details. A pace of two weeks per lesson is outlined in these lesson plans, with extra time to catch up, if needed, at the end of each Term. Begin working on lesson 1.

Second, they should be looking for any doctrinal truths in the passages read. The Gospels and Acts contain wonderful truths that students in grades 7–12 could record in their *Discovering Doctrine* books.

Jesus Christ born in Bethlehem  
(c. 4 B.C.–0 A.D.)



## Lesson 2: Jesus Is Born

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they recall from last time's reading about the events leading up to the coming of the Messiah. Read together Matthew 1:18–25 and Luke 2:1–38 and ask for an oral narration.

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*Tip: Each of the Gospel writers—Matthew, Mark, Luke, and John—recorded various parts of Jesus' actions and teachings. Some included details that others did not. By reading from more than one, we can gain a fuller picture of the years Jesus spent on earth.*

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**Grades 7–12:** Continue working on *Foundations in Romans*, lesson 1, and watching for truths to record in *Discovering Doctrine*.

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*Tip: Encourage older students to work on the Foundations in Romans lesson each day throughout the two weeks it is mentioned, not just on the days that Bible is scheduled. A full two weeks per lesson will give them more time to concentrate and enjoy the Romans Bible study.*

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*Tip: Matthew 1:18-25 contains some important truths about Jesus Christ for the Discovering Doctrine notebook.*

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## Lesson 3: Visit 1 to Europe



## & Various Readings

### Materials Needed

- *Visits to Europe*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *Ben-Hur* (grades 10–12)

**Family:** Complete Visit 1 in *Visits to Europe*.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 1, "The Wrong Lantern."

**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 1 and 2, "Into the Desert" and "Meeting of the Wise Men."



## Lesson 4: The First Settlers

### Materials Needed

- *The Story of the Romans*
- *Ben-Hur* (grades 10–12)

**Family:** Display the map on page 14 in *The Story of the Romans*. Ask students to locate Italy on the map and to describe what its shape looks like to them. Read together *The Story of the Romans*, chapters 1 and 2, “The First Settlers” and “The Escape from the Burning City.” Ask for an oral narration.

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*Tip: Narrations can be done in many ways. You may want to assign older children to do written narrations. Or visit our website at <http://simplycm.com/narration-ideas> for many more creative ideas that encourage students to narrate.*

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**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 3 and 4, “The Athenian Speaks—Faith” and “Speech of the Hindoo—Love.”



## Lesson 5: The Clever Trick

### Materials Needed

- *The Story of the Romans*
- *Then and Now Bible Maps*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *Plutarch’s Lives* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about Aeneas’ escape from Troy. Read together *The Story of the Romans*, chapters 3 and 4, “The Clever Trick” and “The Boards are Eaten.” Display map 15, in *Then and Now Bible Maps*, to trace Aeneas’ route. Flip the plastic overlay, map 14, in place to see Tunis, now the capital city of Tunisia, when it is mentioned. Ask for an oral narration.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 2, “A Muffled Groan.”

**Grades 10–12:** Read together or assign as independent reading about five pages of Plutarch’s biography of Caesar and ask for an oral or written narration.

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*Tip: Make sure older children are up to date with their Book of Centuries entries.*

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*Aeneas escapes Troy, founds a kingdom in Italy (c. 1184 B.C.)*



## Lesson 6: Magi Present Gifts to Jesus

### Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they remember from last time's reading about Jesus' birth. Read together Matthew 2:1–23 and Luke 2:39–52 and ask for an oral narration.

Together locate Jerusalem and Nazareth on map 12, Holy Land - New Testament, in *Then and Now Bible Maps*. See if students can determine how far Jesus walked during his trip to the Temple. (One of the Fascinating Facts on page 10 in that book gives more details.) Draw a local comparison, if you can, to help students gain a good perspective.

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*Tip: Israelite men were expected to make the trip to a central location (which became the Temple at Jerusalem) three times a year to celebrate the Feasts of Passover, Shavuot (Pentecost), and Tabernacles. (See Exodus 23:14–17; 34:22–24; Deuteronomy 16:16.)*

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**Grades 7–12:** Continue working on *Foundations in Romans*, lesson 1, and watching for truths to record in *Discovering Doctrine*.



## Lesson 7: Preparation for Ministry

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they recall from last time's reading about Jesus' trip to the Temple at Jerusalem. Explain that the events of today's reading took place eighteen years later. Read together Mark 1:1–13 and Matthew 4:1–11 and ask for an oral narration.

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*Tip: These events are also recorded in Matthew 3:1–17; Luke 3:1–23; Luke 4:1–13. Assign older students to read these parallel passages if desired.*

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**Grades 7–12:** Finish *Foundations in Romans*, lesson 1, this week and keep watching for truths to record in *Discovering Doctrine*.

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*Tip: Mark 1:1–13 and Matthew 4:1–11 contain some truths about Jesus Christ and angels for the Discovering Doctrine notebook.*

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## Lesson 8: Visit 2 to Europe



### & Various Readings

#### Materials Needed

- *Visits to Europe*
- *Material World*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *The Bronze Bow* (grades 7–9)
- *Ben-Hur* (grades 10–12)

**Family:** Complete Visit 2 in *Visits to Europe*.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 3, “A Bump of Considerable Diameter.”

**Grades 7–9:** Read together or assign as independent reading *The Bronze Bow*, chapter 1.

**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 5 and 6, “The Egyptian’s Story—Good Works” and “The Joppa Gate.”



## Lesson 9: The Wolf and the Twins

#### Materials Needed

- *The Story of the Romans*
- *Ben-Hur* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about Aeneas’ journeys before settling in Latium in southern Italy. Read together *The Story of the Romans*, chapters 5 and 6, “The Wolf and the Twins” and “Romulus Builds Rome.” Ask for an oral narration.

**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 7 and 8, “Typical Characters at the Joppa Gate” and “Joseph and Mary Going to Bethlehem.”

*Romulus founds the city of Rome*  
(753 B.C.)



## Lesson 10: The Maidens Carried Off

#### Materials Needed

- *The Story of the Romans*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *Plutarch’s Lives* (grades 10–12)

**Family:** Ask students what they recall from last time’s reading about the

## Book of Centuries Timeline

*Capture of the Sabine women by the Romans (730 B.C.)*

twins—Romulus and Remus—and the founding of Rome. Read together *The Story of the Romans*, chapters 7 and 8, “The Maidens Carried Off” and “Union of Sabines and Romans.” Ask for an oral narration.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 4, “The Mathematical Burglar.”

**Grades 10–12:** Read together or assign as independent reading about five pages of Plutarch’s biography of Caesar and ask for an oral or written narration.

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*Tip: Make sure older children are up to date with their Book of Centuries entries.*

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## Lesson 11: John the Baptist Announces Jesus

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Discuss with students what words do and how words can affect the relationship between two people. Explain that the Apostle John described Jesus as “the Word” because He expressed God’s thoughts toward man. Read together John 1:1–51 and ask for an oral narration.

**Grades 7–12:** Begin working on *Foundations in Romans*, lesson 2, and keep watching for truths to record in *Discovering Doctrine*.

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*Tip: John 1:1–51 contains some truths about Jesus Christ for the Discovering Doctrine notebook.*

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## Lesson 12: Jesus Turns Water to Wine; Nicodemus

### Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask the students to find Cana on map 12, Holy Land - New



Testament, in *Then and Now Bible Maps*. Notice where it is in relation to Nazareth. Also point out that the region was called Galilee. If needed, compare that concept to your town that is in your county or in your state or province. Trace Jesus' journeys as you read together John 2:1—3:36, and ask for an oral narration.

**Grades 7–12:** Continue working on *Foundations in Romans*, lesson 2, and watching for truths to record in *Discovering Doctrine*.

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*Tip:* John 3 contains some truths about salvation for the *Discovering Doctrine* notebook.

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## Lesson 13: Visit 3 to Europe



## & Various Readings

### Materials Needed

- *Visits to Europe*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *The Bronze Bow* (grades 7–9)
- *Ben-Hur* (grades 10–12)

**Family:** Complete Visit 3 in *Visits to Europe*.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 5, “Claudia.”

**Grades 7–9:** Read together or assign as independent reading *The Bronze Bow*, chapter 2.

**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 9 and 10, “The Cave at Bethlehem” and “The Light in the Sky.”



## Lesson 14: Death of Romulus

### Materials Needed

- *The Story of the Romans*
- *Ben-Hur* (grades 10–12)

**Family:** Ask students what they recall from last time's reading about the Sabines and the Romans. Write these words on a sheet of paper or small white board: senators, knights, patricians, plebeians. Explain that the students will hear more about those groups of people throughout their readings on Rome. Review who each term refers to. Explain that one of the

## Book of Centuries Timeline

*The Horatii vanquish the Curiatii*  
(670 B.C.)

senators played an important role in today's reading. Read together *The Story of the Romans*, chapters 9 and 10, "Death of Romulus" and "The Strange Signs of the Romans." Ask for an oral narration.

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**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.

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**Grades 10–12:** Read together or assign as independent reading *Ben-Hur*, book 1, chapters 11 and 12, "Christ Is Born" and "The Wise Men Arrive at Jerusalem."



## Lesson 15: The Quarrel with Alba

### Materials Needed

- *The Story of the Romans*
- *Detectives in Togas* (grades 4–6 or 1–6)
- *Plutarch's Lives* (grades 10–12)

**Family:** Ask students what they recall from last time's reading about the death of Romulus and the new king of Rome, Numa Pompilius. Read together *The Story of the Romans*, chapters 11 and 12, "The Quarrel with Alba" and "The Fight between the Horatii and the Curiatii." Ask for an oral narration.

**Grades 4–6 or 1–6:** Read together or assign as independent reading *Detectives in Togas*, chapter 6, "Handwriting."

**Grades 10–12:** Read together or assign as independent reading about five pages of Plutarch's biography of Caesar and ask for an oral or written narration.

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**Tip:** Make sure older children are up to date with their *Book of Centuries* entries.

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## Lesson 16: The Woman at the Well

### Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they recall from last time's reading about



# 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 Matthew through Acts, including Ancient Rome. 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.

## ***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 Matthew through Acts & Ancient Rome 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*

1007 pages read in 6 books  
44 written narrations  
16 artifacts studied  
Book of Centuries project  
3 essay exams

##### *Grades 10–12*

1566 pages read in 7 books  
43 written narrations  
16 artifacts studied  
Book of Centuries project  
3 essay exams

#### **Geography**

##### *Grades 7–12*

25 map studies and drills  
126 pages read in 2 books  
24 integrated map work in History and Bible lessons

#### **Bible**

##### *Grades 7–12*

158 pages read in 1 book (grades 7–9)  
456 pages read in 2 books (grades 10–12)  
190-page Bible study of Romans  
Discovering Doctrine project  
3 essay exams

