



# Quest for the Ancient World

## 4/8 Middler Version

Journeys Through Ancient Cultures

Mesopotamia  
Babylon  
Egypt  
Israel  
Greece

Phoenicia  
Assyria  
Persia  
China  
Rome

WinterPromise



**This Guide in Ebook Version:**

This resource can be printed in its entirety, though it need not be. You can view the introductory pages and print the schedule grid pages. Print pages in black and white or color, and hole punch on the left. Print Independent Study Schedules from another file.

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# Welcome to . . .

# WinterPromise

Hello! We are happy you have chosen to share part of your homeschool journey with us! We here at WinterPromise Publishing would like to take a moment to share with you the *promises* that we make to you as you begin this year's school session.

## **We promise . . .**

- ☞ That you will enjoy the people, places, and events that you will be introduced to this year.
- ☞ That your children will benefit from all the interaction they have with you, not a video teacher or a computer professor.
- ☞ That you will be actively, enjoyably engaged in learning, just as much as your children will be!
- ☞ That you will meet people whose personal integrity and walk with God will challenge your own spiritual life and give you opportunities to share Christ's work with your children.
- ☞ That you will not be bogged down in paperwork, but have time for real life!
- ☞ That you will receive help any time you need it by contacting us directly!
- ☞ That your children will learn to love learning!

## **A few tips as you begin - -**

☞ Be sure to take advantage of the many aspects of learning available to you in this guidebook. This guide is written with far more to do than you will need, so that you can choose not to do some assignments each week. However, all of the different resources in the program offer a chance to advance some skill or introduce some new concept. Many families find they enjoy picking and choosing to do some of the things each week, but they don't always choose to do the same thing. In other words -- they use all the aspects of the program **some** of the time!

☞ As you use WinterPromise, you will find that your guidebooks allow you to assemble a master guidebook that will allow you to just "open and go" with homeschooling each day. Your language arts guide has a wide margin so that it can be holepunched on the opposite side to lay on the left-hand side, while your main guide book lays open on the right, and thus face each other. Most parents keep each week's resources together by week. Some establish coordinating weekly files for worksheets or other resources, so they have everything right at hand!

☞ Mark each assignment in pencil with your student's initials in the box on the weekly grid when he has completed it. This will serve as your written record of what your student has done this year.

☞ Whatever you do, don't skip reading the introductory pages to your guidebooks. They contain indispensable material, some of which is not repeated elsewhere. You'll want to take advantage of the helps these pages contain!

It is our sincere hope that while you explore different times and places this year, you will also have the chance to show your child the opportunities in the here and now that will last an eternity.

Sincerely,  
Kaeryn Brooks, *Author*

# Introducing . . . Quest for the Ancient World

## What's in My Program Guide?

You'll want to know what is in your guide, so here's a breakdown of what you are receiving!

### Introductory Pages

- ◆ Resources for This Program
- ◆ Other Resources
- ◆ Assembling & Using Your Guide
- ◆ Overview of Learning Goals & Methods
- ◆ Get Acquainted with This Year's Resources
- ◆ Making the Most of the Study Schedules
- ◆ Preparing for This Study

### Activity & Reinforcement Planning

- ◆ Planning Your Activities
- ◆ Activity Planning Chart
- ◆ For Additional Fun . . .
- ◆ Ancient World Optional Resources

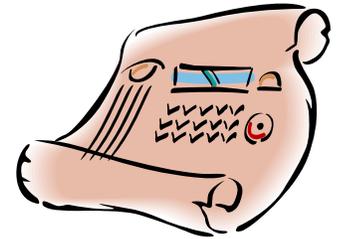
### Teaching Techniques & Helps

- ◆ Teaching Effectively Using C. Mason Ideals
- ◆ What Do I Do About Grading/Assigning Grades?
- ◆ C. Mason and Multiple Intelligences
- ◆ But My Kids Have Different Learning Styles!
- ◆ So How Do I Stay Organized?
- ◆ What About Narration?
- ◆ I Think I Still Have More Questions!
- ◆ Utilizing Notebooking Resources
- ◆ Timeline Board Games and Cards

### Guide Pages

- ◆ Overview of Studies
- ◆ Weekly Schedules for 36-Week Year
- ◆ Student Study Schedules for all Weeks

## Quick Start Highlights!



### ★ **Make Sure You Have All Your Resources**

Use the "Ancient World 4/8 Resources" lists on pages 4-5.

### ★ **Assemble Your Guide**

See these great tips for assembly and creating weekly resource folders on page 6.

### ★ **Discover Learning Goals & Methods, and Get Acquainted with This Year's Resources**

A quick overview is on pages 7-10. This overview gives you insight as to what each resource should accomplish for your child, and includes a brief set of learning goals and methods.

### ★ **See What You Can Do to Prepare for This Study**

You'll discover how to set goals, prepare printed materials, get to know how to utilize key resources, gather supplies, and adapt it all for your family on pages 11-13.

### ★ **Take a Look at This Year's Activities**

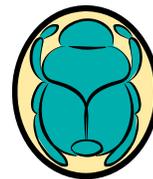
You can decide what really interests you, and use these pages as an overview for keeping on track this year, on pages 14-19.

### **LATER, When You Have More Time, You Can Make Use of Other Helps**

We've provided resources to help you involve an older learner, teach effectively using Charlotte Mason ideals and narration, adding additional fun and activities to your planned year, and staying organized with good scheduling and easy record-keeping. These pages follow those listed above, and come before your weekly schedules. They're here to help you feel prepared for a great year!



# Other Resources for This Study



## Necessary Resources - Adventure Reading:

With the proliferation of ebooks that have become available for personal reading devices, laptops, smartphones, and computers, WinterPromise no longer includes Adventure Reading books as part of their sets. Ebooks are less expensive for parents, and offer a great option to help homeschoolers keep costs down.

In an effort to pass this savings along to parents, we are no longer including these books in the program, as it makes a lot of sense to let parents take advantage of this entirely new way of reading. These books are still necessary to the completion of the program, but parents can add them as ebooks, borrow them, or even purchase them from us as special order items. Either way, it brings down the cost of the program, and gives parents even more choices!

Here is the list of Adventure Readers needed for this program, along with information to help you track down these books, and a list of which books are available in ebook format for Kindle and Nook.

<b>BOOK TITLE:</b>	<b>PRINT ISBN#</b>	<b>PRINT PRICE</b>	<b>KINDLE</b>	<b>NOOK</b>
Pharaohs of Ancient Egypt	978-0394846996	5.99	YES	YES
The Golden Goblet	978-0140303353	6.99	NO	NO
Victory on the Walls	978-1883937966	13.95	YES	NO
Hittite Warrior	978-1883937386	14.95	NO	NO
God King	978-1883937737	14.95	NO	NO
Adara	978-0802852168	8.00	YES	NO
The Iliad	978-0753457221	7.99	NO	NO
The Odyssey	978-0753457238	8.99	NO	NO
Bronze Bow	978-0395137192	6.95	YES	YES
Gladiator	978-0618070329	8.95	NO	NO

**NOTE:** If you prefer, you can use Rosemary Sutcliff's "Black Ships Before Troy" in place of "The Iliad," above, and her book "The Wanderings of Odysseus" in place of "The Odyssey." An alternate schedule is included for these two books in Weeks 25-27, and 28-30. Here is their information:

Black Ships Before Troy	978-0553494839	6.50	NO
The Wanderings of Odysseus	978-0553494822	6.99	NO

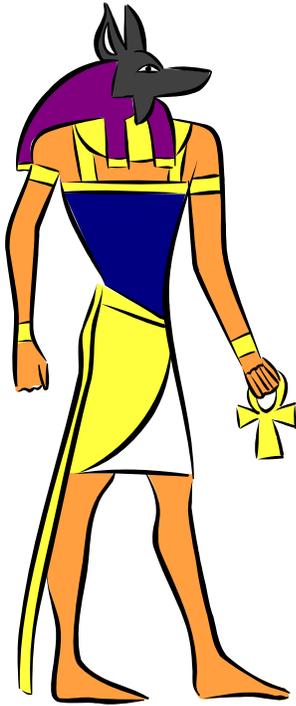
## Consider These Optional Resources:

We highly recommend that you add the World Map CD, as it offers map templates you'll use for your mapping assignments. (Find out more on page 11.) We also recommend that you add either Homeschool in the Woods' Creation to Christ Set of timeline figures or their Comprehensive CD, that has over 1300 figures for all of history. Either of these is sold by WinterPromise and the figures from these sets are recommended each week for placement into your "Timelines in History," which is another optional resource you'll need. We do not include "Timelines in History" into any one themed program, since your student will use it for many years.

## Consumable Resources:

Only one resource this year is consumable -- you need one per student of the "Make-Your-Own" Ancient History Book. You'll read more about this resource, and how to print and use it from your digital set on page 11.

# Assembling & Using This Guide



## It's So Easy!

Unlike many curriculum programs, you do not have a bookcase worth of curriculum guides. All the guidance you need is able to be kept in one binder. It's the only teaching material you'll need!

## Use a Heavy-Duty Binder

You will want to use a large binder to keep your hole-punched introductory pages, guide pages, and additional resources -- as well as your language arts pages -- neatly organized this year, if you choose to print your guide. You may find it is helpful to get some tabs to put in your binder to separate the pages by weeks. Teacher resources which are included in the themed, language arts, or science programs can be included in your binder in their own tabbed section.

- \* Weekly grid schedule pages from your themed study, language arts program, or science study
- \* Introductory material and teacher resources from these same programs
- \* Timeline Card Boards and Cards

## Arranging the Weekly Schedules

Most parents find the easiest way to organize the pages is to take Week 1 from your language arts program and Week 1 from this guide, put them face to face, and place them into your binder. (This will require that you hole-punch the language arts guide pages with a grid on the opposite side from existing hole punches.) When the pages from the two guides are opened up, they will lay facing each other and everything you need for that week will be close at hand. Keep on doing this for weeks 2-36, one right after another.

## Organizing Student Work

What are some ways you can organize student work?

### OPTION #1

One way is to create weekly folders, and number them as Weeks 1 through 36, and slide your student's resources (listed below) into these folders.

### OPTION #2

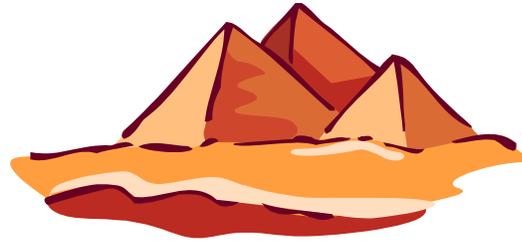
Other students prefer to keep everything in their own binder. These binders can make use of tabs to keep the resources listed below kept separate, so the student can readily find it.



Student resources include:

- \* Independent study schedule pages from your themed guide
- \* Consumable pages from resources that support your themed study
- \* Any project or activity sheets, if they are in a loose-leaf format
- \* Language arts or math worksheets, if loose-leaf
- \* Small or flat activity supplies you've gathered that you know your student will need

# Overview of Learning Goals & Methods



## **Ancient World Learning Goals:**

We've provided oodles of fantastic resources to help your family achieve these learning goals.

### **Goals for Historical Study**

- \* To learn about the cultures of ancient peoples from the beginning of history to the Roman empire
- \* To learn about the different rising civilizations in ancient history:  
early human history, early peoples in Mesopotamia, the Egyptians, the Israelites, the Assyrians, the Babylonians, the Persians, the Greeks, and the Romans
- \* To become familiar with the rulers that changed ancient history
- \* To understand the flow of ancient history
- \* To grow in understanding of how and why people developed new ideas that changed the world
- \* To discover the key contributions made to the world by different ancient cultures

### **Goals for Cultural Study**

- \* To identify key cultural elements of the different civilizations in ancient times
- \* To discover value and appreciate the cultural contributions of ancient civilizations
- \* To grow in understanding of how technological advancement and military might influenced ancient culture and development

## **Ancient World Learning Methods:**

WinterPromise uses a number of learning methods in an effort to bring you the "best of all worlds." Many of our methods are influenced by Charlotte Mason ideals, but we also offer additional learning methods that weren't specifically advocated by her, often because of the time in which she lived. We offer methods that, true to Charlotte's hopes, allow the student to enjoy a variety of experiences -- it's why we have created the "Experience" method of homeschooling.

### **LEARNING METHOD KEY**

**Here are some learning methods students can expect to encounter this year:**

**Read** books to learn material about people, history, culture, or past events

**Look** carefully at illustrations, photographs, charts, or video to draw conclusions about a time/place

**Listen** to the experiences and daily life challenges of others in fictional and nonfictional books

**Discuss** the implications of what you've read, and/or what you see, in the lives of people or groups

**Determine** how the given culture compares or contrasts to your own experiences

**Peruse** maps to locate countries or states, natural features and landforms, and manmade landmarks

**Examine** pieces of art to discover detail, learn about an artist and his methods, and take joy in art

**Practice** your knowledge of key concepts by utilizing resources such as timeline cards

**Experience** what you've learned by trying it yourself through active learning opportunities

**Reinforce** what you know by drawing, answering questions, and filling out interactive pages

**Show** what you know by answering questions or participating in oral review, quizzes or tests

**Complete** workbook-style pages to reinforce rote knowledge of a subject area or skill

**Narrate** about what you've read to demonstrate your knowledge and understanding



# Get Acquainted with This Year's Resources

## Get to Know This Year's Resources

The resources on this page and the next one include a list of learning methods you and your student will use as you work through that resource. The key to the learning methods is on page 7.

### Historical Learning - History Books

Learning Method: **Read, Look, Listen, Discuss, Determine**

Learning Goal: Learning about different events in history and understanding their relevance

Each of the historical resources, whether in print or digital format, are designed to be read aloud and discussed with your students. A variety of historical books allow students to go inside an event or time period to see and experience its culture or what happened and why. Parents may find cuddling on the couch is a comfortable way to encourage students to look at the illustrations and involve them in discussion about the text. As you move through the books, you will find many opportunities for discussion, not only about the books themselves, but also about the choices and priorities of states or individuals. You'll also have ample opportunities to talk about the beliefs or cultural lives of people in ancient history, and how they agree or disagree with your own views and beliefs. Take advantage of these opportunities to expand your student's understanding and improve their thinking skills. Ask open-ended questions when you can, to teach your child to think through issues and come up with reasonable conclusions.

### Journaling - Pages for the Timeline

Learning Method: **Reinforce, Show**

Learning Goal: To investigate history topics, and demonstrate mastery of history material

The "Make-Your-Own" Ancient History Book allows students to show what they're learning in a written format, many pages of which are done in a journaling format. These resources feature all different kinds of interactive pages, and they are designed to be filed into the student's "Timelines in History."

### Bible Study - Lamps, Scrolls & Goatskin Bottles

Learning Method: **Read, Listen, Reinforce, Experience**

Learning Goal: To develop an understanding of the culture of the Israelites and other ancient people

Students can actively work through most portions of "Lamps, Scrolls & Goatskin Bottles" on their own, although you may enjoy reading this resource together, helping out and discussing some portions together or as follow-up. It gives in-depth information on a variety of cultural elements from Bible times.

## Geography Study - Weekly Mapping Assignments

Learning Method: **Peruse, Practice, Reinforce, Show, Complete**

Learning Goal: To learn the locations of ancient empires and key events in ancient history

Each week features a different mapping assignment related to what your student has studied that week. The assignments are found in their Independent Study Schedules. The map templates mentioned are from Homeschool in the Woods' World Maps CD. To complete the assignments, your student will need a good historical atlas. WinterPromise recommends the "Atlas of World History," and references page numbers from this atlas in weekly assignments. This atlas continues to be used with WVP's other world history programs.

## Historical Learning - Adventure Reading Books

Learning Method: **Read, Listen, Discuss**

Learning Goal: Learning about the history and the experiences of people through stories

This selection of books takes you inside the lives of people who live in all different times. Most families read these stories together, and talk about the challenges the characters face, and how this impacts their daily lives, or the different lifestyles or difficulties faced by people living in different times.

## Historical & Active Learning - Setting Out on Ancient Adventure Quests

Learning Method: **Read, Listen, Discuss, Experience, Reinforce**

Learning Goal: Go to specific places and times in ancient history, and learn about the culture

These "Adventure Quests" drop your student into history, and allow them to experience the culture of a specific place and time. They also challenge your student to complete one of several activities, most of which require no preparation or elaborate supplies. Focusing on these activities allows you to have a year that is very "Open & Go!"

## Active Learning - Ancient Cultures Activity Books

Learning Method: **Experience, Reinforce**

Learning Goal: Completing fun historical projects that make ancient history memorable

Students will have a fantastic time discovering all the cultural things that defined ancient civilizations! They'll discover the daily lives of pharaohs and peasants, kings and carpenters, philosophers and statesmen, and gladiators and caesars. The fun projects will reinforce what students are learning and help them discover relevant historical facts and get a feel for the times!

## A Note on Activities in "Ancient World":

Although many activities are **suggested** each week of the year, the schedule is designed to provide you with **choices** about which activities to complete. The schedule for this section is NOT designed for you to complete even close to everything! Instead, choose one or more of the activities that most interest your students.



# A Great Guide Feature!

## *Making the Most of the Independent Study Schedules*

Your guide includes not only a schedule of family work to be completed together, but also includes weekly Independent Study Schedules for students.



**IMPORTANT!** These are consumable, so be sure to copy as many as you need for each student!

### **A Great Aid to Parents & Students!**

Each week, you'll find a coordinating student study schedule that lists student's independent work. This sheet has a grid that lists each day's assignments, eliminating the need for parents to create "homework" lists.

Parents will benefit from these schedules because you have an instant partner to keep your student on track with their assignments. Instead of taking the time to compile a list, you have a list to give your student each week. The student can insert the sheet into their own personal binder for the week.

Students will benefit from these schedules because they will learn responsibility, self-motivation, and goal-setting with the help of the list. Parents can allow students to work on their own on these assignments as much or as little as students require, and parents will love how they are freed to work more directly with other students or in other areas because they've got their student on track!

### **Tips for Using Them Successfully**

- ◆ Go through the sheet with the student at the beginning of the week, answering any questions or concerns on the part of the student. Eliminate then any assignments you do not want the student to complete.
- ◆ Try to set aside a fixed time for projects and activities, as younger students like to be able to count on these special times. Many parents prefer to leave these items until their 5th day of the week every week or bi-weekly. Completing them right after lunch during a younger sibling's naptime may also be a great idea.
- ◆ **VERY IMPORTANT!** Depending upon your family's house rules, you may want to remind your student that trips onto the internet need to have some guidance by a parent, if they choose to visit each week's website recommendation.
- ◆ It may be helpful to have your student use a colored pen or pencil to mark off each day's individual assignments. It'll be easier for him (and you) to spot at a glance when an assignment has been missed.
- ◆ Older students can add any assignments to this sheet that they need to complete additionally.

# Preparing for This Study



## ***First, Try to Set Realistic Goals***

From the outset, it will be helpful if you realize that although active learning is going to be an important part of your learning this year, it does not need to take a lot of your time to still be effective. Some families are able to do a lot of active work, while others need to take a more relaxed approach and scale back the number of activities they plan to complete. Before you begin, try to evaluate what would be a good balance for your family.

## ***Next, Complete Copying or Printing Work***

Before your year begins, decide which of the resources below you'd rather print at home, and which need to be copied, then plan a trip to a copy place if you need to. The resources below are digital printables that you can print out yourself. They can be printed and used looseleaf, unless notes indicate otherwise. Here's a list of what you'll find in your digital files:

***This Guide*** - This guide can be used very successfully as a viewable file on a tablet or laptop, and may not need to be printed in its entirety. The grids look great and are easy to use on these devices. The Independent Student Schedules will need to be printed, so read on!

***Independent Student Schedules*** - You'll want to copy all of these pages if using a printed copy of the guide, since you'll want to keep those in the guide as originals in case you ever use this study again with younger children in your family. If you have a digital set, you need to print these pages. (For ease of printing, these are in a digital file by themselves, as well as being integrated into the guide.) In either case, make a set for each student you think is old enough to keep track of their own work assignments.

***Timeline Cards*** - Make copies of the timeline cards on cardstock as directed on the originals in this guide. You can print the originals from your digital set, then have these copied (double-sided) onto cardstock. Use as flashcards for review, drill or quizzing with the games outlined in this guide.

***Activity Planning Chart*** - We recommend you make a copy of these pages before you mark on them, so that you can reuse the pages later. Use the chart to mark those you want to do, and then you can use this as a shopping list for the various supplies. Making a copy is best, as some have accidentally left their chart at Wal-mart or a craft store while shopping, and we'd hate for this to happen to you!

***Activity Pages or Projects in Books*** - Several of the books you'll use for this study require copies be made if you'd like to complete some of the projects. Be sure to leaf through "Great Ancient China Projects," and "Ancient Egypt Projects," "Explore Ancient Greece," or "Explore Ancient Rome" for anything you'd like to copy. There are several projects in "Lamps, Scrolls and Goatskin Bottles" that you will absolutely need to copy.

***Map Templates from "World Maps CD"*** - This year, you'll need several maps printed out from your CD. For each student, you'll need 3 copies of the Ancient Rome template, and one each of these templates: Ancient Egypt, Ancient Israel, Twelve Tribes of Israel,\* Ancient Mesopotamia, Ancient China, and Ancient Greece. (\*Only available on this CD - use Ancient Israel template if you don't have it.)

***Digital Printables*** - There are some digital printables that you can print out yourself. They can be printed and used looseleaf, unless notes indicate otherwise. Here's a list of what you'll find in your digital files:

***"Make-Your-Own" Ancient Chronicle*** - Make one copy of this resource for each student.

***Setting Out on Ancient Adventure Quests*** - Make one copy of this resource for each student.

# Get to Know the "Ready-to-Go" Activities & Opportunities We've Provided

Most of your "Open & Go!" activities this year will come from the "Setting Out on Ancient Adventure Quests" resource. The activities in this book will be fairly easy to complete, and usually require no supplies beyond typical craft supplies. In addition, we've provided a lot of other "open and go" resources for your student to complete. We've listed these below, and it will help greatly in the next step of preparation (deciding on activities), if you understand all the opportunities you have this year.

- MYO History Bk with interactive pages, activities, and reinforcement material.
- "Lamps, Scrolls & Goatskin Bottles" offers a mixture of ready-to-go activities and activities with prep.
- Website links give you glimpses into interesting history topics and events each week.
- Easy activities are listed from some history books such as "Ancient Egypt Projects" and others.
- History DVDs are easily available at your local library to really take you there.

Once you understand these open & go resources, you'll be ready to decide what activities to complete.

## Next, Decide Which Activities to Complete

Look through your guide and determine what you are going to try to accomplish this year. By now, you've had a chance to evaluate the "Open & Go!" activity options we have for you this year, and have an idea which of those are really going to interest your student and which you may set aside. Often parents find some aspect of our program does not connect with one or more of their students and set some part of it aside -- that's okay! That's why we provide so many learning avenues. Parents also find that some resources connect with one student, while another has completely different needs. Take time to really evaluate this.

Once you feel confident of how you are going to utilize the "Open & Go!" activity options, you're ready to make some decisions about which activities and how many will work for you this year. Read the suggestions below to help you begin.

### Suggestions About Your Level of Active Involvement



**Light Involvement** might mean that you simply want to complete one craft/activity per week. Choose carefully something that you think will make the biggest impact on your family and connect best with all your students.

**Moderate Involvement** would allow you set a goal to complete a few activities each week plus many of the timeline and mapping activities.

**Active Involvement** would allow you set a goal to complete several activities each week plus most or all of the timeline and mapping activities. You may try a selection of the activities from the other books when they look like they would most interest your students.

**Heavy Involvement** would set a goal to try to complete most of the recommended activities and most of all of the timeline and mapping activities, plus a few of the activities from the books. This will work for families whose children learn best with a kinesthetic, hands-on approach.

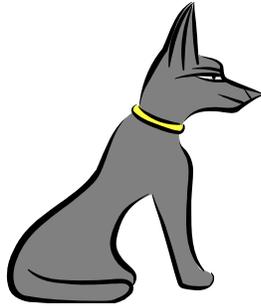
AS YOU CAN SEE, there are many levels of involvement that might work for your family. Perhaps you'll fall in between one of the levels above. Just try to keep your expectations realistic from the beginning. You may find you want to do more of the active things as you get more "into the swing of things" and your students and you are able to find your "groove."

Also, you really will find that many of the suggestions we've offered do not take a tremendous amount of time, really, as much as forethought. If you can get organized from the beginning, and try to stay that way, you'll accomplish a lot!

## ***Gather and Prepare the Supplies You Can***

Any time you spend gathering and preparing supplies at the beginning of the year will save you a lot of hassle later! Here's some ideas about how to invest your time.

- You may want to invest in a heavy-duty hole punch, as you will likely use it a lot!
- Assemble some multi-colored papers and supplies if your student would like to make extra timeline pages of his or her own.
- Make use of our "Activity Planning" helps on pages 14-19.
- Purchase a rotary cutter so students do not have to cut everything for activities with scissors.
- Consider doing some of the cutting for the activities ahead of time yourself, to save students work.
- Make sure you have lots and lots of glue sticks on hand for projects.
- Cut the timeline cards apart and store in a sturdy container to be used each week.
- Cut apart your timeline figures (whichever you are using) at the beginning of the year and store in separate envelopes marked with the week in which you'll use them. A list of figures used each week can be found in each week's Independent Student Schedules.



## ***Take a Look at Weekly Introductory Pages***

Each week in your guide features an introductory page that includes a summary of the important historical events and movements that are going on at the time, along with cultural happenings and movements that are important to the time period you are covering that week. Please read these sections aloud with your student before you begin your week, and then discuss the information they share. The passages will help them to understand the times they are studying and give them a greater appreciation of the significance of what they are covering in ancient history.

Also featured on the introductory pages are a section of questions drawn from one of your history books for the week. These questions can serve as a way to review, or a way to evoke good discussion from your students. Use the questions to do either, or both!

## ***Then - Adapt, ADAPT, ADAPT!***

As you consider what you can do this year, remember that almost all of the ideas we've provided in the guide can be adapted for your family or scaled back. While the original idea would be fun, if it's not going to work, think instead about how you can make it work for you. Scale back in a way that would work for your family, or ask an older student to take leadership in some areas to provide a helping hand. This allows them to develop leadership qualities, and makes it possible to do a little more with this extra help.

***It really is about adapting to fit your family!***

# Planning Your Activities This Year



Use the chart in this section to plan this year's activities and gather supplies, if you need to. The chart separates all the activities mentioned for the year by week, so you can stay ahead of the game!

You'll need a certain number of supplies for your notebooking from week to week. This includes a sturdy binder for the Timelines in History pages and any "Make-Your-Own" History pages your student will add. The student can keep their unused timeline figures in one of the binder's front or back cover pockets until it is time to use them. They may also want to keep unused maps in one of these pockets. It may also be helpful to purchase a small zipper bag that inserts into a binder for the supplies your student will need whenever he notebooks. He can then include in the zipper bag a small pair of scissors (nice, pointy ones work best for students at this age), glue sticks, a fine-tipped pen for handwritten work and a good set of colored pencils. Your student can then pull out everything he needs at once.

The basic supplies you'll need in your craft cupboard this year are listed below. You can expect to use at least some of these supplies each week this year. Oven, sink, and freezer use are assumed.

## Basic Supplies Needed in Your Craft Cupboard - Amounts are Per Student

Crayons	Sponges	White unlined paper	Pieces of light cardboard or cardstock
Colored pencils	Pipe Cleaners	Tissue paper	Posterboard - several
Regular pencils	Yarn in black		
Markers			
Chalk	Transparent tape	White paper plates	
Permanent black marker	White glue	Brown paper lunch bags	
Pens	White craft glue	Brown grocery bags	
	Glue sticks	Plastic grocery bags	
Paints in basic colors	Glitter glue	Popsicle (craft) sticks	
Paintbrushes	Construction paper		

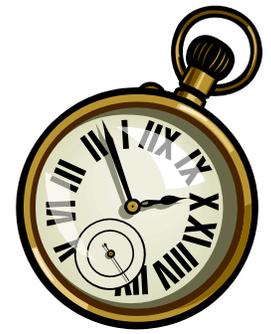
## Normal Household Supplies You May Need This Year

Knife, fork, spoon	Flour, sugar, salt, cornmeal	Hole Punch	Safety pins
Mixing spoon	Milk	Rubber bands	Flashlight
Plastic spoons, bowl, plate	Vegetable oil, cornstarch	Push pins	Watch
Drinking glass	Crisco, margarine, butter	Paper fasteners	Pennies (20 or more)
Paper towel	Small bowl	Stapler	Nickel, Dime, Quarter (1 ea)
White paper plates	Small baking dish	Index cards (3 x 5)	Metal washers (3)
Plastic gal. zip-locking bags	Cooking pan	Protractor	Tape measurer
Plastic wrap	Hot pads, small towel	Calculator	Measuring Tape
Aluminum foil	Glass measuring cup	Drawing compass	Yardstick
Measuring cups	Spatula	Old magazines	A stone or rock
Funnel		Old Newspaper	Cotton balls
Food coloring	Scissors		Duct Tape
Drinking straws	Ruler	Rope - 12 feet+	Masking Tape
Box of Toothpicks	Stapler	String	

***I know I have choices about what to eliminate and what to use -- so tell me about the "Resources and Activities" section -- is any of it 'required'?***

This portion of the study is not required, it serves as a "buffet" of choices to enhance your student's study and stoke the fire of their imaginations in pursuing additional areas of interest. However, we do expect that students will complete at least one to two a week to earn the credit associated with this program, especially for junior high students.

# Activity Planning Chart



Use this chart as a guide to determine which activities you plan to complete, and what supplies are needed that are not listed as part of a typical homeschool craft supply cupboard. If supplies for an activity are not listed, this indicates it requires only supplies that you should have if you have accumulated what is listed in the "Basic Craft Supplies" and "Normal Household Supplies" lists.

An easy way to plan is to use a highlighter to choose which activities you want to work on, along with the supplies needed. You can even copy this chart to use as a shopping list! None of the "game-type" activities, website recommendations, "Make-Your-Own" pages, notebooking and mapping projects are mentioned in this activity list. Neither are pages from activity workbooks or coloring books included in the activity schedule or Independent Study Worksheets.

**RATINGS SYSTEM!** A rating is given to each activity indicating to you the level of involvement needed to complete an activity. Between the stars above the activity are listed terms that should help you to know what an activity will involve. Here is the scale used. To the far right are the abbreviations we use in this chart.

## SCALE

**EASY** - Involves little to no prep for the parent and the student can complete it with common household supplies or none at all.

**LIGHT PREP (LT. PREP)** - Involves slightly more preparation but just common household supplies.

**LTD. SUPPLIES** - Involves little to no prep, but a few supplies you may have to gather, although most supplies will be common items.

**MODERATE** - Involves moderate preparation work or supplies you'll need to gather.

**SKILLED** - Project takes skill to complete, but supplies are provided or common.

**PLAN IT** - A project that requires time to plan ahead, but very accomplishable in other respects.

**DIFFICULT** - Project requires quite a bit of time, skill or supplies.

## ABBR.

**EAS**

**LTP**

**LTD**

**MOD**

**SKI**

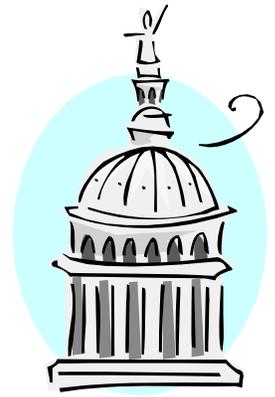
**PLN**

**DIF**

**Note:** Any projects that are bolded and italicized are those planned by WP as part of their "Adventure Quests," and have fantastic learning experiences for your family, with very few supplies needed.

WEEK	ACTIVITY	DESCRIPTION	SUPPLIES NEEDED
1	<input type="checkbox"/> <b>EAS - Create a Nature Ntbk</b> <input type="checkbox"/> <b>EAS - Name That Tune</b>	<ul style="list-style-type: none"> <li>▪ <b>Make a Nature Notebook</b></li> <li>▪ <b>Reinforces Jubal's Playing</b></li> </ul>	<input type="checkbox"/> A blank notebook with tabs <input type="checkbox"/> An instrument to be played
2	<input type="checkbox"/> <b>EAS - Ice Age Survival Plan</b> <input type="checkbox"/> <b>LTP - Classify Dinosaurs</b>	<ul style="list-style-type: none"> <li>▪ <b>Create a Survival Plan</b></li> <li>▪ <b>Classify Dinosaurs by Type</b></li> </ul>	<input type="checkbox"/> Coloring book about dinosaurs
3	<input type="checkbox"/> <b>EAS - Military Inventions</b> <input type="checkbox"/> <b>EAS - Create a Stele</b> <input type="checkbox"/> <b>EAS - Your Own Pictogram</b> <input type="checkbox"/> <b>LTP - Make a Cuneiform Tablet</b>	<ul style="list-style-type: none"> <li>▪ <b>Military Inventions of Sumer</b></li> <li>▪ <b>Make Your Own Stele</b></li> <li>▪ <b>Develop Own Pictogram</b></li> <li>▪ <b>Learn about Cuneiform</b></li> </ul>	<input type="checkbox"/> Your choice of materials <input type="checkbox"/> Clay
4	<input type="checkbox"/> <b>EAS - Choose a Stonehenge</b> <input type="checkbox"/> <b>EAS - Make Outdoor Circles</b> <input type="checkbox"/> <b>EAS - Discuss Family Rules</b> <input type="checkbox"/> <b>EAS - Try "Bull-Leaping"</b>	<ul style="list-style-type: none"> <li>▪ <b>Discover Stonehenge's Uses</b></li> <li>▪ <b>Learn more about Stonehenge</b></li> <li>▪ <b>Ponder Hammurabi's Laws</b></li> <li>▪ <b>Remember the Minoans' Fun</b></li> </ul>	<input type="checkbox"/> See quests to choose & see supplies <input type="checkbox"/> 6 empty glass pop bottles
5	<input type="checkbox"/> <b>EAS - Create Nomadic Tent</b> <input type="checkbox"/> <b>LTP - Make Mudbricks</b>  <input type="checkbox"/> <b>LTP - Cat Statue</b>  <input type="checkbox"/> <b>EAS - Bread or Date Candy</b>	<ul style="list-style-type: none"> <li>▪ <b>Build Your own Nomadic Tent</b></li> <li>▪ <b>Make Mudbricks</b>   <ul style="list-style-type: none"> <li>▪ <b>Egyptian Cat Statue</b></li> </ul> </li> <li>▪ <b>Recipes for Egyptian Foods</b></li> </ul>	<input type="checkbox"/> Blankets, sheets, pillows & snacks? <input type="checkbox"/> 1/2 gallon cardboard milk carton, dirt with clay, bucket, dried grasses <input type="checkbox"/> 2-liter bottle, 4-6 cups of sand, black and white acrylic paint, beads(optional) <input type="checkbox"/> Various ingredients - see book
6	<input type="checkbox"/> <b>EAS - 3-D Nile Map</b>  <input type="checkbox"/> <b>EAS - Papyrus Boat</b> <input type="checkbox"/> <b>EAS - Senet Game</b> <input type="checkbox"/> <b>EAS - Tunic, Sandals or Nemes</b>	<ul style="list-style-type: none"> <li>▪ <b>Delve into What's on the Nile</b>   <ul style="list-style-type: none"> <li>▪ <b>Papyrus Boat Model</b></li> <li>▪ <b>Egyptian Board Game</b></li> <li>▪ <b>Make Egyptian Clothing</b></li> </ul> </li> </ul>	<input type="checkbox"/> Large, shallow box, sand, colored clay or play dough, fine line black marker <input type="checkbox"/> 20 straws, brown spray paint <input type="checkbox"/> 7 small objects to use as pawns <input type="checkbox"/> Various supplies - see book

# For Additional Fun . . .



## DVD Suggestions

Marvelous DVDs have been suggested to accompany this year's study, and many of these will add another dimension to your student's discovery of ancient history. For instance, the documentary series, "Lost Civilizations" takes students to ten different civilizations throughout ancient history, acquainting them with the life and culture of their people. "Egypt's Golden Empire," uses stunning scenery and archaeological sites to introduce students to the culture of the Egyptians. These are just two examples of the DVDs that will really help your student grasp more about ancient culture and history. You and your family will really benefit from these resources. You should be able to borrow them from any library. Take a look at our DVD list of recommendations, and see if you can arrange to either borrow them from a local library or purchase them. Many libraries, even if they don't have the title, can borrow it from another location in time for your studies. A list of all the recommended DVDs is on pages 22-23. We've divided them by week so you'll have what you need when you need it!

## Books on Tape

Some of the titles you and your students will listen to this year are available on cassette or CD. Read by gifted speakers, you are certain to enjoy the experience of listening to someone else read the text of these books. Most can be ordered online or at your local bookseller.

## Israelite Shepherd Camp-Out

You will be focusing on the Israelites for much of this year. Perhaps on one of your holiday weekends, you would like to have your kids plan an "Israelite Shepherd Camp Out." It doesn't have to be outdoors. Rig up a "bedouin tent" in the family room. Make a pretend fire out of empty paper towel holders with red, yellow, and orange tissue paper sticking out from between the "logs." For a nice fire "glow," hide a flashlight or touch light under the tissue paper. Have figs and pita bread. Plan a slingshot contest. Tell stories from Israel's past.

## Visit a Local Museum

In almost any local museum, there might to be some space dedicated to at least one of the themes we have studied this year. Call and find out what permanent exhibits may have to offer to your studies before you begin your year, and plan accordingly. While you are calling, be sure to ask about temporary exhibits which may also fall into line with what you'll cover this year. Even temporary exhibits usually stay for a few weeks to months. Themes to watch for:

Dinosaurs  
Ice Age  
Development of written language  
Development of numbering systems  
Development of mathematics  
Sumerians  
Life in the Fertile Crescent  
Egyptian life and culture  
Middle Eastern life and culture  
Cleopatra or Julius Caesar  
Israel  
Greek culture and philosophy

Greek or Roman architecture  
Mythical literature  
Alexander the Great  
Life of Christ  
Roman roads and aqueducts  
Spread of Christianity  
Roman Empire and its lands  
Trade in the ancient world  
Hieroglyphics  
Archaeological finds in the Middle East  
Ancient monoliths  
Seven Wonders of the ancient world

## **Magazines to Try**

Cobblestone Publishing puts out a magazine that is dedicated exclusively to world history. It is *Calliope* magazine. This company also has a variety of other magazines including *Cobblestone*, which concentrates on American history, and *Dig!*, which investigates archaeology. You can see samples of all these magazines by going to <http://www.cobblestonepub.com>. They also have back issues on a variety of subjects available for purchase at the site.

## **Battle Re-Enactments**

Although most of the events you will study this year have taken place on foreign soil, depending on where you live, it may be worthwhile to check into whether your local area has an active chapter of battle re-enactors. You do not necessarily need to live near a historically significant battlefield to enjoy seeing a battle re-enacted. Again, call ahead. You may even be able to talk a local person into showing you how period guns or other equipment works. Many of these people travel to where they re-enact, so they live all over the country. You can do a search on the web for re-enactors. Local forts and historical sites often have re-enactments. You might want to visit this website to get a taste of how some folks are into history: <http://www.ragweedforge.com/buckskin.html>

## **Local Events**

Every community offers some kind of cultural events -- it is usually just a matter of tracking them down. It is a great idea to subscribe to your local newspaper and keep up with the calendar of events. Many communities offer exciting events that never make the front page. They are buried in the events section. Often some of the most rewarding (and low cost!) opportunities are hidden in this section and announced nowhere else. Another option is to keep up with your local paper online. Many newspapers are now offering an online version that is trimmed down, but which is useful for finding upcoming cultural learning experiences.

## **Art & Music**

And don't forget -- a well-rounded cultural experience also involves the music and arts of the people who lived in a certain time period or geographical location. Haunt your local art museums. Take in a few symphonies. Research the time period before your visit, so you know what was going on in the hearts and minds of people as they expressed themselves in art. Share this with your students, and get them involved by writing down what emotional response they have to pieces of music or art.

## **Team up with Other Parents**

Getting to know other homeschooling families means you might be able to team up on art projects once a week. Many parents have had great success at trading off responsibilities for some of the activities, while meeting with additional students also expands what you can do. Acting out a scene from history is a lot more fun when there are several students.

## **Or, Plan a Trip to These Fantastic Spots!**

**The Creation Museum** ([www.creationmuseum.org](http://www.creationmuseum.org)) presents a magnificent look at the early history of the earth. Located a few miles outside Cincinnati, this state-of-the-art 70,000 square foot museum brings the pages of the Bible to life with dinosaur exhibits and more! A live nativity is often planned during the Christmas season.

**The Explorations in Antiquity Center** ([www.explorationsinantiquity.net](http://www.explorationsinantiquity.net)) in LaGrange, Georgia is highly recommended by a WP parent, Cindy B. It is a living museum of life in ancient times. Through archeological replicas, Biblical meal presentations, lectures, and other personal experiences, ancient Middle Eastern life becomes real today.



# Ancient World Optional or Needed Resources (and When They're Used!)

Any item numbers with DVDs indicate the History Channel's numbering system. An ISBN# is the coding used for other media resources and could be used to track down resources through a major retailer such as Barnes & Noble. The star rating system is on a 1-5 scale, with 5 being the highest possible score.

Generally we do not recommend much under a three-star level, which means all the videos we recommend we consider above average as far as presentation and interest. This is not to say that 3-stars is not very good or just "average," but rather, to provide the parent with a way to prioritize those they really want to prioritize purchasing, renting or borrowing for the year. All of the videos we mention would be a welcome addition to your regular studies. 5-stars just indicates a sparkling gem among gems.

**Please Note:** We always recommend previewing any DVD, to make sure that there are no scary elements or other content that you'd prefer to fast forward past, etc. Even the best documentaries occasionally have material your family may find objectionable.

Week	Name and Description	Format	Use Level
Week 2	<p><b>"In Search of Noah's Ark"</b></p> <p>The video "In Search of Noah's Ark" is a good choice for all age groups to help students understand the many excursions which have been made up Mt. Ararat to try to locate the ark.</p>	DVD	Optional ★★★
Week 3	<p><b>Time Life's: "Lost Civilizations"</b></p> <p><b>Extremely Good Video Set to Purchase:</b> This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. If you do not track down any other videos, this would be a good one to give a short overview of five different civilizations: Mesopotamia, Ancient Egypt, Aegean, Greece, China and Rome. Each segment is just under an hour long. You should be able to find this DVD relatively easily. Amazon offers it online. <b>This week watch: "Mesopotamia: Return to Eden"</b></p>	DVD	Optional ★★★★★
Week 4	<p><b>Time Life's: "Lost Civilizations"</b></p> <p><b>Extremely Good Video Set to Purchase:</b> You'll remember the earlier suggestion to purchase this set. This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. <b>This week watch: "Aegean: Legacy of Atlantis"</b></p>	DVD	Optional ★★★★★
Week 6	<p><b>A MUST! - "Egypt's Golden Empire"</b></p> <p>This DVD is put out by PBS and is top-notch. The scenery is gorgeous and your kids will eat up all the information that is given. For the next few weeks, various DVD "chapters" will be scheduled for you. You can order it at PBS' online store (<a href="http://www.pbs.org">www.pbs.org</a>) or through a local bookstore. (ISBN# 0780638352) <b>Many libraries also carry this title.</b> <b>This Week:</b> View these chapters from Part I: "Introduction," "The Warrior Pharaohs," and "War and the Birth of an Empire."</p>	DVD	Optional ★★★★★
	<p><b>Time Life's: "Lost Civilizations"</b></p> <p><b>Extremely Good Video Set to Purchase:</b> You'll remember the earlier suggestion to purchase this set. This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. <b>This week watch: "Egypt: Quest for Immortality"</b></p>	DVD	Optional ★★★★★
Week 7	<p><b>A MUST! - "Egypt's Golden Empire"</b></p> <p>It's not too late to start viewing this DVD. (See week 6 notes). For the next few weeks, various DVD "chapters" will be scheduled for you. <b>Many libraries also carry this title.</b> <b>This Week:</b> View these chapters from Part I: "Hatshepsut -- Daughter of a God," and "Tutmoses III - The Conqueror of Megiddo."</p>	DVD	Optional ★★★★★

<b>Week 8</b>	<b>A MUST! - "Egypt's Golden Empire"</b> It's not too late to start viewing this DVD. (See week 6 notes). For the next few weeks, various DVD "chapters" will be scheduled for you. <b>Many libraries also carry this title.</b> <b>This Week:</b> View these chapters from Part II: "Introduction," "Pharaohs of the Sun," and "Amenhotep III -- Protector of Peace and Prosperity."	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 9</b>	<b>"Egypt's Golden Empire"</b> It's not too late to start viewing this DVD. (See week 6 notes). For the next few weeks, various DVD "chapters" will be scheduled for you. <b>Many libraries also carry this title.</b> <b>This Week:</b> View these chapters from Part II: "Akhenaten and Nefertiti," "Tutankhamen -- A Dynasty, A Country, An Empire," and these chapters from Part III: "Introduction," and "The Last Great Pharaoh."	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 10</b>	<b>"Egypt's Golden Empire"</b> <b>This Week:</b> View these chapters from Part III: "Rameses -- Ruler of Rulers," "Valley of the Kings," "Ramesses II Revisited," and "A Crumbling Empire."	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 14</b>	<b>"Empires: Kingdom of David"</b> PBS has another entry in its "Empires" series that older students will enjoy. Entitled, "Kingdom of David: The Saga of the Israelites" shares many of the events that shaped the Hebrew nation. You will want to watch this with your student, however, as occasionally you may encounter facts or opinions with which you do not agree. Nevertheless, this video has many fine portrayals of important events, people and places in Israel's history. ISBN# 0780641310	<b>DVD</b>	<b>Optional</b> ★★★
<b>Week 22</b>	<b>Time Life's: "Lost Civilizations"</b> <b>Extremely Good Video Set to Purchase:</b> You'll remember the earlier suggestion to purchase this set. This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. <b>This week watch: "China: Dynasties of Power"</b>	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 26</b>	<b>"The Greeks: Crucible of Civilization"</b> PBS has a video entitled "The Greeks: Crucible of Civilization" that would be well worth watching. It is a top-quality production, and will leave your students with a great understanding of what the Greeks added to the development of learning and democracy. They also have a companion website.	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 27</b>	<b>Time Life's: "Lost Civilizations"</b> <b>Extremely Good Video Set to Purchase:</b> You'll remember the earlier suggestion to purchase this set. This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. <b>This week watch: "Greece: A Moment of Excellence"</b>	<b>DVD</b>	<b>Optional</b> ★★★★★
<b>Week 30</b>	<b>Time Life's: "Lost Civilizations"</b> <b>Extremely Good Video Set to Purchase:</b> You'll remember the earlier suggestion to purchase this set. This is a library of 10 different programs on ancient civilizations. Six of the ten are programs that are included as suggested to watch throughout the year. <b>This week watch: "Rome: The Ultimate Empire."</b>	<b>DVD</b>	<b>Optional</b> ★★★★★
	<b>Suggested Project</b> <b>Purchase "Dirty Old Coins: Ancient Roman Coin Kit"</b> Have hours of fun discovering, cleaning, preserving and studying your very own ancient coins. Along with the kit is a CD-ROM that will help you identify your coin! Restored coins are worth \$1-10, and occasional a lot more. Comes with 10 coins. Order online at <a href="http://www.visionforum.com/boysadventure/">http://www.visionforum.com/boysadventure/</a> or by phone from Vision Forum at 1-800-440-0022. Under \$40.	<b>Project Supplies</b>	<b>Optional</b> ★★★★★
<b>Week 32</b>	<b>"Cleopatra" Video</b> Watch the first half of this movie one day this week, stopping near the middle of the film, and finishing the film another day. Older students may want to follow the directions listed under Activity 98 C.	<b>DVD</b>	<b>Optional</b> ★★★



# **Teaching Effectively Using Charlotte Mason Ideals**

## **Charlotte's Teaching Methods at Work This Year**

### **Enjoy Living Books**

Several of the books included this year allow you to really travel back through time to experience ancient culture and you should try to enjoy these resources to the fullest. A living book, with intriguing ideas, and their intermingling of story and fact, draws a student inside another world. It adds vividness, and makes the facts memorable. Your adventure reading is an important part of making this happen.

### **Take Time to Track Down Geographic Locations**

As you come to information about the geography of the past, take time to look it up on an atlas or map. If you have a history atlas, you'd be well served to perch it right near your school area, since it will be a constant help. Find the locations of stories as you read them, and take time to look up facts about that nation or its landscape.

### **Include Narration in Your Daily Routine**

When you begin each teaching day, get into the habit of asking one of your students to narrate on one of the resources they studied the previous day. While it is easiest to narrate on their fictional books, students can also narrate on the teaching text from their regular history books such as "Mystery of History," or "Lamps, Scrolls & Goatskin Bottles," and so on. Harness your student's delight in telling about something by asking them to tell back what they know. It's a great way to reinforce what you're learning, and often opens up time for discussion or questions. It also strengthens your student's mental powers of concentration and recall!

### **Don't Miss the Artistic Aspect of This Program**

Charlotte advocated study of great works of art. This year's program includes many opportunities to look at and get to know different art forms, especially stone carvings of the ancients, and the architecture of the Greeks and Romans. Be sure to take advantage of these assignments, some of which are in your "Make-Your-Own" book and "Setting Out on Ancient Adventure Quests." Take time as a family to digest the pictures that we've included, or pictures in your history books, and digest the information you gather as you look and observe detail!

### **Build Charlotte's Highest Ideals by Learning Faith & Leadership**

An overwhelming goal of this program is to help students see and admire faith and leadership in others, and try to build those traits into their own lives. Students will have the opportunity to study Israelite prophets and kings that demonstrated great faith, and acted upon their convictions. They will also see leadership demonstrated in rulers, conquerors, and warriors who led others through danger or trial to follow through on their course. These qualities are among Charlotte's educational ideals, and this program seeks to build this in your students, since, as they discover the leadership of others, they are bound to discover how much they need to build their own faith. To this end, we encourage you to fully make use of the main resources in this set, and discuss these character traits frequently as you journey through this program.

# What Do I Do About Grading?



## How Does Grading Fit With Charlotte-Inspired Work?

### Why Charlotte Didn't Like Grading Systems

Charlotte Mason felt that grading systems were similar to the tail wagging the dog. In order to have a grading system, one had to have a set number of completed, correct answers, and thus, to have these answers, the curriculum had to be centered largely around factual knowledge. When the curriculum became focused around factual knowledge, it led to rote memorization of facts, an emphasis on terminology, and left real thinking behind. In this way, the desire for knowledge, the excitement that there should be in learning, is stomped out by the heavy weight of the grading system. In the end, Charlotte felt, this system led to learning for a grade only, and when students became weary of the toilsome journey to the "grade," a teacher would remind them that the grade is what is important.

By contrast, Charlotte wanted to encourage the love of knowledge, feeling that this love was the best motivator for continued learning. To do this, Charlotte encouraged three things to motivate students to learn: **a pleasant, encouraging atmosphere, the discipline of good habits, and the presentation of ideas.** Charlotte felt that as a student grew, their love of knowledge would help them to develop good character, rather than achieve a specific grade.

### Why You May Find Grades Necessary -- And What To Do About It!

WinterPromise is set up to help parents accomplish Charlotte's clear goals. But the fact is, that most school districts with which homeschoolers work require grades to be assigned for student work. This requirement often keeps those who love the CM method a little off-balanced or worried. Some parents decide to include quizzes and tests, for the clear grade they desire, but also for the peace of mind it offers when it comes time to report to their school district. Other parents spend more time worrying about whether the work toward the grades is impacting their students' love for learning.

So -- what to do? We here at WinterPromise recommend that you begin by creating a grading sheet on which you can keep track of Charlotte-Mason style skills that your student demonstrates. We'll go into detail on how to assign grades on the next page. For now, take a look at the top of a sample year-long grading page shown below.

#### Student Name

SKILLS	Daily Review	Discussion & Narration	Journaling & Timeline Work	Worksheets or Projects (Include details on work)	Quizzes & Tests
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

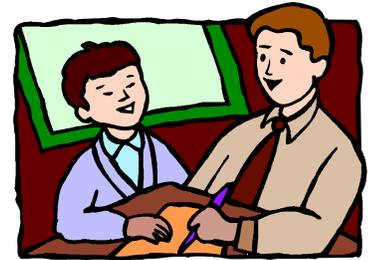
As you see, each week you can assign a grade for several different skills, plus there is adequate space for writing in a worksheets or project grade. If you want more space for recording additional projects, simply leave a few lines blank between each week, so you can write in more detail. At the end of the quarter, or year, when you need to report grades, you have a handy reference. You can use the back of the grading sheet to record any notes that add more detail or reference exceptional work, etc. In addition, you can assemble key work samples into an attached folder, for an easy reporting trip!

# Assigning Grades for Student Work

## How to Give Grades for Charlotte-Inspired Work

### Grading That's Relevant to the CM Method

So how can you assign grades, and stay true to Charlotte's hopes for your school days? Begin with assembling a grading sheet for different skills you're grading (as shown on the previous page), and start with these easy-to-use ideas:



#### **Assign a Grade for Daily Review**

Plan to complete a daily review of the previous day or week's work at the beginning of each school day. This review would be best as a question and answer time, such as, "What inspired colonial Americans to fight for independence?" Open-ended questions such as these allow more than one student to answer, and allow for more than one right answer. Record each student's grade daily.

Game show style quizzing, especially if you have more than one student, is fun as well as being a great teaching/reinforcement time. If the students are not at the same ability level, make sure they are not trying to beat each other timewise; instead give them questions at their own "grade" to level the playing field. Using bean bag targets or other props if they get a correct question adds to the fun. Play "History Checkers" by letting a player/team move a piece every time they answer correctly.

#### **Assign a Grade for Discussion and Narration**

Each of these skills is essential to Charlotte's schooling methods, and there's no reason you can't assign a daily grade for student participation, based upon how well they expressed their ideas. Take time each day for both skills, as each are great ways for students to reinforce what they've learned. **Be sure to make use of ideas on pages 32-33 of this guide called, "What About Narration?"**

#### **Assign Grades to Projects, Worksheets, Journaling, or Any Other Work Examples**

You can assign grades for almost any type of work your student completes during the year. The difference is, that the grades in themselves should not be emphasized. In fact, you may not want to discuss the grade with your student. Instead, just record it on a grading record for your school district.

#### **Assign Grades for Quizzes and Tests**

Charlotte Mason advocated not focusing on quizzes or tests for one simple reason: you are working with your student every day, discussing the material and interacting with it one-on-one. Usually there is no need for tests. You know whether or not your student is understanding and mastering the material. However, some parents feel better knowing their student can show their mastery on paper, and is practicing the art of testing itself. If you want an easy way to generate review questions as you go, simply underline in pencil as you work day-to-day the facts/issues you want to test later on. This eliminates a lot of time-consuming re-reading and allows you to simply scan the material later on to generate some test or review questions.

#### **What If I'd Like to Give My Student Feedback?**

If you do want to give your student feedback on their work, why not express their level of achievement in terms that relate to the character traits displayed in their work? You could congratulate them on their careful work, diligent work habits, commitment to research, attention to detail, focus on excellence, and so on. You could also use this method to communicate things they need to work on. In this way, you are helping to cement in their minds the kind of character you'd like them to attain, and the ways in which they are achieving that, or need to improve.

# Charlotte Mason & Multiple Intelligences



The theory of multiple intelligences was first offered by a man named Howard Gardner in 1983 to more accurately define the concept of intelligence. His theory helps us to understand the different ways that people learn new material, process their world and even interact with others. His theory also questioned whether methods used to "measure intelligence" are scientific and complete.

Gardner's theory puts forward that traditional views of intelligence do not sufficiently encompass the wide variety of abilities humans display. He believes that intelligence, as it is traditionally defined, is too narrow, defining only one or two types of intelligence. An example that he points to is that of a child who masters multiplication easily. This child is not necessarily more intelligent *overall* than a child who struggles to do so. The second child may be stronger in another *kind* of intelligence and so, may best learn the given material through a different approach, or may excel in a field outside of mathematics. He may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hides a mathematical intelligence that is potentially higher than that of a child who easily memorizes the multiplication table.

It is notable that many of the methodologies embraced by Charlotte Mason, upon which we build many of our curriculum goals, are in method, carrying out this theory! The activities or learning avenues she defined appeal to many of the very "types of intelligences" that Howard Gardner defined. With that in mind, we have integrated (and will continue to integrate) many of these ideas into our curriculum.

Below, we listed out the different types of intelligences Howard Gardner has defined. We have also listed WinterPromise's "KEY WORDS" that refer to this type of intelligence in a bit easier language!



## Visual-Spatial Intelligence (*WinterPromise's VISUAL*)

This area deals with the ability to visualize with the mind's eye, so to speak and spatial judgment. Students with this intelligence may demonstrate an interest in drawing buildings, creating fashion or home design, illustrating, or artistic pursuits. **Learning Avenue Examples in WP:** drawing, notebooking, creative activities, looking at a timeline, and highly illustrated books.

## Verbal-Linguistic Intelligence (*WinterPromise's LANGUAGE*)

This area has to do with words, spoken or written. Students with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate, and therefore are typically labeled as "good students." They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Students with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and demonstrate an ability to understand and manipulate syntax and structure. Students with these abilities should consider becoming writers, journalists, philosophers, lawyers, politicians, poets, or teachers. **Learning Avenue Examples in WP:** reading, narration, timeline cards, writing in language arts and in notebooking, DVDs, and discussion about books and resources read as a family.





## **Logical-Mathematical** (WinterPromise's LOGICAL)

This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ. They may become scientists, mathematicians, engineers, doctors and economists. **Learning Avenue Examples in WP:** key fact narration, discussion of important topics, activities that use logic or are labeled "geeked-up," and chess programs.

## **Bodily-Kinesthetic** (WinterPromise's HANDS-ON)

Students who have bodily-kinesthetic intelligence should learn better by actually getting involved physically in the learning experience, especially by trying things for themselves. They are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Students



with strong bodily-kinesthetic intelligence seem to use what might be termed "body memory" - they remember things they have experienced through their body such as verbal memory or images. Students with this strength may go on to become athletes, dancers, musicians, actors, surgeons, doctors, builders, police officers, and soldiers. As you see, although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence. **Learning Avenue Examples in WP:** hands-on activities, experiments, "try it for yourself" types of activities in which the student reproduces history, or games.

## **Musical-Rhythmic** (WinterPromise's MUSICAL or AUDITORY)

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn and memorize information. It should be no surprise these students are interesting in becoming instrumentalists, singers, conductors, disc-jockeys, orators, writers and composers.

**Learning Avenue Examples in WP:** singing, musical games, hearing songs or sound bites from other eras, listening to books read aloud, concerts on DVD, and reading and discussing aloud.

## **Interpersonal** (WinterPromise's PEOPLE-ORIENTED)

This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. Students with these abilities may be headed for work as salespeople, politicians, managers, teachers, and even social workers.

**Learning Avenue Examples in WP:**

Family projects, teamwork and responsibility, leadership tasks, people-oriented activities or ministry opportunities, group discussion, talking about the feelings or motivations of characters they've read about, and helping others.





### **Intrapersonal** (*WinterPromise's INNER LIFE*)

This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions. Not surprisingly, students with this type of intelligence make wonderful philosophers, psychologists, theologians, lawyers, and writers. People with

intrapersonal intelligence also prefer to work alone. **Learning Avenue Examples in WP:** journaling, devotional life, independent activities, character goals, and understanding and connecting with characters in books.

### **Naturalistic** (*WinterPromise's NATURE*)

This area has to do with nature, nurturing and relating information to one's natural surroundings. Students with this intelligence demonstrate a strong connection to animals, caring for plants or a sensitivity to what they see or experience in the natural world around them. They may be interested in becoming a naturalist, park ranger, animal trainer, farmer, or gardener.

**Learning Avenue Examples in WP:** themed and science programs keyed to natural topics, nature journaling, activities involving animal or nature study, and observation activities.



### **Existential** (*WinterPromise's ABSTRACT*)

This area has to do with philosophical and abstract issues of life. Students with this type of intelligence learn best by thinking about analytical questions. Careers which suit those with this intelligence include readers, writers, philosophers, and religious speakers. **Learning Avenue Examples in WP:** discussing topics together as a family, abstract questions to be answered, clarifying a position or belief system.

# But My Kids Have Different Learning Styles!



## How to Teach Students of Multiple Learning Styles

### Making the Most of WinterPromise's Many Learning Avenues

As you can see from what we've shared about multiple intelligences theory, it is evident that some children learn best when they are listening, others are visual learners, still others when they are actively engaged in an activity. And while children need to be exposed to all types of learning -- whether it is their best learning avenue or not -- you will find that being aware of your child's preferred learning style can help boost your own effectiveness. Knowing, for instance, that your child learns well by listening may mean that you practice his spelling words orally; while a visual learner will catch on much faster by seeing them in print -- maybe a flashcard method.

WinterPromise helps you by offering so many different learning avenues. What works great for one of your children may not be a major focus enjoyed by another. So observe your children; take note of what methods seem the most effective. When you understand how they learn best, and where they struggle, you can take advantage of their strengths, and help them work on their weaknesses.

Once you understand each student's learning style, **you can choose the learning avenues WinterPromise includes that most closely match their learning style.** This can be different for each student. While Lucy may want to complete every notebooking page, and even do extra, Andrew may want to focus on experiments and "try-it-yourself" activities. You can create a blend of activities for all of your children to do together that include some each student will enjoy, or you can let them do additional work independently that is designed for their learning style. Find the rhythm that works for your family. You'll find you can modify assignments when needed, choose assignments wisely and with purpose, and set goals for your student with a clear purpose in mind.

And, if you really want to help your children, you can take an assessment test that will help you determine their intelligence strengths. Go to: <http://literacyworks.org/milintro/index.html> and take the assessment as if you were each of your children to get results for each of them.

### Another Note: It is Important to Know When to Adjust

Are you a person who loves to check off lists? Great! The charts in the guidebooks will suit you. However, this program is written to give you options. Actually, there are more options than you should expect to be able to complete. So while the charts provide a list of assignments to complete, there should be some assignments that you choose not to complete. Just give yourself a "bye" on having to complete every single item.

And what about substitutions? Did Great Aunt Lucy send you a simply marvelous book on the Pony Express that Junior can't wait to get at? Happen upon an incredible book at the library while searching for additional reading? Schedule them in, even if it means you have to pass on an assignment. It's really worth missing an assignment now and again to pursue something that has caught your children's fancy -- or yours!

# So, How Do I Stay Organized?



## Choose Your Approach to Scheduling Your Week:

Your guidebook is scheduled on a 4 + 1 day schedule. Four days are set aside for your regular studies, and the fifth day has a light schedule, which allows for a more hands-on, activity-oriented day. Although activities are suggested throughout the week, many parents choose to save the activities they choose to complete for this one day. However, there are many ways to make the scheduling work for your family and this guidebook allows parents to be flexible in the way they use it. How? Take a look at these approaches and decide what works for you! Or, make up your own approach!

Approach #1 Use the guidebook exactly as it is written, perhaps also doing science on the 5th day.

Approach #2 Use the four-day schedule and do not do any work on the fifth day.

Approach #3 Use the four-day schedule and add one fifth-day assignment per day to the four days. This still allows the fifth day to be completely free, but also completes the fifth day activities.

Approach #4 The “I’ll Do it My Way” approach! Some parents prefer to do all the assignments for a particular portion of study on one day. Thus, all the history assignments for the week would be on Monday, reading and writing on Tuesday, language arts on Wednesday, Bible on Thursday, and activities on Friday. In essence, they are not going through one column per day, but one row!

## Eliminating Scheduling Worries (and Stress!)

Your guide book is written with no dates, no cumulative numbers on the days so that you can simply pick up your guide book and complete the next day. Although the schedule is written with the fifth day being different, the fifth day does not need to fall on a Friday. Again, do what is right for your family. Maybe you’ve got soccer on Friday nights, and a hands-on day doesn’t work out. Then use the fifth day each week on Monday or Thursday. Switch it around as you need to. If you want it to “come out right” with the way you start school, schedule it that way from the beginning. For example, if you want a hands-on Monday, for instance, make your first day of school a Tuesday. That way, your fifth day will fall squarely on a Monday. This may not work for all schedule preferences, but it’s worth knowing you can adjust your schedule to fit your needs.

## Keep Records Day-to-Day

Day-to-day record keeping is so easy! All you need to do is fill in your student’s name (and maybe a date) right into each box in the schedule grid when he completes each activity. If you only have one student, you could reduce this to a check mark! Unless your state requires actual time logs, this is all that will be needed on a daily basis. Remember, too, you can create and use grading records such as the example shown on page 25 of this guide.

**Another Tip:** The backs of all of your weekly schedule charts are plain. You can use this space to write down any additional resources you may have used, field trips taken, or test results. Placing tests, writing assignments, and other work in a file makes it easy to find for reporting later on.



# What About Narration?

## Why Narrate -- and What Is It?

One of the basic facets of Charlotte Mason's approach is incorporating narration, which is, in effect, the art of "telling back." To some extent this ability is inborn in our children. From their earliest childhood they tell you what just happened to them, or what their best friend just shared with them. Often we as parents are guilty of stemming their enthusiasm for relating to us in this way. In fact, though, this skill (if encouraged to blossom and disciplined to be a part of their education) becomes an integral part of their education and an opportunity for reinforcement. Your students will benefit greatly if you try to integrate narration into your week along the way as a habit.

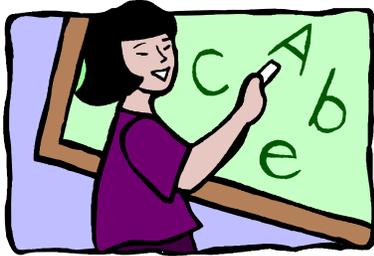
Below, we've included a variety of ideas for a great narration experience. They are arranged in squares so that they can be cut out and picked at random, if you'd prefer, which may build excitement in your student. There are more than enough to use one per week to get your student telling you back something about what they are reading.

Another suggestion is to constantly use discussion about books and characters as teaching opportunities about good and bad choices or character traits. Often the shared experience of reading through a book creates teachable moments to talk through important issues in a low-key way.

<p><b>TELL ABOUT A CHARACTER:</b> Make a list of ten words that describe your character</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b> Make a list of ten words that describe an indoor or outdoor place</p>	<p><b>TELL ABOUT THE PLOT:</b> Make a list of ten events that happened, in the order they happened.</p>	<p><b>TELL ABOUT A NEW WORD:</b> Explain a word you learned, telling how it is spelled, and what it means.</p>
<p><b>TELL ABOUT A BEGINNING:</b> Describe what caught your attention in the beginning of your book.</p>	<p><b>TELL ABOUT A CHARACTER:</b> Draw a picture of an interesting character in your book that will show what they are like.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b> Make a list of all the settings you found in your book so far.</p>	<p><b>TELL ABOUT AN ENDING:</b> Describe how the author resolved the problems encountered in your book.</p>
<p><b>TELL ABOUT A PLACE OR SCENE:</b> List all the items to be found in a particular scene. A stolen bicycle? An ice cream cone?</p>	<p><b>TELL ABOUT THE PLOT:</b> Describe what emotion you felt during the scene you just read and why.</p>	<p><b>TELL ABOUT A WORD:</b> Find an interesting word in your reading and use it aloud in three silly sentences.</p>	<p><b>TELL ABOUT A CHARACTER:</b> Describe your character's personal strengths or good points, and why you admire them.</p>
<p><b>TELL ABOUT A THEME:</b> What is the theme of this book?</p>	<p><b>TELL ABOUT A CHARACTER:</b> What do you predict the main character will do next? (Even if the book has ended.)</p>	<p><b>TELL ABOUT THE PLOT:</b> Tell what you liked about the book as if you were trying to convince your friend to read the book.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b> Tell about the last scene in your book as if you are describing it to someone on the phone.</p>

# ***I Think I Still Have Some Questions!***

***Answers You'd Like to Have are Likely on Our Website!***



## **Check Out Our Online Feature, "Learn More About WinterPromise" . . .**

There are so many more questions answered online. Here's just some of those you'll find answered on our webpage, [www.winterpromise.com/learn.html](http://www.winterpromise.com/learn.html).

- ◆ What is the Experience Approach?
- ◆ What are the Basics of a Charlotte Mason Education?
- ◆ What are the Core Elements of a Charlotte Mason Education?
- ◆ What is WP's Philosophy of Education?
  
- ◆ How Can I Combine Several Students?
- ◆ What Does a Typical Day Look Like?
- ◆ What Kinds of Activities Can I Expect?
- ◆ How Does WP's Approach Change as Students Mature?
- ◆ Can I Repeat History Themes in a Four-Year Cycle?
- ◆ What Sequence of Programs Does WP Recommend?
- ◆ What is the Scope and Sequence of WP's Themed Programs?
- ◆ How Does Notebooking Work as a Part of WP?
  
- ◆ What is WP's Approach to Language Arts?
- ◆ What is the Scope & Sequence of Elementary Language Arts?
- ◆ How are WP's Language Arts Programs Cross-Curricularly Linked to the Themed Programs?

## **Check Out Our Online Feature, "Frequently Asked Questions" . . .**

There are so many more questions answered online. Here's just some of those you'll find answered on our webpage, [www.winterpromise.com/faq.html](http://www.winterpromise.com/faq.html).

- ◆ What is the "Experience Method?"
- ◆ How Does WP Reflect the Methods of Charlotte Mason?
- ◆ How Does WP Incorporate the Ideals of the Classical Approach?
- ◆ How Do I Know My Student Is Meeting State Standards?
- ◆ What Should We Do To Enjoy Our Crafts Long-Term -- Without Them Taking Over the House?
- ◆ Where Can I Find the DVDs You Recommend?
- ◆ What Parts of WP Work with a Child Identified as Autistic?

## **Remember, WP Features Fantastic Language Arts Programs . . .**

We feature language arts programs for students from grades 4 through high school that coordinate with ancient history. Plus, our early reading programs can be used for young students coming along with older siblings. Feel free to check out our easy-to-use language arts programs.

# Utilizing the “Notebooking” Resources



## Working with the Timeline Figures, “Timelines in History,” and “Make-Your-Own” History Book

### How to Use the Timeline Figures

Timeline building offers students a chance to get to know the flow of history by recording dates and events into a timeline book. Students write in their Timelines in History book as they learn key events and their significance in their main program. They can also write in dates important to them personally, such as family events or things they learn in their own reading time. Timeline figures are a fun way to add to the color and flavor of a timeline book. WinterPromise offers a choice of timeline figures for students to cut out and paste into their own timeline book. In the front of this guide you'll find a week-by-week schedule of when to use each figure, and additional dates to write in, along with the historical significance of the event.

When you have a figure for a date, students should glue the figure into the timeline, and write any other pertinent information about that event in their Timeline along with the figure. When you don't have a figure, use the information from the timeline figure schedule in the front of the guide to input the date, event and importance in your Timeline. If your student discovers another event that isn't mentioned that they'd like to include in their Timeline, definitely let them do it! That's great, and it will help them feel like their Timeline is a personal accomplishment and memory book. Just write in the information, and, if they want to, they can even draw a small figure of their own. This year, you have special timeline pages from Time Travelers to use!

### Making the Most of the “Timelines in History” Resource

WinterPromise also offers you a unique timeline resource, our "Timelines in History." It is copied on heavy-duty cardstock and should last a student throughout their school years. These pages should be placed into a heavy binder that will hold up to years of repeated use. Each student usually enjoys having his own copy, as it is a personal journal in which they can record any information they'd like to. Our timeline differs from other similar resources in two key ways that help you with introducing "notebooking" into your studies.

First, each page doesn't just contain endless rows of meaningless numbers; instead, at the top of each page are 2-3 descriptors of major movements, civilizations or events in history. From the "Middle Kingdom of Egypt" or "The Age of Exploration" to "World War II" or "The Industrial Revolution," these descriptors aid your student in a true understanding of how history flows and relates to real events.

The second distinctive feature is its loose-leaf nature; it is three-hole punched and copied on only one side. This feature provides a blank spread in between each date spread. This means your student can file "Make-Your-Own" history pages, artwork, reports and more in between their timeline pages. Year after year, they'll collect "Make-Your-Own" pages and their own work in this one resource. They'll literally "Make-Their-Own" history book that will serve as a scrapbook of homeschool memories they'll never want to part with.

### The Perfect Notebooking Partner - Our “Make-Your-Own History” Series

Usually when you complete a history-based program with WinterPromise, your student will receive “Make-Your-Own” history pages that complement their main study and highlight people, places, events and achievements in history. Unlike other notebooking pages out there, our pages vary in what a student needs to do to complete them, making them varied and interesting. They can be filed in their “Timelines in History” book as noted above, providing one great resource for students to look up historical information at a glance on the highlights of human history. This year, the student's notebooking will come primarily from the Time Travelers resource, which is so comprehensive that we did not provide a separate "Make-Your-Own" resource.

### The Finishing Touch - Reproducible Maps

WP also offers a map set that is referred to throughout the year. For most of our programs, we do recommend that you use these maps, which are fully reproducible for your entire family. **However, this year most of your geography study will be related to your state study, or your Time Travelers activities, not making maps.** For any maps you do make this year, we recommend that students have quality colored pencils with which to make the most of their maps, as they will be investing a lot of time to make them an attractive, readable learning tool. Any maps can be filed and kept in the student's Timelines in History book.

# Quest for the Ancient World

## Timeline Dates -

## Biblical Characters & Events in History



### Man's Early History

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#### WEEK 1

c. 6000-4000 B.C.  
c. 5000 B.C.



*Creation, Adam & Eve*  
**Jubal and Tubal Cain**

#### WEEK 2

c. 4000-3500 B.C.  
c. 3500-2500 B.C.



**Noah** and *the Flood*  
The Ice Age

### Sumerian Civilization - c. 3500-2500 B.C.

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#### WEEK 3

c. 3500-3000 B.C.  
2750 B.C.  
3500 B.C.  
3000 B.C.



*The Tower of Babel* is built  
The Epic of Gilgamesh is written  
Beginnings of Sumerian Civilization  
Sumerians Invent Cuneiform Writing & the Wheel

#### WEEK 4

2700 B.C.  
c. 3100 B.C.  
1792 B.C.



Stonehenge is raised  
Menes unites Upper & Lower Egypt creating the world's first true nation  
Hammurabi writes laws for Babylon

### Old Kingdom of Egypt - 2700-2200 B.C.

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#### WEEK 6

c. 2600 B.C.  
c. 2200 B.C.



Khufu erects the Great Pyramid  
Minoan-Crete is one of Europe's Earliest Civilizations

### Middle Kingdom of Egypt - 2050-1800 B.C.

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#### WEEK 5

2100 B.C.  
2005 B.C.  
1914 B.C.



**Abraham**  
**Jacob & Esau**  
**Joseph** is a ruler in Egypt

#### WEEK 7

c. 1875-1730 B.C.  
3000 B.C.



*Israelite bondage begins in Egypt*  
Egyptians First Use Hieroglyphics

### Early New Kingdom of Egypt - 1570-1300 B.C.

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#### WEEK 7

c. 1525-1270 B.C.  
c. 1500 B.C.



*Moses brings Israelites out of Egypt*  
*Ark of the Covenant is crafted for Israel*

#### WEEK 8

c. 1470 B.C.



*Israelites enter the land of promise and Jericho falls to Joshua (Rahab helps)*

#### WEEK 9

1353 B.C.  
1333 B.C.



Amenhotep IV, Queen Nefertiti rule  
King Tutankhamen rules Egypt

## Later New Kingdom of Egypt - 1300-1090 B.C.

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### WEEK 10

1304-1237 B.C.



Rameses II (the Great) rules Egypt, constructing buildings in major cities

## Israel's Period of the Judges

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### WEEK 11

c. 1200 B.C.



**Ruth** and **Naomi** return to Israel

c. 1199 B.C.

**Gideon** defeats the Midianites

c. 1175 B.C.

**Samson** defeats the Philistines

c. 1113 B.C.



**Samuel** is Israel's judge/prophet

## Israel's Period of the Kings

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### WEEK 12

c. 1100 B.C.



**Saul** begins ruling Israel

c. 1055 B.C.



**David** is made king of Israel

c. 1015 B.C.



**Solomon** begins ruling Israel

c. 1000 B.C.

The Phoenicians trade on the Mediterranean (present-day Lebanon)

### WEEK 13

c. 925 B.C.

*The Kingdom of Israel divides into Israel in the north, Judah in the south*

## Israel's Period of the Prophets

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### WEEK 13

c. 859 B.C.



**Elijah** is Israel's "Fiery Prophet"

c. 840 B.C.



**Elisha** is Israel's prophet

835 B.C.

**Joel** prophesies to Judah during Joash's reign about a locust plague

835 B.C.

**Obadiah** prophesies to Edomites

### WEEK 14

c. 760 B.C.

**Jonah** prophesies to Ninevah

c. 760 B.C.

**Amos** prophesies to Samaria, Israel about prosperity & ignoring God

740 B.C.



**Isaiah** prophesies to Judah

735 B.C.

**Micah** prophesies to Judah

701 B.C.

**Hosea** prophesies to Israel

### WEEK 15

722 B.C.



**ISREAL FALLS TO ASSYRIA**

701 B.C.



**Hezekiah**, king of Judah, prays for help from God against Sennacherib of Assyria  
*God kills 185,000 men during the night*

### WEEK 16

640 B.C.



**King Josiah** stops Baal worship in Judah

630 B.C.

**Nahum** prophesies against Assyria

630 B.C.

**Zephaniah** prophesies to Judah

627 B.C.



**Jeremiah**, the "weeping prophet," prophesies Judah's destruction

### WEEK 17

607 B.C.

**Habakkuk** asks God about Judah's sin, and God tells him Babylon will take over

593-571 B.C.

**Ezekiel** prophesies while captive in Babylon in poetic language (dry bones)

### WEEK 19

520 B.C.

**Haggai** prods the people to rebuild the Temple after the Babylonian captivity.

520 B.C.

**Zechariah** tells 7 visions of God's love and predicts the Messiah is coming

### WEEK 20

c. 400 B.C.

**Malachi** predicts a coming Messenger (John the Baptist, 400 years later)

## The Babylonian Empire

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### WEEK 15

689-612 B.C.  Assyria & Babylonia fight for control of Mesopotamia

### WEEK 16

612 B.C.  Ninevah is destroyed by flood, overtaken by enemies, & led to Assyria's decline & fall in Mesopotamia

### WEEK 17

605,597,586 B.C.  **JUDAH TAKEN CAPTIVE - BABYLON**  
605 B.C.  Nebuchadnezzar II builds the Hanging Gardens, **Daniel** interprets his dreams

### WEEK 18

635-536 B.C.  **Daniel** lives in Babylon under Nebuchadnezzar, Belshazzar (Babylonian rulers) & Darius the Mede & Cyrus the Persian

575 B.C.  **Shadrach, Meshach & Abednego** are thrown into the fiery furnace  
538 B.C. **Belshazzar's** reign ends when a hand writes on the wall at a palace party  
538 B.C. Medo-Persia takes over and appoints **Darius the Mede** to rule Babylon

### WEEK 19

521 B.C.  Darius I carves the Behistun Rock in different languages, is father to **Xerxes**  
520 B.C. **Jews return to Judah at the behest of Cyrus**, and **Zerubbabel** appointed as governor of Judah

### WEEK 20

480 B.C.  **Xerxes I** loses the sea Battle of Salamis, which keeps him from ruling Mediterranean world. He marries **Esther**.

457 B.C.  **Ezra** is allowed by Artaxerxes I to return to Jerusalem to teach the Law and given all supplies. Several thousand Jews also return.

444 B.C.  **Nehemiah** returns to Jerusalem to rebuild the city's wall -- in 52 days.

## China's Dynastic History

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### WEEK 21

1600-1066 B.C. Shang Dynasty rules China  
c. 1122-256 B.C. Zhou (jo) Dynasty rules China

### WEEK 22

226-206 B.C. The Qin (Ch'in) Dynasty is begins when Shi Huangdi united China, and built much of the Great Wall.  
202 B.C. - AD 220 The Han Dynasty is known for silk trading on the Silk Road, porcelain, inventions and Confucianism.

## The Greek Empire

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### WEEK 24

1250 B.C.  Legendary Trojan Horse is built  
c. 800 B.C.  Homer writes the Iliad & the Odyssey  
776 B.C.  The first Olympic games held in Greece  
700-500 B.C.  City-states (Athens, Sparta) develop

### WEEK 25

600 B.C. Aesop writes his fables in Greece  
550 B.C. *The Temple of Diana* (Artemis) is built in the city of Ephesus  
490 B.C.  Greece defeats Darius I at the Battle of Marathon  
c. 484 B.C. Herodotus writes history of Persians

### WEEK 26

479-431 B.C.  Athens has its Golden Age, developing its art, philosophy, mathematics, sports, architecture and building the Parthenon.

### WEEK 27

469-399 B.C. Socrates is a great Greek philosopher  
460-377 B.C. Hippocrates is the father of medicine  
443-429 B.C. Pericles is a superb orator & politician  
429-347 B.C. Plato studies under Socrates then establishes the Academy, the first university established  
384-322 B.C.  Aristotle studies under Plato, wrote books on natural sciences & psychology and privately tutored Alexander the Great.

**WEEK 28**

431-404 B.C.  
250 B.C.  
382-336 B.C.  
353 B.C.  
356-323 B.C.



Sparta conquers Athens in the Peloponnesian War



Ptolemy II allows translation of Old Testament into Greek - this is called the Septuagint



Philip II expands the Macedonian empire and takes over Greek lands, uniting all of Greece.

The Mausoleum of Halicarnassus is built as a tomb for King Mausolus of Caria in Asia Minor.

Alexander the Great conquered Greece, Egypt, Asia Minor, Mesopotamia, Persia, and part of India.

The unification of so many countries helped set up the world for the future spread of the gospel, since Alexander took the Greek language everywhere he went, and Greek was the language used in the New Testament.

**WEEK 29**

323 B.C.

Alexander's kingdom is divided between four generals: Ptolemy gained Egypt, Lysimachus got Asia Minor, Seleucus took Syria, Mesopotamia and Persia, and Cassander took Macedonia and Greece (Antigonids).

287-212 B.C.



Archimedes invented a system of irrigation, calculated the meaning of  $\pi$ , and discovered water displacement

c. 250 B.C.

The Lighthouse of Alexandria is built

c. 200 B.C.

The Colossus at Rhodes, a huge statue 105-foot tall, was built at a harbor entrance on the island of Rhodes.

**The Roman Empire**

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**WEEK 30**

753 B.C.  
509 B.C.  
264-146 B.C.



Italians & Etruscans establish Rome



Romans form a republic ruled by 2 men

The Punic Wars were fought between Carthage (a Phoenician city in Africa) and Rome ends with Carthage's destruction

**WEEK 31**

71 B.C.



Spartacus escaped from slavery in Rome and formed a huge army of freed slaves, but is defeated and 6,000 slaves crucified

167-143 B.C.

Judas Maccabee regained control of the Temple from Antiochus Epiphanes, a Greek ruler

**WEEK 32**

63 B.C.  
60 B.C.



**THE ROMANS CONQUER PALESTINE** (Judah's name after the Babylonian captivity)



Julius Caesar forms the First Triumvirate in Rome, then conquers & gains control of the Roman world and helped Cleopatra secure the throne of Egypt.

March 15, 44 B.C.



Julius Caesar is assassinated by a group of senators, including his friend Brutus on a night called, the "Ides of March" The Second Triumvirate is formed by Gaius Octavian (later known as Augustus Caesar), Marcus Lepidus, & Mark Antony. When Lepidus retired, Octavian took the Western portion of the Republic. Mark Antony took the East, including Egypt.

**WEEK 33**

37 B.C.



**Herod the Great** took over Palestine from the Hasmonians with permission from Octavian and Mark Antony. He even got the title "King of the Jews". He killed his Hasmonian wife and children, but he also ordered that the Temple in Jerusalem be remodeled to gain favor with the Jews. He killed all Jewish baby boys 2 years and younger in Bethlehem when he was unable to find **Jesus**.

33 B.C.



At the Battle of Actium, Octavian's ships scared off Cleopatra's ships, Mark Antony abandoned his men to follow her and they committed suicide.

**WEEK 34**

27 B.C.



Octavian (Augustus Caesar) made friends with the Roman senators and they accepted his rule as sole emperor of Rome. Under his rule, many public buildings were built, waterways and aqueducts were built, and Rome enjoyed peace. It was Augustus Caesar who issued a decree that all of Rome would have a census, and Joseph returned to Bethlehem for it.

**WEEK 35**

4 B.C.-A.D. 26

John the Baptist preached repentance to the Jews, preparing the way for Jesus Christ. John was killed by Herod Antipas.

4 B.C.



Jesus Christ is born in Bethlehem

c. 2 B.C.



Men from the East bring gifts to the Christ

**WEEK 36**

A.D. 14-27

Tiberius Caesar ruled Rome, choosing Pontius Pilate to govern Judea (Palestine), while Herod Antipas governed Galilee.

c. A.D. 29

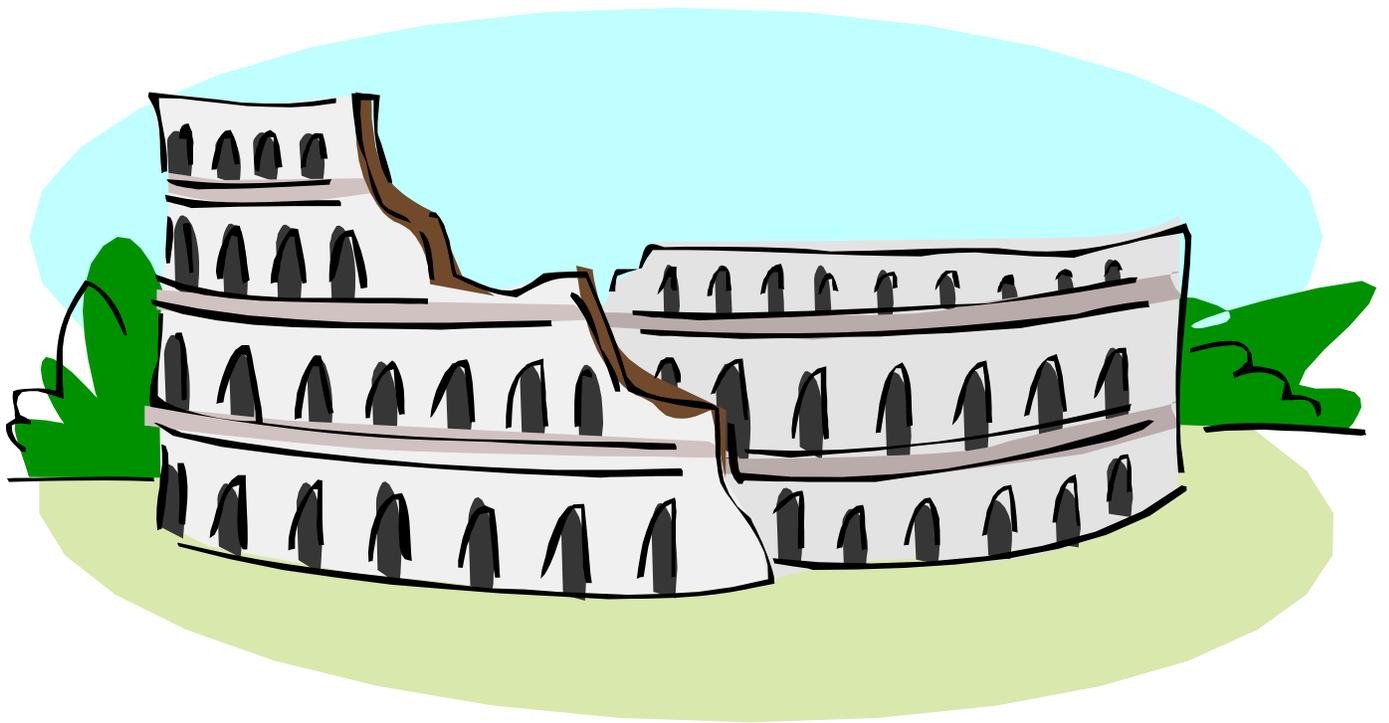


Jesus is crucified by the Romans, and is resurrected three days later.

# Timeline Cards

## Directions, Game Boards, and Cards

*Directions on how to copy and make the games are included below, in addition to directions on how to play several different games.*



# Timeline Card Directions & Games

## Timeline Cards - A Great Resource!

The timeline cards are a support and reinforcement of your timeline and notebooking work. They include a set of cards that has the person or event written on one side, with its date and the importance or impact of that person or event on the other side. The cards are designed to be a way to quiz and go over important dates and events the student is learning in their main study. The cards can be added to, gradually, as the student learns the material, and will help them to "cement" the things they are learning with review. **Note: The Ancient 4/8 cards are identical to the Ancient Sr High cards, so that students from both age groups can learn and play together.**

## How to Copy and Assemble the Cards

The cards in the following pages are six to a page. **FIRST MAKE 2 COMPLETE SETS** as outlined in the next two paragraphs. The cards are designed to be copied onto cardstock, an extremely heavy paper that is comparable to an index card paper. They are also designed to be copied double-sided, so you'll see that the first page is filled with names of people or events, then the next page, which is its backside, are the coordinating dates and impact of those people or events. This continues throughout the set enclosed in your guide -- front side, back side, front side, back side ... and so on. When they are copied as double-sided (back to back), you'll be ready to cut them apart on the lines. Make two complete sets of cards that are double-sided in this way on white cardstock, one to be a self-quizzing set, and one for an "Answers" set for games, or follow the tip below.

**A TIP!** We recommend that for **1 set of cards ONLY** you divide the cards according to their subject matter, such as "Earliest Civilizations," "Egypt," and "Israel's Judges and Kings," for this year's studies. You may want to copy the cards that belong to "Earliest Civilizations" onto light yellow cardstock, "Egypt" onto medium yellow cardstock, while other subjects for this year would be in other shades of yellow or brown. Keeping the cards all in the same color family allows you to differentiate this year's cards from another year's you may collect in the future. This set of cards will become your self-quizzing set. The other set should be on white cardstock only and will be your "Answers" set for games.

**NEXT MAKE 2 SETS** of "FRONT-ONLY" cards, which would be every other page, and include only the sides that list the person or event on them. In other words, the plainer side. These will be referred to as "front-only" decks and are necessary for some of the games.

## Keeping the Cards Organized & User-Friendly

To organize the cards, we would recommend either a file-box system, or a ring system. If you choose a file-box system, you can file the cards in a file-box, with dividers in between the cards according to their subject matter, such as "Earliest Civilizations," "Egypt," and "Israel's Judges and Kings," for example, for this year's studies.

The ring system should also be divided by subject as above. You'll need to hole-punch one of the corners so that the cards can be placed on a ring, and flipped through. Just be sure to keep the hole away from the edge by at least 1/3 of an inch. The student can then collect the cards.

With either method, you may want to put together a "bookmark" type of marker in between the cards, so students can keep track of which cards he has passed in his studies, and should use for review. This can be moved "forward" through the year (in the box or on the ring) as the student learns more of them.

## Options for Reviewing with the Cards

These cards have been put together for two main uses. First, so that students can sit down with them once or twice a week and flip through them like flashcards, looking at either one side or the other, and coming up with the information on the other side.

You can also use the cards with games we have designed for you. They are listed on the next page with supporting helps preceding the Timeline Cards themselves. Repeated use will be the most effective way to get this information to "stick" with your student.

# Timeline Card Games



## Timeline Chains

Game Supplies: Use 2 complete sets of "Front-side only" Timeline cards  
 Use 1 complete set of regular two-sided Timeline cards for "Answer" cards  
 Chain Playing cards  
 Large set of markers (2-4 different colors that could even be scraps of paper)  
 Timeline Chains gameboards

Object of the Game: To put together a chain of spots on the board that are won by the student.

### Rules:

There are enclosed in this guide four total Timeline Chains gameboards. They are divided into the first 25 cards your student learns, the second, and so on. On each Timeline Chains board, there are listed the front sides of the timeline cards, with each card being listed twice. For this reason, you will need two sets of the "front-side" cards in circulation for the game. Use the cards that coordinate with the game board you are using, of course! The "Chain Playing" cards are added to the two decks used and have directions on how to use them right on the card. Shuffle the "Front-side" only and "Chain Playing" cards all together, saving the "Answer" cards for the Dealer.

If you have 4 or more players, you will want to play in teams, with players sharing colors of markers and cooperating to form their chains. The dealer will not play, but will deal and check answers against the "Answer" cards. The dealer should deal out 7 cards to each player, and give each player their supply of markers. On a turn, a player must take a card out of their hand that has a person, thing or event listed on it -- there are two spaces on the board that coordinate with that card. They must come up with either the date of the event, or one part of the importance of it that appears on the back of the "Answer" card. The dealer will find that "Answer" card, check the answer, and declare it right or wrong, correcting it with correct information if necessary. If the player is correct he wins one of those two squares. He can place a marker on one of them. He should discard his card and draw a new one. Players will continue with turns, trying to win squares that will form chains. **How many spots are necessary to connect to form a chain, and how many chains are needed to win can be determined from the chart below.** Chains must be formed in a straight line across, down or diagonally.

The game boards are designed so that, as the year progresses, and the student learns more cards, you can tape two, three or four boards together, and use all the cards he knows to add to the fun. As you add more gameboards together, you'll want to make the chains longer, as you can see from the chart below. You'll also want to require more chains be built, if you are playing in partnerships.

Gameboards in Use	Players	How Many Spaces in Each Chain?	How Many Chains to Win?
1	2	4	1
	3	4	1
	4 or 2 teams	4	1
2	2	4	2
	3	4	2
	4 or 2 teams	4	2
3	2	5	2
	3	5	2
	4 or 2 teams	5	2
4	2	4	3
	3	4	3
	4 or 2 teams	4	3

A player can try to thwart another player's chain by trying to win spaces that are in the row or line another player is trying to win for their chain.

Players can also use some of the "Chain Playing" cards to disrupt other players' spaces. Once a chain is complete it can't be touched.

A player or team wins when they complete the required chains.

## Timeline Jeopardy

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator  
Jeopardy cards  
Paper to keep score

Object of the Game: To win the highest dollar amounts by answering trivia questions from the Timeline Cards.

### Rules:

Set up a traditional Jeopardy Gameboard, except that you will not have category headings, but just the letters to form the word DATES. Line up the cards as shown below. Under two of the value cards, at random, place a TIMELINE DOUBLE card.

D	A	T	E	S
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Begin with one of the players, who should call out a question he wants to answer, such as "I'll take 'S' for 300." The game Moderator should then pose a question to the player, from the "Answer" cards. Generally, the higher the dollar value, the harder the question should be, with the hardest questions reserved for the timeline doubles. The moderator can simply shuffle the cards at the beginning of the game, and pick a card, formulating the question as they go along based upon the value asked for by the student, creating an easy question off that card for 100's and a harder question for 500's. Naming dates should be at the 300 level or above. Some sample questions off an actual card are given below as an example. **The moderator will only use the cards the student has used so far.** The Moderator should be sure neither side of the card is visible to any player. Values are removed from the Gameboard as they are won, and players keep track of their own scores.

Players take their turns at the board. If a player gets an answer incorrect, the person to his/her left gets the next opportunity to try for it, then the person to their left if they get it wrong also, and so on, until either someone gets the answer correct and wins the dollar value, or all players have answered incorrectly. The correct information should then be given. Play then resumes with the next person who was originally in line to receive a turn at choosing off the board, regardless of who won the incorrect question. When all the values are off the board, the player with the highest score wins.

<p>Date</p> <p><b>1492 A.D.</b></p> <p>Importance</p> <p>Columbus' voyage is the first across the mid-Atlantic. Columbus' discovery of America began a period of exploration and colonization in America by several European nations, including Spain, France, England, and the Netherlands. These countries built maritime and colonial empires across the Atlantic that would give them power in their homelands.</p>
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<p><b>Christopher Columbus</b></p> <p><b>"discovers" America,</b></p> <p><b>which was previously</b></p> <p><b>unknown to Europe.</b></p>
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### Sample Questions:

#### 100 Level

- ♦ Who discovered America? *Columbus*

#### 200 Level

- ♦ What ocean did Columbus cross to get to America?  
*Atlantic*

#### 300 Level

- ♦ Who was the first person to sail across the middle of the Atlantic? *Columbus*
- ♦ In what year did Columbus reach America? *1492*

#### 400 Level

- ♦ Why do we say that Columbus "discovered" America?  
*Because it was previously unknown to Europe.*

#### 500 Level

- ♦ Name 2 countries that set up colonies in the New World after Columbus' discovery.  
*Possibles: Spain, France, England, the Netherlands*

## Timeline Spelling

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator  
Paper to write down answers, 1 per player

Object of the Game: To get the highest score by writing down spellings of key names in history.

### Rules:

Each player has his own sheet of paper, sitting so as not to see another player's paper. The players should number their sheet with as many questions as the Moderator intends to include. The Moderator will then shuffle the deck of "Answer" cards, and, taking the top one, choose a word off that card to ask the players to spell. Before the players can write down their spelling of the word, the Moderator will read one fact about that word that is evident on the card. The players will then write their answer on their paper.

**IMPORTANT!** While the students are writing down their answer, the Moderator should carefully copy the spelling onto a numbered list as well to use for correction purposes at the end of the game. When the Moderator has asked at least 15, but not more than 30 spellings, they will correct the page. Aloud, the Moderator will read the spellings. The person with the most correct spellings wins. This is an excellent way to reinforce spellings of important places the student is learning about.

## Timeline Tidbits

Game Supplies: 1 set of regular two-sided cards for "Answer" cards for the Moderator  
Paper to write down answers, 1 per player

Object of the Game: To get the highest score by writing down facts about a given Timeline card.

### Rules:

Each player has his own sheet of paper, sitting so as not to see another player's paper. The players should number their sheet with as many questions as the Moderator intends to include. The Moderator will then shuffle the deck of "Answer" cards, and, taking the top one, read the event, thing or person on the front side. Players should then write down as many things as they remember about that person or event, list-style.

**IMPORTANT!** While the students are writing down their answers, the Moderator should carefully set aside the cards used in the order in which they called them out. Students will receive 1 minute to write down as many as they can. When the Moderator has read off at least 10, but not more than 20 Timeline Cards, they will correct the answers individually by comparing the answers to the cards, using the cards he set aside.

As to answering, a student may write down as many facts as he'd like, but **INCORRECT FACTS** cost him 1/2 of a point. Correct facts count as 1 point. To be counted as a correct fact, the fact must appear in some way on the Timeline card.

Here's some sample facts from the Columbus card on the previous page.

- ◆ Columbus discovered America.
- ◆ He arrived there in 1492.
- ◆ Europe had no idea the Americas existed.
- ◆ Columbus was the first one to cross the mid-Atlantic.
- ◆ His voyage led to exploration and colonization in the Americas.
- ◆ Columbus' discovery opened the door to Spain (and/or France, England, the Netherlands) to set up colonies there.
- ◆ Countries who built colonies in America gained opportunities that benefited their homelands.

**We recommend not making this a competition between players, but rather setting up a scale system to motivate students.** Here's a sample idea, but you may need to increase the # of correct facts according to student age and ability, especially as the year progresses!

### How Many Timeline Tidbits Today?

10 correct facts - no bedmaking tomorrow

15 correct facts - can choose an extra (small!) snack/treat to have at lunch

20 correct facts - stay up 1/2 hour later than usual

25 correct facts - special time out with mom or dad this week

## Other Timeline Card Game Ideas

### Shout it Out

Name the person or event on the front of the card, and have students or teams shout out as many facts about that card as they can remember. Play a certain number of rounds; the winning student or team is the one with the most correct facts.

### Name That Character or Name that Date

Play either one based upon "Name that Tune," using only the people cards, or only the dates, with the moderator giving the number of facts a player says they need.

### 20 Questions

Players take turns asking questions about a given card up to 20. They may make guesses along the way. Person with the most correct guesses on a certain number of cards used, wins.

### Win, Lose or Draw

Players must draw a fact about a person or event that will make his team think of that person or event. The team only gets a certain amount of time to try - 30 to 60 seconds. Keep score of how many each team gets after a certain number of rounds to determine winner.

### Guess Who? or Guess What!

Lay out a bunch of people, events or inventions cards in rows using the "front-side" only cards. The Moderator should, in his own mind, pick out one of the cards to be the one he has chosen. He should retrieve that card from the "Answers" set, so he can better answer questions, carefully guarding it from the sight of the others. Players can then take turns asking one question. These questions will narrow down who is left, with the group recommending who goes and who stays according to what they know. A card will stay if it fits the parameters of the questions. The Moderator will make the final determination as to whether to pick up the card. At first, there will be a lot of cards to go through to determine whether they should go or stay, but gradually the choices will narrow. Students should keep their questions fairly big, like "Is this person an explorer?" or "Is this person a man?" Students can make their questions a little more specific as the game goes along. A Moderator may choose not to answer a question if it is too specific. Players will eliminate cards until just one is left! This should be the card chosen by the moderator.

Example: Category of Cards - People

Question: "Is this person an explorer? - would eliminate quite a few right away

Question: "Is this person French? - would eliminate a lot more

Next Question: "Did this person travel with a partner?" - would keep Lewis & Clark, and Marquette & Joliet

### Make Your Own!

Almost any group game could be used as a backdrop for another game with your Timeline Cards. Try using what you know about these games to pull in the Timeline Cards.

- Tic-Tac-Toe Hollywood Squares Style
- Scavenger Hunt, using clues about what's on the card to lead from one to another
- BINGO
- Ring Toss, earning ability to throw a ring with a correct answer to something on the cards
  - Board games such as Candyland, Life, or even Clue for older kids, earning # of spaces they can move around the board with how many correct facts they can name off the cards.

### Get the Kids Involved!

Kids love nothing better than being creative! Let them loose with ideas about making exploration board games, or invention quizzes. Let them use crafts supplies to come up with something they'll love to try.



Remove any marker from the board that belongs to another player or team

Remove any marker from the board that belongs to another player or team

**Wild Card -**  
In your turn, you can place a marker anywhere you want to without answering a question.

Remove any marker from the board that belongs to another player or team

**Wild Card -**  
In your turn, you can place a marker anywhere you want to without answering a question.

**Wild Card -**  
In your turn, you can place a marker anywhere you want to without answering a question.

Place two markers with one correct answer. The first answer will be placed on its card, the second will be a wild spot - your choice.

### Chain Playing Card Set

Add 1 set of 5 cards for every player participating in the game. Use this card to mark the top of the deck for storage.

<b>The Creation</b>	<b>Noah &amp; the Flood</b>	<b>Beginnings of Sumerian Civilization</b>	<b>Amenhotep IV &amp; Queen Nefertiti Rule Egypt</b>	<b>Time of the Judges Begins in Israel</b>
<b>Menes Unites Upper &amp; Lower Egypt</b>	<b>Israelites Enter the Land of Promise</b>	<b>The Great Pyramid</b>	<b>The Tower of Babel</b>	<b>Joseph</b>
<b>Conquest of Canaan Begins</b>	<b>The Epic of Gilgamesh</b>	<b>Queen Hatshepsut</b>	<b>Stonehenge is Raised</b>	<b>The Ark of the Covenant</b>
<b>Israelite Bondage Begins in Egypt</b>	<b>Hittite Civilization</b>	<b>Abraham</b>	<b>Sumerians Invent Cuneiform &amp; the Wheel</b>	<b>Minoan Civilization</b>
<b>Tutankhamen Rules Egypt</b>	<b>The Ice Age</b>	<b>Amenhotep IV &amp; Queen Nefertiti Rule Egypt</b>	<b>Egyptians First Use Hieroglyphics</b>	<b>Moses Brings Israelites out of Egypt</b>
<b>The Tower of Babel</b>	<b>Moses Brings Israelites out of Egypt</b>	<b>Time of the Judges Begins in Israel</b>	<b>Israelites Enter the Land of Promise</b>	<b>Conquest of Canaan Begins</b>
<b>Beginnings of Sumerian Civilization</b>	<b>The Ark of the Covenant</b>	<b>Joseph</b>	<b>Menes Unites Upper &amp; Lower Egypt</b>	<b>Tutankhamen Rules Egypt</b>
<b>Hittite Civilization</b>	<b>Hammurabi</b>	<b>The Ice Age</b>	<b>The Epic of Gilgamesh</b>	<b>Abraham</b>
<b>The Great Pyramid</b>	<b>Sumerians Invent Cuneiform &amp; the Wheel</b>	<b>Minoan Civilization</b>	<b>The Creation</b>	<b>Noah &amp; the Flood</b>
<b>Israelite Bondage Begins in Egypt</b>	<b>Egyptians First Use Hieroglyphics</b>	<b>Queen Hatshepsut</b>	<b>Hammurabi</b>	<b>Stonehenge is Raised</b>

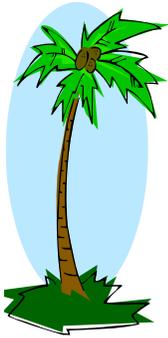
**Timeline Chains Board #1**  
**Weeks 1-9**

YOUR

# ADVENTURE QUEST!

Observing the World's Creation

WEEK 1  TIME: c. 4,000 B.C.

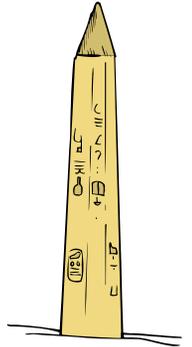


**Your Mission:**

**Venture Into the Universe God Created!**

**MISSION HIGHLIGHTS:**

- ◆ Create a "Nature Notebook" for Keeping Science-Oriented Schoolwork Topics
- ◆ Visit the Crab Nebula or Other Destinations in the Universe
- ◆ Make an Observation of Your Own about the Natural World
- ◆ Discover and Use a Tool Discovered by the Early Peoples



## Time & Place:

In the beginning God created the heavens and the earth, and so began the story of mankind and God's redemption. He created a perfect earth and a perfect man and woman to enjoy it and have fellowship with Him. Man's fall into sin changed all that; all men were now sinners and the created world was flawed by sin as well. With man's fall, however, came a promise – a Savior who would redeem his people and the earth.

## History Discussion Questions:

### DAY 1

**When did the Ice Age happen?** The Ice Age began after Noah's Flood. The earth became very cold.

**What big building projects support the idea of early man's ingenuity?** Stonehenge and the pyramids in Egypt.

**What was the Egyptians' greatest resource?**  
The Nile River.

**What rivers supported people in India and China?**  
The Indus River in India and the Huang He or Yellow River in China.

### DAY 2

**List what God created on each day of Creation week.**

- Day 1 - Light (day and night)
- Day 2 - Firmament (heaven)
- Day 3 - Seas and dry land, seed-bearing herbs & fruit trees
- Day 4 - The sun, moon and stars

Day 5 - Sea creatures and birds

Day 6 - Cattle, creeping things, beasts, and man

Day 7 - God rested

### DAY 3

**What did God forbid Adam and Eve to do?**

Adam and Eve couldn't eat of the tree of the knowledge of good and evil.

**What were the results of their disobedience?** Sin came into the world, as did death and pain and conflict.

**What did Cain do to his brother Abel?** He murdered him.

### DAY 4

**Explain what Jubal and Tubal-Cain were gifted at doing.** Jubal was a musician, and perhaps taught others. Tubal-Cain was a bronze- and ironmaker who did teach others his trade.



# Quest for the Ancient World

## The World is Formed

Week 1  
4-8th

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Mystery of History</i>	Quarter 1 - "The Mystery Begins" p. 3-5	Lesson 1 Creation	Lesson 2 Adam & Eve	Lesson 3 Jubal and Tubal-Cain
<i>Encyclopedia of the Ancient World</i>	Pages 8-9			Pages 12-13
<i>Answers in Genesis Articles</i>		Explore the "Build the Ark" Site See Below.	Rediscover the Story of Adam and Eve See Below.	
<b>READING TOGETHER</b>				
<i>Golden Goblet</i>	Chapter 1	Chapter 2	Chapter 3	Chapter 4
<b>STUDENT ASSIGNMENTS</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>Story of the World, Volume 1 &amp; Ancient Adventure Quests</i>	<i>STORY OF THE WORLD:</i> Introduction	<i>ADVENTURE QUEST:</i> Pages 3-4		
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient:</i> Creation in Seven Days	<i>Timeline:</i> Place Timeline Figures
<i>Mapping Work</i> <i>See Notes on Independent Study Schedule</i>	Assignment 1: Start "Early Civilization of Man" Map	Assignment 2		
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Ancient Adventure Quest</i>			★ EASY - NATURE ★ Create a Nature Notebook	
<i>The Mystery of History</i>				★ EASY - MUSICAL ★ Name That Tune Act. 3B - p. 15
<i>Other Activities - See Below</i>	★ EASY ★ WEBSITE: Visit the ICR & Learn about Creation	★ EASY - NATURE ★ WEBSITE: Discover the Crab Nebula & More	★ EASY - NATURE ★ Observation from Creation	★ EASY - MUSICAL ★ WEBSITE: Play a Virtual Instrument

## Notes

**Ancient Adventure Quests** are taken from the resource, "Setting Out on Ancient Adventure Quests."

### Answers in Genesis Site

You can read articles and more at the sites below.

- ♦ **Explore the "Build the Ark" Site at:**  
<http://arkencounter.com/>
- ♦ **Rediscover the Story of Adam & Eve**  
Answers in Genesis features a series of 26 interesting coloring pages that retell the Adam and Eve story. You can print them, your student can color them in, and add to their "Timeline in History." **Print them from this page:**  
<http://www.answersingenesis.org/kids/activities>

### Discover the Crab Nebula at:

[http://amazing-space.stsci.edu/resources/print/lithos/crabneb\\_lit\\_ho.pdf](http://amazing-space.stsci.edu/resources/print/lithos/crabneb_lit_ho.pdf) You can find other wonderful pictures and interesting facts about our universe by heading to:  
<http://amazing-space.stsci.edu/eds/tools/> and clicking on "Pictures and Facts."

### Play a Virtual Piano, Flute or Pan Pipes Online!

Discover an octave by playing a scale of seven notes, or try out a song you know. Think about Jubal's musical ability.  
[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks2/music/piano/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm)

### Observation from Creation

Draw or write about something that amazes you in nature.

### Visit the Institute for Creation Research's online store:

Find the latest in creation science books, videos, and DVDs for both children, adult and homeschooling use. at [www.icr.org](http://www.icr.org). A few recommended books you'll find:

"The Amazing Story of Creation"

"What Really Happened to the Dinosaurs?"

"The Creation: When God Made the World"

"Abraham's Family"

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>INDEPENDENT STUDY</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>Story of the World, Volume 1 &amp; Ancient Adventure Quests</i>	<i>STORY OF THE WORLD:</i> Introduction	<i>ADVENTURE QUEST:</i> Pages 3-4		
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient:</i> Creation in Seven Days	<i>Timeline:</i> Place Timeline Figures
<i>Mapping Work</i> <i>See Notes Below</i>	Assignment 1: Start "Early Civilization of Man" Map	Assignment 2		
<b>BIBLE STUDY</b>				
<i>Bible Reading</i>	Creation Genesis 1 to 2:1		Man in the Garden Genesis 2:4-17	Man's Fall Genesis 3
<b>READING ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>SCIENCE ASSIGNMENT</b>				
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Ancient Adventure Quest</i>			★ EASY - NATURE ★ Create a Nature Notebook	
<i>The Mystery of History</i>				★ EASY - MUSICAL ★ Name That Tune Act. 3B - p. 15
<i>Other Activities - See Notes</i>	★ LT. PREP ★ Draw or Write an Observation from Creation	★ EASY - NATURE ★ Observation from Creation	★ EASY ★ WEBSITE: Visit the ICR	★ EASY - MUSICAL ★ WEBSITE: Play a Virtual Instrument

## Notebooking:

★ **Timeline Figures to Place**

**HS in the Woods** - The Creation, Adam and Eve, Cain and Abel, Jubal and Tubal-Cain

**WinterPromise** - The Creation, Jubal and Tubal-Cain

★ **Mapping Assignment 1 - Start an "Early Civilization of Man" Map**

Start a map for your Timelines in History. Use the "Ancient Rome" template. Use the Ancient Rome map template included in the Old World Style World Maps CD. This week, color the seas and oceans blue, and the land a color of your choice such as tan or light green. You'll continue to build this map for several weeks. Label the bottom of the map as "Early Civilization of Man."

★ **Mapping Assignment 2 - Add Locations to "Early Civilization of Man" Map**

On your "Early Civilization of Man Map," label the continents in the map.

Add These Cities: Babel, Ninevah

**PLEASE NOTE!** The abbreviation "AWH" stands for the "Atlas of World History" we recommend for completing your mapping projects. The number after the dash is the page number on which the information appears. For Biblical history locations, use the Holman Atlas, or this site has a comprehensive library of Bible maps: <http://www.bible-history.com/maps/>



## Website to Visit: Institute for Creation Research Site

Have a parent help you to reach this site. The web address is listed in the parent notes.

YOUR

# ADVENTURE QUEST!

## Surviving the Ice Age

WEEK 2  TIME: c. 2300 to 1600 B.C.

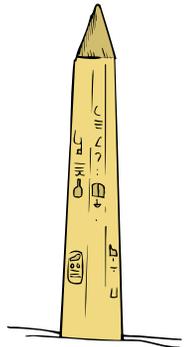


### Your Mission:

## Survive the Ice Age using Your Wits!

### MISSION HIGHLIGHTS:

- ◆ Create a Survival Plan for Making it Through the Ice Age
- ◆ Go in Search of Noah's Ark
- ◆ Take a Virtual Tour of the Ark and Go Inside History
- ◆ Classify Dinosaurs Big and Small



### Time & Place:

Early man began to populate the earth. Although what we know about early man is very little, we do know that he increased in sinfulness until God sent a worldwide flood to destroy the earth. Noah found grace and was saved with his family, but the world they found when they emerged from the ark was a different place from the world they had known. It is likely the flood set off a time of cold worldwide that became an Ice Age.

### History Discussion Questions:

#### DAY 1

**How long did rain fall during Noah's flood?** 40 days and 40 nights.

**How long did the flood last?**

The water didn't subside and cause dry land to appear for more than a year.

**What was God's sign that He would not destroy the whole earth with floodwaters?** The rainbow.

#### DAY 2

**How much of the earth was likely covered in ice during the ancient Ice Age?**

About a third of the world's surface.

**Explain the difference between ice sheets, ice caps, and glaciers.** Ice sheets cover large, flat areas and remain stationary. Ice caps also cover large, flat areas and

remain stationary, but are specifically found at the poles of the earth. Glaciers are layers of ice found on the slopes of mountains and in valleys; they do move because they are heavy and gravity pulls them downward, especially when melting occurs.

**How do big rocks end up in unusual places?** They were dropped by moving and melting glaciers.

**What role would volcanoes and earthquakes have played in the Ice Age?** They would have warmed the oceans from heat release beneath the earth; filled the sky with ash, blocking the sun and cooling the air; they would have pushed up mountains, creating places high enough to collect snow; and they would have caused tsunamis.

#### DAY 3

**What two beasts mentioned in the Bible might be dinosaurs?** Behemoth and Leviathan.



# Quest for the Ancient World

## Human History Begins

Week 2  
4-8th

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>FOR DISCUSSION</b>				
<i>Mystery of History</i>	Lesson 4 Noah and the Flood	Lesson 5 The Ice Age	Lesson 6 Dinosaurs	
<i>Encyclopedia of the Ancient World</i>				Pages 14-17
<i>Answers in Genesis Articles</i>	Find an Article to Read about Noah's Ark at the Answers in Genesis site	Find an Article to Read about the Ice Age at the Answers in Genesis site	Find an Article to Read about Dinosaurs at the Answers in Genesis site	
<b>READING TOGETHER</b>				
<i>Golden Goblet</i>	Chapter 5	Chapter 6	Chapter 7	Chapter 8
<b>STUDENT ASSIGNMENTS</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>Story of the World, Volume 1 &amp; Ancient Adventure Quests</i>	<i>STORY OF THE WORLD:</i> Chapter 1	<i>ADVENTURE QUEST:</i> Pages 5-6		
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient:</i> The Ice Age	<i>Timeline:</i> Place Timeline Figures
<i>Mapping Work</i> <i>See Notes on Independent Study Schedule</i>				Assignment 3
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Ancient Adventure Quest</i>		★ EASY - NATURE ★ Create an Ice Age Survival Plan		
<i>The Mystery of History</i>			★ LT. PREP-NATURE ★ Classify Dinosaurs Activity 6B - Page 28	
<i>Other Activities - See Below</i>	★ LT. PREP ★ VIDEO: In Search of Noah's Ark	★ EASY ★ Collect Fossils or Visit a Museum Nearby		★ EASY ★ WEBSITE: Noah's Ark Virtual Tour

## Notes

### Answers in Genesis Articles

Choose an article that interests your student to read at:  
<http://www.answersingenesis.org/get-answers/topic/noahs-ark>

### ACTIVITIES

#### Noah's Ark Tour

Take a virtual tour of the inside and outside of Noah's ark by going to <http://www.arksearch.com/na3dark.htm>. The link to entering the ark is at the bottom of the author's letter.

#### Noah's Ark Video

The video "In Search of Noah's Ark" is a good choice for all age groups to help students understand the many excursions which have been made up Mt. Ararat to try to locate the ark.

#### Note on the Ice Age

Did you know that most creation scientists feel the Ice Age is a result of Noah's flood? However, they do not agree with the

book's assessment that this event took place 10,000 to 40,000 years ago. Discuss this with your student. For more information, you can head to the Institute for Creation Research website. The web address of ICR's main page is <http://www.icr.org>

#### More Books on Noah's Ark at [www.icr.org](http://www.icr.org)

#### "Noah's Ark, Noah's Flood"

Written for young students, this is a lighthearted approach to the theories surrounding Noah's ark.

#### "The True Story of Noah's Ark"

This is a must-see! Not just for children, this book is a beautifully illustrated gift edition that demonstrates the society man enjoyed before the flood, and the facts surrounding the flood. An excellent choice!

RESOURCES	DAY 1	DAY 2	DAY 3	DAY 4
<b>INDEPENDENT STUDY</b>				
<b>HISTORY &amp; SCIENCE</b>				
<i>Story of the World, Volume 1 &amp; Ancient Adventure Quests</i>	<i>STORY OF THE WORLD:</i> Chapter 1	<i>ADVENTURE QUEST:</i> Pages 5-6		
<b>NOTEBOOK WORK</b>				
<i>"MYO" Ancient Chronicle, &amp; Timelines in Hist.</i>			<i>MYO Ancient:</i> The Ice Age	<i>Timeline:</i> Place Timeline Figures
<i>Mapping Work</i> <i>See Notes Below</i>				Assignment 3
<b>BIBLE STUDY</b>				
<i>Bible Reading</i>	Noah Genesis 6:9-22	The Flood Genesis 7:1-24		God Remembers Noah Genesis 8:1-17
<b>READING ASSIGNMENT</b>				
<b>MATH ASSIGNMENT</b>				
<b>SCIENCE ASSIGNMENT</b>				
<b>CHOOSE AMONG THESE PROJECTS &amp; ACTIVITIES</b>				
<i>Ancient Adventure Quest</i>		★ EASY - NATURE ★ Create an Ice Age Survival Plan		
<i>The Mystery of History</i>			★ LT. PREP-NATURE ★ Classify Dinosaurs Activity 6B - Page 28	
<i>Other Activities - See Notes</i>	★ LT. PREP ★ VIDEO: In Search of Noah's Ark	★ EASY ★ Collect Fossils or Visit a Museum Nearby		★ EASY ★ WEBSITE: Noah's Ark Virtual Tour

## Notebooking:

★ **Timeline Figures to Place**

**HS in the Woods** - The Dinosaurs, Enoch, Methuselah, Noah and the Flood, the Ice Age

**WinterPromise** - Noah and the Flood

★ **Mapping Assignment 3 - Add Locations to "Early Civilization of Man" Map**

Add these locations to your map: Ararat, the Fertile Crescent (AWH-18).

Also, use a blue highlighter to show the areas of the world that were covered in polar sheets during the Ice Age.

**REMEMBER:** The abbreviation "AWH" stands for the "Atlas of World History" we recommend for completing your mapping projects. The number after the dash is the page number on which the information appears. For Biblical history locations, use the Holman Atlas, or this site has a comprehensive library of Bible maps: <http://www.bible-history.com/maps/>

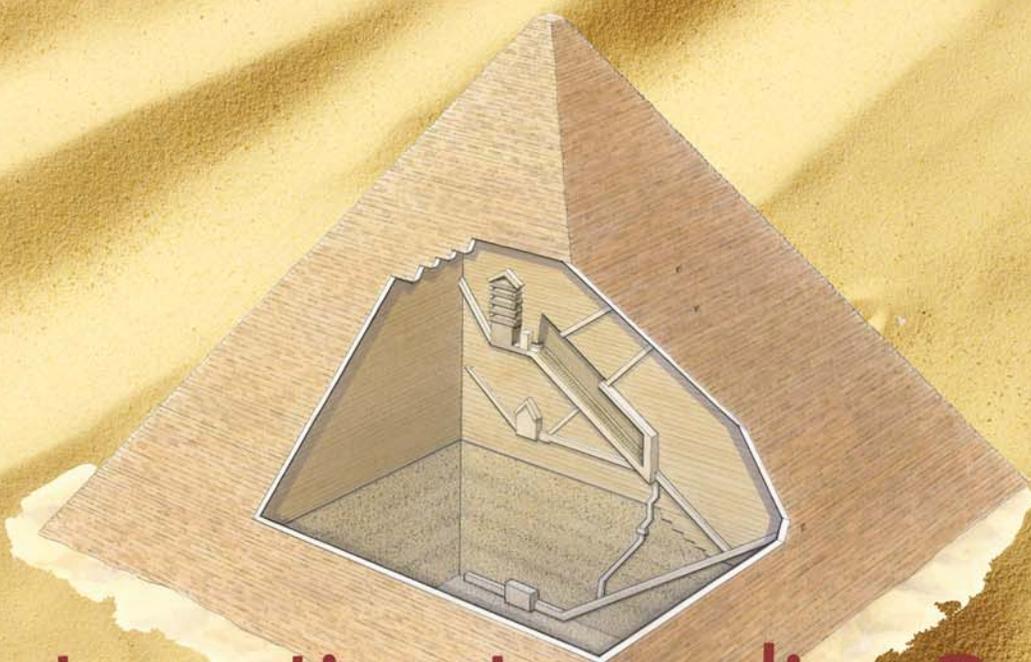


Website to Visit: Take a Virtual Tour of Noah's Ark

Have a parent help you to reach this site. The web address is listed in the parent notes.

# Make-Your-Own Ancient Chronicle

## Middler Version



Interactive Journaling Pages  
That Take You to Ancient Cultures

### WinterPromise

**This Resource in Ebook Version:**

This resource can be printed single-sided, and used as looseleaf worksheets.

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# The Ancient Chronicle

## How to Use This Resource

### with Your Timelines in History



Welcome to this year's "Make-Your-Own" history pages. Each year, if you've been with WinterPromise, you've been completing these "Make-Your-Own" pages. This year, the pages have an ancient theme with the name, "The Ancient Chronicle."

If you haven't used WinterPromise's "Make-Your-Own" history pages before, here's how to use them. These pages are designed for use with WinterPromise's "Timelines in History" timeline book. The "Timelines in History" book has a timeline that shows dates for both B.C. and A.D. throughout history. Every other spread is blank, so that you can file your "Make-Your-Own" history pages in between and not block your view of your timeline work.

The pages should be completed each week, then filed by date in your "Timelines in History." The "Timelines in History" resource serves as a backbone for many notebooking assignments. You are to place any timeline figures you have on the dated pages. Any maps you make, reports you complete, or artwork you finish can also be filed in your "Timelines in History."

Your "Timelines in History" is also a great place to put any pictures you've taken of projects you've completed or field trips you've taken. With WinterPromise, you will literally "Make-Your-Own" history book with your own personal feel to it.

The pages in this resource help you to review or reinforce what you've learned from your history or science resources each week. You should do your best to put down what you know. You should also use your best handwriting or drawing skills, as required, since you'll be showcasing these pages for some time to come. You'll collect "Make-Your-Own" pages each year you are with WinterPromise.

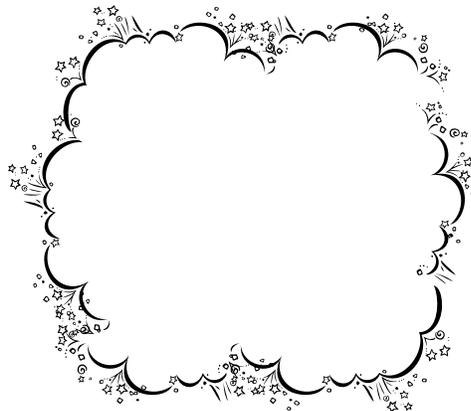


The Ancient Chronicle

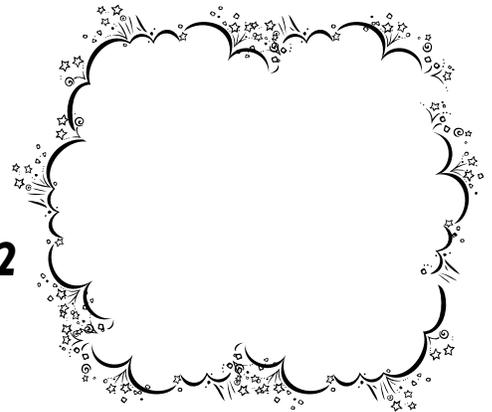
# The Days of Creation

6,000 - 4000 B.C.

During Creation week, God spoke and the universe and all that is in it came into being. In the frames below, draw what was created on each day or write several examples of things that were created on each day.



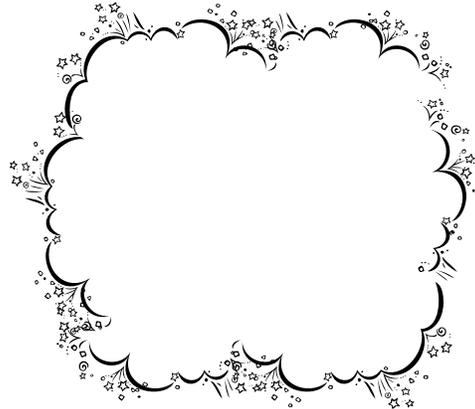
**DAY 1**



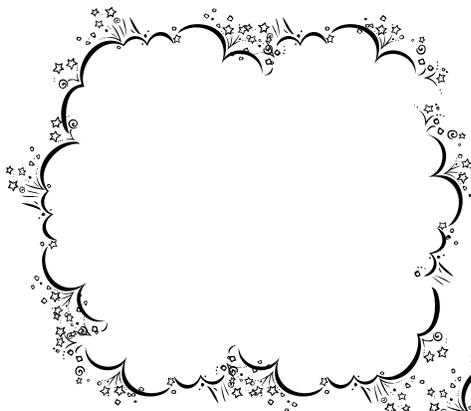
**DAY 2**



**DAY 3**

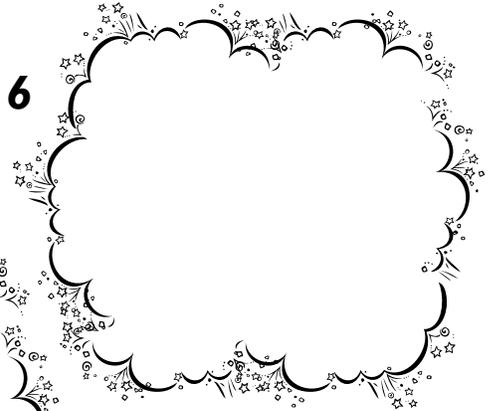


**DAY 4**



**DAY 5**

**DAY 6**



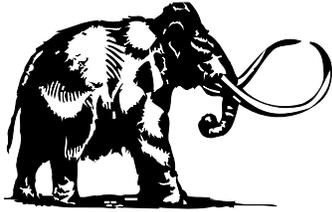
**DAY 7**



# The Ancient Chronicle

## The Ice Age

2300 to 1600 B.C.



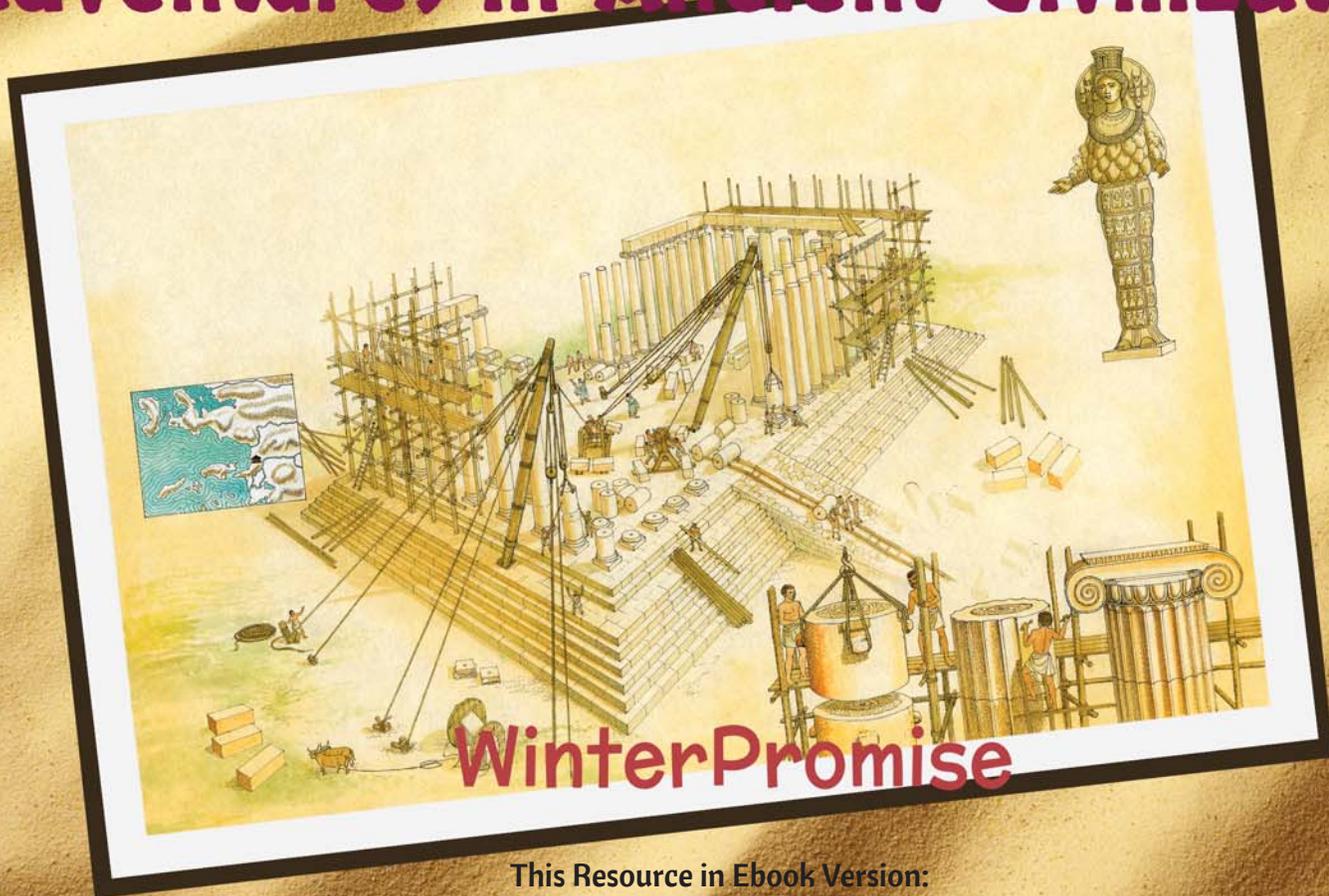
The Ice Age brought major changes to the earth. Noah's flood provides good explanation of the conditions of the Ice Age.

Below, write about the conditions on the earth during the Ice Age for each of the categories, along with any effects the conditions have in creating or perpetuating the Ice Age.

ICE AGE CONDITIONS PERTAINING TO:	CONDITIONS DURING THE ICE AGE & THEIR EFFECTS:
<i>Earth's Surface Geography</i>	
<i>Air Quality</i>	
<i>Ocean Temperatures</i>	
<i>Ocean Water Levels</i>	
<i>Precipitation</i>	
<i>The Polar Ice Cap</i>	

# Setting Out On Ancient Adventure Quests

## Adventures in Ancient Civilizations



WinterPromise

This Resource in Ebook Version:

This resource can be printed single- or double-sided, and used as looseleaf worksheets.

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Setting Out on . . .

# ANCIENT ADVENTURE QUESTS

Mysteries, Observations  
& Travel to Exotic Locations!



## **Using This Resource**

Grab a travel bag, put the things you need inside, because this resource will have you traveling all over the world to exotic places! Even more exciting, you'll go to many different moments in history, and be on hand at the building of the pyramids, the opening of King Tut's tomb, and the destruction of cities by Assyrian warriors.

To get the most out of your Adventure Quest, read the material, then choose your mission (or missions) carefully. Each mission is designed so that you'll learn something more about the ancient world, or hone skills you already have as you complete a project.

After each mission is listed in parentheses one or more of the multiple intelligences described in detail in your Ancient 4/8 guide. If you pay attention to which intelligences are your gifting, you'll probably key in a lot more quickly to which of the missions you'd most like!

Some of the missions require the use of helps from the helps pages section at the end of this resource. Be sure to check which ones you may need for each mission.

Then, use the space provided to plan your mission and/or report on what you did.

So get ready --

it's time to go!



# Adventure Quest - Week 1

## Observing the World's Creation

### **You Have Arrived at . . . The Moment of Creation**

At first, all is dark. Then, God speaks, and something is there, something without form, something you couldn't see anyway, but then . . . there is light. An incredible thing happens; God divides the light from the darkness, making both night and day. The next day is even more incredible, as an atmosphere is created for this planet, and light now makes its way to the planet's surface through the air. On the third day, you get to look on as God gathers the waters and makes dry land appear. He names this place "Earth." Then, plants, trees, bushes, grasses – some towering and some infinitesimally small – appear all over the land lush and green. Plants with fruit, flowers, leaves, beautiful and full; so many of them!

The next day, certain that nothing more wonderful could come to be, you witness the incredible. God creates lights in the heavens: stars, billions of them, nebulas, galaxies, each more dazzling to the eye than the last and so big that you get lost in the sheer size of it all. The sun, big and blazing, and the moon, quiet and reflective, are both set into the sky. A day isn't enough to see it all. Then, the fifth day dawns, and God creates birds that flit through the air and fish, whales and other sea life to populate the oceans. Hummingbirds, sparrows, parrots, even pterodactyls cast their flying shadows on the trees below. Whales and the enormous shark, the megalodon, and their kind dominate the seas.

By the sixth day, you wonder what could be next, and God speaks, and animals of shape and description populate the earth, crawling, scurrying, running, and burrowing. But God has saved the best for last. He speaks into being the first man, and calls him Adam. Then the Creator, the Speaker of All, does something amazing. He rests on the last day of creation, the seventh day. He calls all creation good, made to exalt and glorify Him.

---

#### **Your Mission:**

Create a "Nature Notebook." Just as you have your "Timelines in History" for keeping history- and man-related schoolwork, artwork and reports, you'll want to create this "Nature Notebook" for keeping track of schoolwork you do on the natural world or other topics. You will be creating this notebook to fall in line with the days of Creation, which will help you organize where things go.

#### **How to Organize the Notebook:**

Create several tabs for each day of Creation as follows:

- ♦ Day 1 - Light & the Physical World for all types of forces, energies and natural laws.
- ♦ Day 2 - Air & the Chemical World for all types of chemicals and compounds
- ♦ Day 3 - Land & the Geological World for landforms, waterforms, rocks and minerals; also, Plants & the Horticultural World from Life Science
- ♦ Day 4 - Space & the Astronomical World for the universe, stars, and other space objects
- ♦ Day 5 - Sea & Sky Animals from Life Science
- ♦ Day 6 - Land Animals & Man from Life Science
- ♦ Day 7 - God and His Kingdom, the Spiritual World

You will add to this Nature Notebook just like your Timeline, filing reports, artwork, field trip reports and more from your science studies or other topical studies.

#### **Completing Your Mission:**

You can create your notebook or add to it in several ways, or combine approaches. Combining the below adds flavor!

- ♦ You can add information about your interactions with the natural world, such as field trips, experiments, etc. (HANDS-ON)
- ♦ You can complete it in a "scrapbook" or "photography" format, using a more creative approach. (VISUAL)
- ♦ You can write a report about nature topics. (LANGUAGE)
- ♦ You can work in a team to produce pages or complete experiments and more. (PEOPLE-ORIENTED)
- ♦ You can make scientific drawings or share scientific material about the natural items you're including, or add specimens from nature. (NATURE)
- ♦ You can create items that flow from organized charts of the natural world, such as the Table of Elements, or the Animal Kingdoms, and so forth. (LOGICAL)
- ♦ You could collect animal noises or "songs" from MP3 files and store them. (MUSICAL)
- ♦ You can journal about your experiences in nature and what you've learned. (INNER LIFE)
- ♦ You can add thoughts about nature and what specific attributes or characteristics teach us about other aspects



*Adventure Quest - Week 1*  
Observing the World's Creation  
Mission Plan or Report



## Adventure Quest - Week 2

# Surviving the Ice Age

### You Have Arrived in . . .

## The Ice Age

The earth is now in the grips of an Ice Age. Although you can't be certain, it seems as though these new conditions on earth are a result of the worldwide flood of Noah's time. The flood altered almost everything about the earth – its surface is now mountainous and filled with water-carved valleys, with many places covered in deep sediments. Volcanic activity that likely occurred would have sent ash into the air; these particles reflect the sun's warmth back into space rather than allowing it to warm the earth, so all places on the globe are now cooler than they were before. In addition, there is a lot of moisture in the air. The Flood brought a new warmth to the oceans because superheated water from the "fountains of the great deep" (Genesis 7:11) joined the oceans. These waters were also heated by friction as the continents shifted. This warm ocean water is evaporating more quickly than colder oceans, and is feeding huge snowstorms. Polar caps are building up as this condensed water falls as snow into ever deeper piles; these piles are pressure-packing the snow into ice, laying down monstrous glaciers in northern areas. The particles of ash in the air do not allow the snow and ice to melt. The polar cap is large, but does not cover the whole earth.

It's very interesting, because the earth's water is now trapped in ice in the north. The ocean water level has dropped, and continental shelves are exposed. Land bridges connect continents. People are spreading out and migrating all over the globe. People are building cities near the ocean that will not survive if the ice melts and the ocean level rises. If this happens, the land bridges will flood over, too, and people will be trapped on the continents they inhabit. Most people live near the equator, where temperatures are still fairly moderate, though cooler than before. Some plants and animals are starting to die off, as they aren't making the adjustment to the earth's new temperature and humidity levels, but they are still abundant compared to the population of man. New dwellings are created to cope with storms not seen before the flood, and warm new clothes are needed to survive this – the Ice Age.

People you might think of as "Stone Age" (because of their use of stone tools) have some surprising knowledge. They are creating beautiful jewelry and makeup, producing high strength glue, and developing advanced surgical techniques like amputation. Advanced tools for building boats can be found on the island of Crete in a style you also see in North Africa, showing that people are sailing from these very early times.

### Your Mission:

Create a survival plan for making it through the Ice Age. You need to address what you will eat and how you will get the food and prepare it. This might affect what kind of dwelling you make for yourself and what kinds of clothes you can make with the materials you have and the skills you possess.

### Things to Consider:

You'll need to consider the following questions.

- ◆ How will cooler temperatures affect growing seasons and how does this relate to hunting and gathering?
- ◆ What kind of dwelling suits the type of lifestyle you have chosen to make it through the Ice Age?

Remember, each choice you make about your survival needs – food, clothing, housing – impacts the other needs and how you'll need to meet them.

### Completing Your Mission:

You can present what you've decided upon in several different ways. None of them need to be too long.

- ◆ You can create a diorama or drawing that shows your home and the other choices you've made. (HANDS-ON)
- ◆ You can write a report or story. (LANGUAGE)
- ◆ You can work in a team to produce a project. (PEOPLE-ORIENTED)
- ◆ You can make scientific drawings or share scientific material about the natural items you'll need to survive. (NATURE)
- ◆ You can create a chart that shows what decisions you made and why, and how they led to other choices. (LOGICAL)
- ◆ You could share your information in the form of a rap song or ballad. (MUSICAL)
- ◆ You can share what you've decided in the form of the journal of a character recounting his daily life. (INNER LIFE)



Adventure Quest - Week 2  
Surviving the Ice Age  
Mission Plan or Report