

The background of the entire page is a collage of ancient Egyptian statues. In the upper half, three large statues of pharaohs are visible, their faces and upper torsos shown. They have dark skin, white beards, and are wearing traditional Egyptian headdresses. The lower half of the page features a dark, textured background with faint, stylized outlines of more statues, including one with a prominent white beard and another with a white headdress.

Quest for the Ancient World

High School Version

Uncover the Archaeology of the Ancient World

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

Answer Keys

Quick Start Highlights!

- **Make Sure You Have All Your Resources**

Use the "Ancient World Sr High 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, decide your level of involvement, gather supplies, and adapt it all for your family on pages 11-13.

- **Take a Look at This Year's Activities**

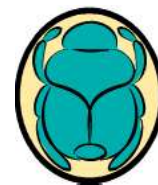
You can decide what really interests you, and use these pages as an overview for keeping on track this year, on pages 14-22.

- **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.

BOOK TITLE:	PRINT ISBN#	PRINT PRICE	KINDLE	NOOK
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	YES	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	NO
The Wanderings of Odysseus	978-0553494822	6.99	NO	NO

Consider These Optional Resources:

Archaeological Bible

This resource is scheduled in this guide, and is highly recommended, but is not included in your package due to its price. This fantastic study Bible gives students and insight into the culture of Old and New Testament worlds with features on the daily lives of ancient peoples, their beliefs, practices, and more!

Timeline Resources:

We highly 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.

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, especially through archaeology
- To discover the basics of archaeological methods and study, and key ancient archaeological finds

Animal 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 science, social science, people, animals, and nature-related topics

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

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 animals

Determine how the given situation compares or contrasts to your own experiences

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

Examine photographs to discover more about natural places, or animal or insect species

Practice your knowledge of key concepts by journaling or trying experiments

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

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.

Bible Study - Archaeological Expeditions & Archaeological Bible

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

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

Students will actively work through "Archaeological Expeditions" 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, and investigates archaeological topics. Students will also learn a lot from the "Archaeological Bible."

Land of Israel Geography Study - Holman Bible Atlas

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

Learning Goal: To discover how the geography of Israel was related to key events in Bible history

The Holman Bible Atlas is a treasure trove of helps to understanding not only the geography of Israel, but how the topography affected Bible events, and determined where roads were built, how people traveled, and so much more. This atlas also provides historical information on the Israelites and neighboring peoples and empires that were key to ancient times. Your student will learn so much with this resource. "Archaeological Expeditions" also features reviews, quizzes, and tests from the atlas.

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 maps are in your student's note-booking resource, "Archaeological Expeditions." 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 WP'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.

Active Historical & Archaeological Opportunities - Archaeological Expeditions & Archaeology for Kids

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

Learning Goal: Discover archaeological goals and methods, discern archaeological significance, more

Each of these books offer active learning and experiences that allow students to discover archaeology and ancient history. Each book offers activities, exercise, real-life practice, or experiments, 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.

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 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 "home-work" 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.) This year your student has a choice of using this grid, or the syllabus-style schedule in his or her "Archaeological Expeditions."

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 Pages or Projects in Books - Some of the activity books require copies be made if you'd like to complete some of the projects. Be sure to leaf through "Ancient Greek Challenges," and "Ancient Roman Challenges," and "Archaeology for Kids," for anything you'd like to copy.



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:

Holman Bible Atlas Study Packet - Make one copy of this resource for each student.

Ancient Student Work Packet - Make one copy of this resource for each student, or, if your student does not like the syllabus-style pages, print out a copy of the Independent Study Schedules as directed above.

Archaeological Expeditions - 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 “Archaeological Expeditions” and “Archaeology for Kids” resources. The activities in these books will be fairly easy to complete, and usually require no supplies beyond typical 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 the opportunities you have this year.

- MYO History Bk with interactive pages, activities, and reinforcement material.
- The “Challenges” books offer 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 “Tools of the Ancient Greeks” 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 sure you have some 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!

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.

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.

Visit a Local Museum

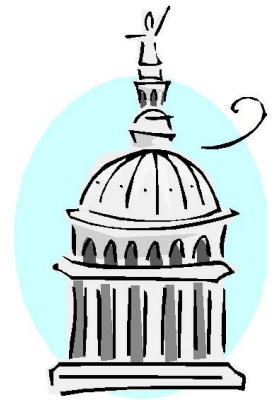
In almost any local museum, there might be some space dedicated to at least one of the themes we have studied this year. Call and find out what permanent exhibits may have to offer to your studies before you begin your year, and plan accordingly. While you are calling, be sure to ask about temporary 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>

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) 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) in LaGrange, Georgia is highly recommended by a WVP 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>"In Search of Noah's Ark"</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>Time Life's: "Lost Civilizations"</p> <p>Extremely Good Video Set to Purchase: 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.</p> <p>This week watch: "Mesopotamia: Return to Eden"</p>	DVD	Optional ★★★★★
Week 4	<p>Time Life's: "Lost Civilizations"</p> <p>Extremely Good Video Set to Purchase: 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. This week watch: "Aegean: Legacy of Atlantis"</p>	DVD	Optional ★★★★★
Week 6	<p>A MUST! - "Egypt's Golden Empire"</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 (www.pbs.org) or through a local bookstore. (ISBN# 0780638352) Many libraries also carry this title. This Week: View these chapters from Part I: "Introduction," "The Warrior Pharaohs," and "War and the Birth of an Empire."</p>	DVD	Optional ★★★★★
	<p>Time Life's: "Lost Civilizations"</p> <p>Extremely Good Video Set to Purchase: 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. This week watch: "Egypt: Quest for Immortality"</p>	DVD	Optional ★★★★★
Week 7	<p>A MUST! - "Egypt's Golden Empire"</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. Many libraries also carry this title. This Week: View these chapters from Part I: "Hatshepsut -- Daughter of a God," and "Tutmoses III - The Conqueror of Megiddo."</p>	DVD	Optional ★★★★★



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 around the world to experience natural wonders in many different settings, 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 earth or a region of the world, take time to look it up on an atlas or map. If you have a globe, 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 place 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 "One Small Square" series, or what they learned from their animal encyclopedia. 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 "Archaeological Expeditions." 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 Responsibility and Stewardship

An overwhelming goal of this program is to help students see how they are responsible to take care of God's world, and be good stewards of the resources in it, then try to build those traits into their own lives. Many of the people your students will meet along the way in this year's study have felt a responsibility to work with animals, work hard to protect God's world from exploitation, or are good stewards and caretakers of animals in need. These qualities are among Charlotte's educational ideals, and this program seeks to build this in your students, since, as they discover the responsibility of others, they are bound to discover how much they need to be good stewards of God's gifts in their own lives. To this end, we encourage you to challenge your student to think about their responsibility for God's world.

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					

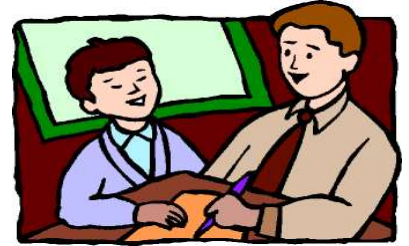
As you see, each week you can assign a grade for several different skills, plus there is adequate space for writing in a worksheets or project grade. If you want more space for recording additional projects, simply leave a few lines blank between each week, so you can write in more detail. At the end 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 31-32 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 VWP:

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 VWP: 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 VWP: 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/mi/intro/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 24 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.

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

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.

- 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.

- 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 3 through 6 that coordinate with early American 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

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.

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.

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.

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.

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

Ancient World Independent Study

Sr. High – Week 2



DAY 1	DAY 2	DAY 3	DAY 4
Student Assignments			
Archaeological Bible <ul style="list-style-type: none"> The Flood, Genesis 6-7 Holman Bible Atlas <ul style="list-style-type: none"> Chapter 2 	Story of the World: Vol 1 <ul style="list-style-type: none"> Chapter 1 Archaeological Bible <ul style="list-style-type: none"> "Ancient Flood Narratives" p, 13 	Web Learning <ul style="list-style-type: none"> Tour Noah's Ark Archaeological Bible <ul style="list-style-type: none"> Noahic Covenant, Genesis 8-9 	Web Learning <ul style="list-style-type: none"> OPTIONAL: Visit Websites with Q&A about Flood & Fossils Archaeological Bible <ul style="list-style-type: none"> The Table of Nations, Genesis 10 Holman Bible Atlas <ul style="list-style-type: none"> Complete Review Page from "Holman Study Packet"
Notebook Work			
	Mapping <ul style="list-style-type: none"> Map Assignment 3 	Archaeological Expedition <ul style="list-style-type: none"> Changes After the Flood, p. 15 	Timeline & Timeline Cards <ul style="list-style-type: none"> Place Timeline Figures Review Timeline Cards
Language Arts Assignments			
Math / Science Assignments			
Choose Among These Projects & Activities			
Archaeology Quest! LT. PREP: Survey Game Archaeology for Kids, p. 7 Archaeological Expeditions (HANDS-ON)	Other Archaeological Act. EASY: Advanced Students Archaeological Course, Website: biblicalarcheology.net, Course 7, Lesson 1 (LANGUAGE)	General Activities EASY: Create Music for a Favorite Psalm. Find in Ancient Student Work Packet. (MUSICAL)	Reading/Responding Act. EASY: Read Article: "Things You May Not Know About Evolution" Find in Archaeological Expeditions (LANGUAGE)

Notes

Timeline Figures to Place

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

Winter Promise - 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.

WEB LEARNING:

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

Website: Q & A about the Flood & Fossils

Fantastic answers to the most commonly asked questions about Noah's Flood and other sites that talk about fossils and their place in the dating of the earth.

Go to:

<http://www.answersingenesis.org/home/area/faq/Flood.asp> and <http://www.answersingenesis.org/home/area/faq/fossils.asp>

Amazing sightings of dinosaur-type creatures in recent years! Go to http://www.fairservicenz.com/dinosaur/dinosaur-1.html#More_evidence

Ancient Student Work Packet



Weekly
Syllabus-Style
Schedules
for Student
Work with
Quizzes

www.winterpromise.com

Ebook Version:

This resource may be printed for your own family's use only. These syllabus-style pages are designed to be printed single-sided, then hole-punched on the left and used as looseleaf worksheets.

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Week 1 - The World is Formed

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.



Day 1

READING

- ☐ Story of the World, Introduction

ARCHAEOLOGICAL BIBLE

- ☐ Read "The History of the Holy Land," in the front matter.

ARCH EXPEDITIONS

- ☐ Mapping Assignment 1
Start a map for your Timelines in History. Use the "Ancient Rome" map in "Archaeological Expeditions," or the "Ancient Rome" template in your Old World Style World Maps CD or Map Set if you have these templates and prefer them. This week, color the seas and the oceans blue and the land a color of your choice such as tan or light green that you can easily write on to label places. You'll continue to build this map for several weeks. Label your map, "Early Civilization of Man."

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/>

- ☐ Choose an "Expedition" for this week. Write your choice below.



Day 2

READING

- ☐ Holman Bible Atlas, Introduction & Chapter 1

ARCHAEOLOGICAL BIBLE

- ☐ Copy the Archaeological Periods Chart into your "Timelines in History"

ARCH EXPEDITIONS

- ☐ Mapping Assignment 2
On your "Early Civilization of Man Map," label the continents in the map. Add These Cities: Babel, Ninevah
- ☐ Write below what you accomplished on your project.

WEB LEARNING

- ☐ **ADVANCED STUDENTS:** Online Archaeology Course
Wow! Begin with this fantastic course by going to <http://biblicalarcheology.net/> You'll be able to progress through this free course all year long! Make a commitment now to complete this assignment each week it is offered, in addition to another project! Details are on the "The Expeditions" pages.





Day 3

ARCH EXPEDITIONS

- ☐ Representation of Creation in Art page

On this page, which is basically blank, you should create a piece of art that represents Creation to you. You could copy some of the stellar formations you saw in today's web learning, or come up with your own more abstract art work that is a representation of your own. You may use any medium – pencil drawing, charcoal, watercolors, watercolor pencils, and etc.

ARCHAEOLOGICAL BIBLE

- ☐ Read "Introduction to Genesis"
- ☐ Read Genesis 1
- ☐ Read "Ancient Creation Narratives," page 5

WEB LEARNING

- ☐ Discover the Crab Nebula & More

Go to: http://amazing-space.stsci.edu/resources/print/lithos/crabneb_litho.pdf

You can find interesting facts about our universe by heading to:

http://amazingspace.org/resource_page/127/stars_stellar_evolution/type#resource_tab



Day 4

TIMELINE WORK

- ☐ Place this week's Timeline Figures

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

Winter Promise - The Creation, Jubal and Tubal-Cain

ARCH EXPEDITIONS

- ☐ Complete your project and give it to a parent to assign a grade.

ARCHAEOLOGICAL BIBLE

- ☐ Read Genesis 2-3
- ☐ Read "Location of Eden," page 6
- ☐ Read "Serpent Motif," page 8

HOLMAN STUDY PKT

- ☐ Complete the "What You've Learned" page for this week's Holman Bible Atlas assignment.



Parent Feedback

Your grades for this week:

Notebook Grade: _____

Comments: _____

Expedition Grade: _____

Comments: _____





Week 1 - The "Expeditions"

You can choose one or more activities from those listed below. At least one is required for full credit on your program. Details on certain activities will require you to look in other books or resources for more information. In the left column is a descriptor of which type of intelligence(s) is primary for completing the activity. More information about Multiple Intelligences (MI) is in the front of the guidebook.

Listed below are several "tracks," each of which has its own focus. You may wish to focus more on archaeology, more on general activities, or even to bypass most "activities," and instead focus on "Reading, Responding & Writing," which involves additional reading, research, oral discussion, or writing. You can always choose any of the activities listed, but these tracks will help you if you'd prefer to stick to one focus or another.



Archaeology Track:

Featured Activity!

ARCHAEOLOGY QUEST
HANDS-ON, LOGICAL, VISUAL

- ☐ Survey Game - Archaeology for Kids, Page 7

Complete your own surface survey as an archaeologist would.

You'll need: Yardstick or tape measure, 4 sticks or small tree branches, 4 pieces of string, each 12 feet long, black pencil, graph paper, box of toothpicks, and yellow, orange and red pencils.

LANGUAGE

- ☐ **ADVANCED STUDENTS:** Online Archaeology Course

Wow! Begin with this fantastic course by going to <http://biblicalarcheology.net/>

You'll be able to progress through this free course all year long! Make a commitment now to complete this assignment each week it is offered, in addition to another project!

For this week, click on "Biblical Archaeology: Course 7" in the left hand column, then click on the first lesson of the course, "Introduction to Biblical Archaeology." Read this lesson. If you'd like, you can print out the material and collect in a three-ring binder for later review. This site and course are an excellent resource!



General Activities Track:

MUSICAL

- ☐ Create Music for a Favorite Psalm

Inspired by the musical ability of early man, create music for one of your favorite psalms and write it down on a musical score sheet. You can print out blank staff paper at <http://www.blanksheetmusic.net/>



Reading, Responding & Writing Track:

LANGUAGE, LOGICAL

- ☐ Read the Article, "Things You May Not Know about Evolution"

A "More to Know" feature in "Archaeological Expeditions."

After reading the selection, discuss your thoughts with a parent and answer the questions included after the article.



Week 2 - Human History Begins

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.



Day 1

READING

- ☐ Holman Bible Atlas, Chapter 2

ARCHAEOLOGICAL BIBLE

- ☐ Read Genesis 6-7

ARCH EXPEDITIONS

- ☐ Choose an "Expedition" for this week. Write your choice below.
-



Day 2

READING

- ☐ Story of the World, Chapter 1

ARCHAEOLOGICAL BIBLE

- ☐ Read "Ancient Flood Narratives," page 13

ARCH EXPEDITIONS

- ☐ 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.

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/>

- ☐ Write below what you accomplished on your project.
-





☐ *Changes After the Flood page*

ARCHAEOLOGICAL BIBLE ☐ *Read Genesis 8-9*

☐ **Take a Noah's Ark Virtual Tour**

Day 4

☐ Place this week's Timeline Figures

ARCHAEOLOGICAL BIBLE ☐ *Read Genesis 10*

☐ Complete the "What You've Learned" page for this week's Holman Bible Atlas assignment.

☐ Complete your project and give it to a parent to assign a grade.

☐ **Website: Q & A about the Flood & Fossils**

Parent Feedback

Comments: _____

Comments:



Week 2 - The "Expeditions"

You can choose one or more activities from those listed below. At least one is required for full credit on your program. Details on certain activities will require you to look in other books or resources for more information. In the left column is a descriptor of which type of intelligence(s) is primary for completing the activity. More information about Multiple Intelligences (MI) is in the front of the guidebook.

Listed below are several "tracks," each of which has its own focus. You may wish to focus more on archaeology, more on general activities, or even to bypass most "activities," and instead focus on "Reading, Responding & Writing," which involves additional reading, research, oral discussion, or writing. You can always choose any of the activities listed, but these tracks will help you if you'd prefer to stick to one focus or another.



Archaeology Track:

Featured Activity!

ARCHAEOLOGY QUEST
LOGICAL, VISUAL

- ☐ Dating Coins - Archaeology for Kids, Page 12 and Archaeological Expeditions

Use coins to help date a site.

Complete the "Dating Coins" and "Site Report" pages in "Archaeological Expeditions"

OR, use the directions in the book, Archaeology for Kids on page 12,

in which case you'll need at least 20 coins, pencil & paper.

NATURALISTIC

- ☐ Observing a Baby Mammoth, Archaeological Expeditions
Get to know a baby mammoth that lay frozen in Siberia for thousands of years.
Use sheet and directions in "Archaeological Expeditions."

HANDS-ON

- ☐ Stone Features - Archaeology for Kids, Page 11
Set up a stone "site" and see how it changes within a few weeks.



General Activities Track:

VISUAL, NATURALISTIC

- ☐ Dinosaur Presentation Service Activity
Create a presentation on dinosaurs to present to a gathering of children. Ideas include: a puppet show, a hand shadow show, a slide show, or a lesson for children in a setting such as a school, co-op, church, hospital, or foster or daycare center. Other ideas include learning to make dinosaur balloons and sharing info about dinosaurs with children.



Reading, Responding & Writing Track:

LANGUAGE, LOGICAL

- ☐ Read an Online Chapter Excerpted from the Book, "Frozen in Time."
This is the first chapter of a book by Michael Oard, called "Frozen in Time."
Go to: <http://www.answersingenesis.org/home/areal/fit/chapter1.asp>
After you read the article, discuss with a parent how the mammoth carcass puzzles might be consistent with Noah's flood.

Archaeological Expeditions



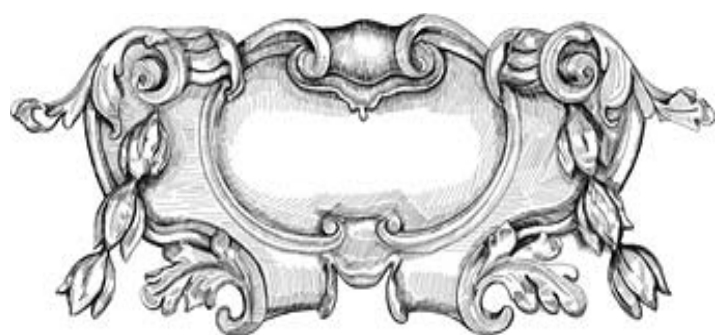
An Archaeological Trip through the Ancient & Classical World



Ebook Version: You may print this copy for your own family's use only. It is designed to be printed double-sided.

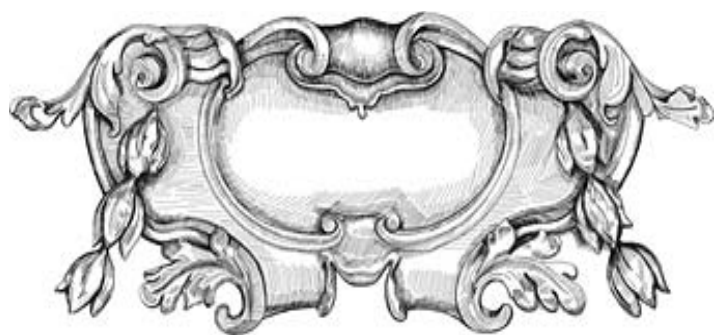
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www.winterpromise.com





*An Archaeological
Trip through
the Ancient
& Classical World*





Week 1

—

The World is Formed

The Site:

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 -- the promise of a Savior who would redeem His people and the earth.



What You'll Dig Into:

Creation
Adam & Eve
Jubal & Tubal-Cain

Expedition Highlights

Begin Your Archaeological Quest
with a Surface Survey

Visit the Crab Nebula or Other
Destinations in the Universe

Create Music for a Favorite Psalm

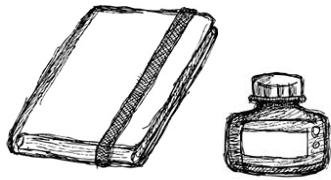
- Map -



Early Civilization of Man

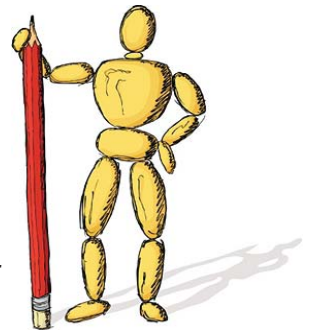
The earliest settlements of people on Earth were established in around the Fertile Crescent in Mesopotamia. You will fill out this map to show where some of the early peoples you're studying settled and established great cities and city-states.





Creation in Art

6,000 - 4,000 B.C.



The creative work of God was incredible during Creation Week. Below, create a representation of Creation in any medium you choose -- pencil, charcoal, watercolor, etc. It can be abstract or literal.



AT THE DIG SITE



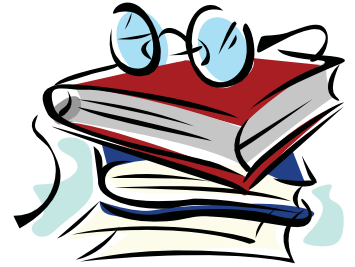
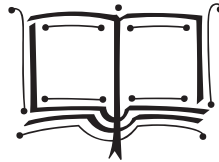
Surface Survey

Complete your own surface survey as an archaeologist would, from “Archaeology for Kids,” page 7. You’ll need a yardstick or tape measure, four sticks or small tree branches, four pieces of string (each 12 feet long), black pencil, graph paper, box of toothpicks, and yellow, orange and red pencils. You can use the grid below for your surface survey as directed in the activity. Each square represents one square

“Things You May Not Know About Evolution”

“Back to Genesis” No. 160a April 2002 by John D. Morris, Ph.D.
Copyright 2004 Institute for Creation Research. All Rights Reserved.

“O Timothy, keep that which is committed to thy trust,
avoiding profane and vain babblings,
and oppositions of science falsely so called.”
-- I Timothy 6:20



Recently I had the privilege of addressing a gathering of state legislators and other influential political individuals. These gifted men and women are typically highly educated, most having been taught evolution and an evolutionary worldview extensively and exclusively. Now, they have the power to establish educational guidelines and societal norms. Sponsors of the banquet requested a talk both informative and evangelistic. What can one say in 45 minutes to a gathering of influential leaders that will make a difference? I don't pretend to know what would be best, but perhaps you would be interested in what I did say. My talk was entitled, “Three Things You May Not Know about the Theory of Evolution.” I was speaking only from notes, but a summary of the talk, with a few alterations, appears below.

Introduction:

I started with definitions for clarity. There is much misunderstanding of important words today, and some purposefully misuse words to confuse students and hide their true intentions.

Science has to do with careful observations in the present. Unlike true science, both evolution and creation are, at best, historical reconstructions of the unobserved past since no one can empirically observe either. In reality they are complete worldviews, ways to interpret all observations in the present, and a basis for all of life's decisions. In previous years, “science” was understood to mean “the search for truth,” but many now limit that to a search for naturalistic explanations, even if that search leads to hopeless conclusions.

Evolution implies “descent from a common ancestor” with all of life related, consisting of modified forms of very different things, such as a person descending from a fish. Evolution does not mean merely “change,” for all things change with time. For clarity we must restrict this term to meaningful change, especially the descent of new types of organisms from earlier, different ones.

Creation denotes abrupt appearance of basic categories of life without any basic type having descended from some other category, and with no extensive change once the category appears. Lack of change is known as stasis. Fish have always been fish, ever since they first appeared, and dogs have always been dogs. Fish and dogs and all else may have varied a little, but did not come from a common ancestor.

The term microevolution is sometimes used for small, horizontal changes that are readily observed (such as the various breeds of dog), while macroevolution implies large vertical changes (fish to dog) that have never been observed. These big changes constitute evolution as Darwin used the term and as the general public understands it.

Horizontal Variation: YES
Vertical Evolution: NO

Furthermore, evolution, as understood by all leading evolutionists, textbook writers, and theoreticians, utilizes only natural processes, like mutation and natural selection. To leading evolutionists, only unguided random forces have been involved with no supernatural input allowed.

Following are three important points about real evolution—significant changes--the origin of new categories of life from older different ones. Even if one is highly educated about evolution, he may not know these things, but this knowledge is essential if intelligent decisions are to be made.

I. EVOLUTION DIDN'T HAPPEN

A. Random forces cannot account for life.

The design we see in living things is far too complex, too designed, too engineered to be the result of mere undirected, random forces. Even the simplest thing we could call “living” is vastly more complex than a super computer and super computers don’t happen by chance. Every cell is composed of many constituent parts, each one marvelously designed and necessary for the whole. Without any one of its parts, the cell could not live. All of it is organized and energized by the magnificent DNA code, an encyclopedia of information which, even though modern scientists can’t read it, it is read and obeyed by the cell. Surely some things need a Designer/Author.

B. Evolution (i.e., macroevolution) doesn’t happen in the present.

If it ever happened in the past it seems to have stopped. Maybe environmental conditions don’t change much, or selective pressures are too little, but everyone knows that real macroevolution is not and cannot be observed today. Mutations, random changes in the DNA information code, are observed, but never do these “birth defects” add any innovative and beneficial genes to the DNA. Instead, mutations are either repaired by the marvelous mechanisms elsewhere in the DNA, or are neutral, harmful, or fatal to the organisms. Likewise, natural selection occurs all around us, but this only chooses from among the variety that already exists, it can’t create anything new. Evolutionists may talk of actual selection as if it had a mind of its own and does the work of evolution on purpose, but it is inanimate and unthinking, impotent to bring about more than micro-evolutionary changes.

C. Evolution didn’t happen in the past.

When we look at the record of life in the past, we see no conclusive evidence that any basic category arose from some other category either. We see that some categories have gone extinct, like the dinosaurs, but the rest fit into the same categories that we see today. We see dogs in great variety, even some extinct varieties, but no half dog/half something else. Evolutionists have a few transitional forms that are commonly mentioned, but if evolution and descent from common ancestors really occurred we should see multiplied thousands of transitional forms. We do not see them.

The most famous living evolutionary spokesman, Dr. Stephen J. Gould, paleontologist at Harvard University, has made a career out of pointing out to his colleagues that the fossil record shows abrupt appearance and stasis. He is no friend of creation and yet as an honest scientist he must acknowledge this now well-known fact. He proposed the concept of “punctuated equilibrium” to account for the fossils in which life usually is in equilibrium, or stasis, and doesn’t change at all. When a category of life encounters a sudden environmental shift, it changes rapidly into a different stable form, so rapidly in fact that it leaves no fossils. How convenient. Evolution goes too slow to see in the present, but it went so fast in the past it left no evidence. Gould is arguing from lack of evidence! But lack of transitional forms is exactly what should be the case if creation is true. The fossil record supports abrupt creation of basic kinds much better than either slow or fast evolution.

D. Evolution can’t happen at all.

The basic laws of science are firmly opposed to evolution, especially The Second Law of Thermodynamics which insists that all real processes yield less organization and information in their products than in the original. This basic law leads to de-volution, not evolution. The presence of abundant external energy has never, as far as science has observed, produced beneficial mutations or added information to the genome as evolutionists claim. Instead, an abundance of incoming energy will hasten the deterioration of living things, especially the DNA. It will not bring about their evolution. Evolution is against the Law! Evolution doesn’t happen, didn’t happen and can’t happen, and is fully unable to account for the design that we see.

We've all heard the claim that "evolution is science and creation is religion." This oft-repeated mantra originated with the testimony of Dr. Michael Ruse at the 1980 Arkansas creation trial. The presiding judge, known for his prior bias toward evolution, entered it into his formal opinion, and this flag has been waved by evolutionists ever since. But Dr. Ruse, an expert on the nature of science and scientific theory has recently admitted that he was wrong-that "evolution is promulgated by its practitioners as . . . a religion, a full-fledged alternative to Christianity. . . . Evolution is a religion." Which brings us to point two.

II. EVOLUTION IS A COMPLETE WORLDVIEW

Evolution is the religion of naturalism, the antithesis of supernaturalism. It purports to answer all the "big" questions of life. "Who am I?" "Where did I come from?" "Where am I going?" "What's the meaning of all this?" Claiming that science equals naturalism excludes a Creator from science by definition. Even if that Creator exists and has been active, such a notion is unscientific. This religion of naturalism, that we are merely the result of blind random forces is logically compatible only with atheism. It has resulted in life without accountability to a Creator and has led to a licentious society full of great heartache, for evolution thinking underpins racism, abortion, infanticide, euthanasia, promiscuity, divorce, suicide, Social Darwinism, etc. While science and technology have accomplished great things, often by evolution believers, the concept of evolution itself has led to nothing useful.

III. THE RELIGION OF EVOLUTION IS THE OPPOSITE OF CHRISTIANITY

Evolution can be summed up by the phrase "survival of the fittest" and the extinction of the unfit. The death of the majority allows the few with beneficial mutations to continue. The strong thrive at the expense of the weak and helpless. The only things that matter are survival and reproduction. Evolution starts with small beginnings and over time, with volumes of bloodshed and disease, arrives at man. As Darwin concluded in the last paragraph of *Origin of Species*, death, carnivorous activity and extinction produced man.

Christianity poses a very different picture. It starts with a mighty Creator who created a "very good" (Genesis 1:31) universe, one in which was no pain, suffering, or death. He recreated His image in man, and graciously supplied his every need, including personal fellowship with Him. This perfection was rejected by man, and now all of man's domain suffers the "wages of sin" (Romans 6:23), deteriorating and dying under the effect and penalty of sin. All things had been placed under Adam's stewardship, and now all suffer under his penalty. Plants wither, animals die, people suffer and die. Even inanimate things deteriorate. The moon's orbit decays. The sun uses up its fuel. The entire creation suffers (Romans 8:22).

Today we see extinction and survival of the fittest, but these are not creative processes, they are reminders to us to return to our Creator for His gracious solution to our sin penalty, for He graciously sent His Son to die as our sacrifice. The most fit of all, died for the unfit. He gives us eternal life as a free gift of His grace.

Contrast these concepts with survival of the fittest and struggle for existence, and you will see them as opposites. While evolution offers nothing but struggle and ultimate elimination, Christianity offers everlasting life free from every struggle and death.

Both evolution and Christianity are complete worldviews. Of the two, creation is better supported by scientific observation, and it alone makes sense out of life and eternity.

* Dr. Morris is President of ICR.

Reflect on

“Things You May Not Know About Evolution”

Consider these questions and ponder the answers to them, then discuss them and the article with a parent or mentor. These questions are for thoughtful consideration and discussion with a parent or mentor, and as such “answers” are not provided, other than those included in the article above.

1. Restate Dr. Morris’ definitions of science, evolution and creation, as well as macroevolution and microevolution. Why do you think correctly defining these terms is important?
2. Consider and/or discuss each of the following questions.

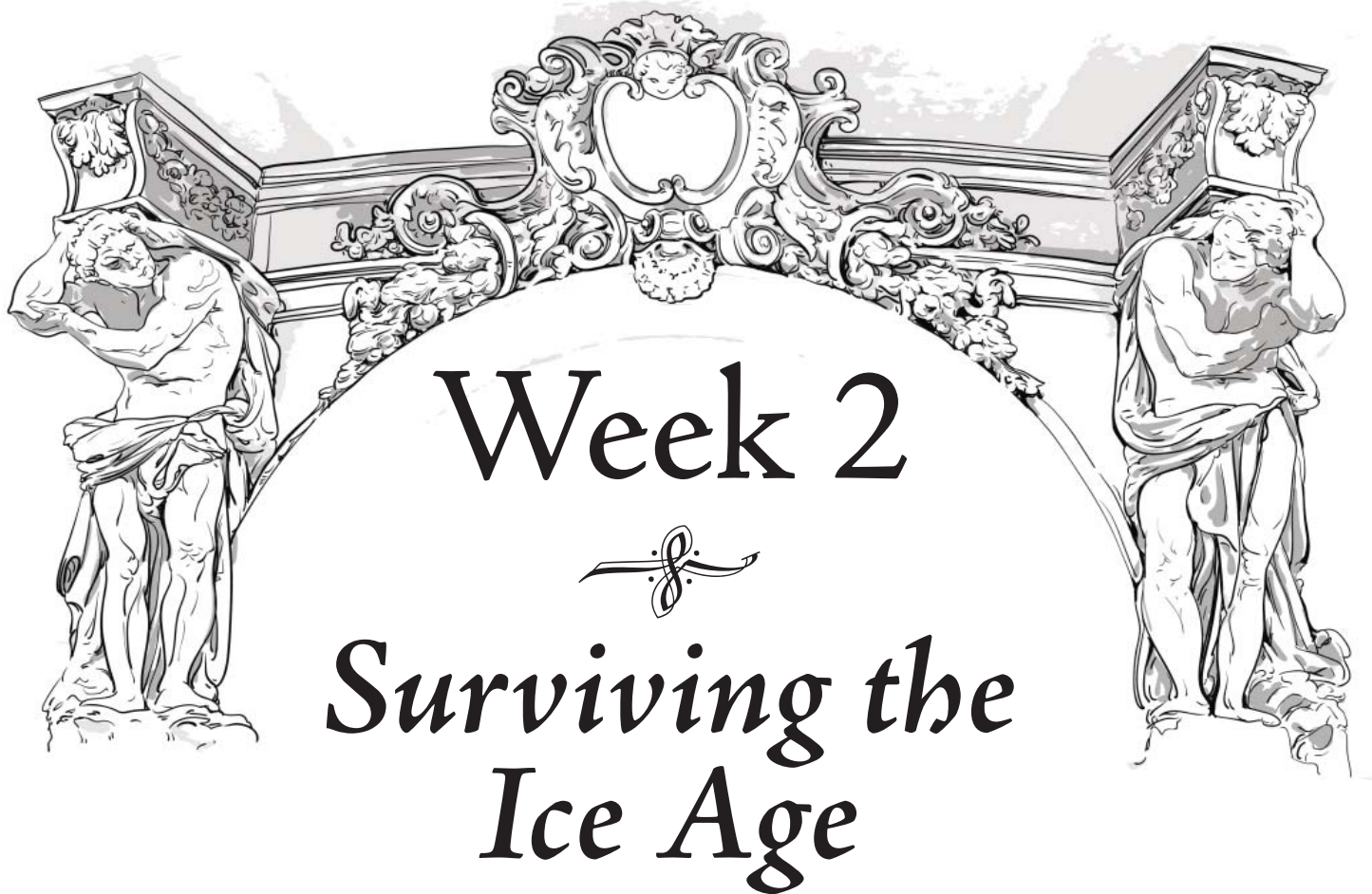
Why don’t random forces account for life?

How do we know macroevolution doesn’t happen in the present?

What supports the view that macroevolution didn’t happen in the past?

What laws of science tell us that macroevolution can’t happen at all?
3. Why do you think evolution is considered science and creation is considered religion?
4. In what ways is evolution a complete worldview?
5. Contrast evolution’s belief in the “survival of the fittest” and the outcomes or ramifications of that belief with the outcomes and ramifications of a belief in a good, created world ordered by God and distorted by sin.
6. What kind of ultimate answers and end does belief in evolution offer? How about belief in Christianity?





Week 2

—

Surviving the Ice Age

The Site:

Early man began to populate the earth as history unfolded. 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.



What You'll Dig Into:

Noah & the Ark
The Ice Age
Dinosaurs

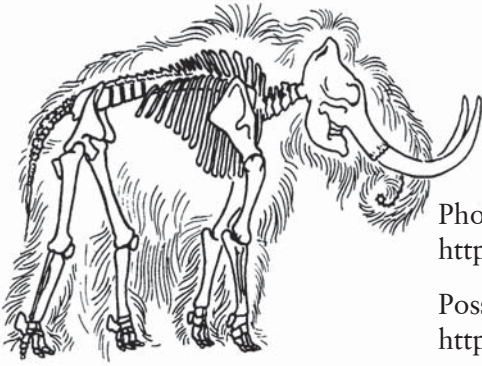
Expedition Highlights

Observe a Frozen Baby Mammoth
Date Coins to Determine Site Ages

Go in Search of Noah's Ark

Take a Virtual Tour of the Ark and
Go Inside History

Observing a Baby Mammoth



A baby mammoth named Lyuba was discovered in May 2007 by reindeer herder, Yuri Khudi and his sons in Siberia. The baby mammoth is three feet tall and weighs 220 pounds. You can learn more about this astounding find at the following web addresses:

Photographs of Lyuba:

<http://ngm.nationalgeographic.com/2009/05/mammoths/latreille-photography>

Possible Explanation of Lyuba's Death:

<http://ngm.nationalgeographic.com/2009/05/mammoths/lyuba-interactive>

Now that you've learned a little about the find, report on the following questions.

What body parts is Lyuba's body missing?

What weight was Lyuba likely to reach had she lived to adulthood?

What was found in Lyuba's nasal passages, mouth, esophagus, and windpipe? What does this suggest about how she died?

What is the likely explanation for finding fecal matter inside Lyuba's intestine?

What can be learned about Lyuba's mother from the fecal matter?

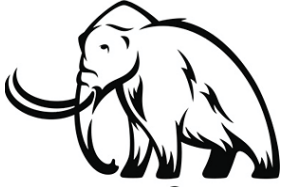
When was Lyuba born, and how old was she when she died? How did scientists determine that?

Write down how scientists think Lyuba died and was preserved.

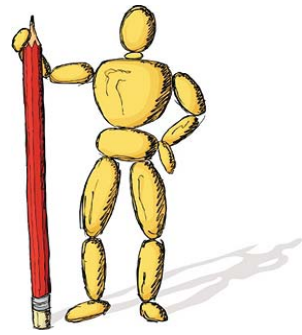
Compare scientific theories about Lyuba's death and preservation with the possibility of Lyuba being overtaken by flood waters during Noah's flood. What evidence might support a flood water theory?

Changes After the Flood

c. 3000 B.C.

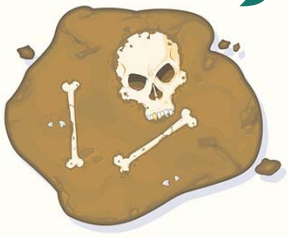


The Ice Age brought major changes to the earth. Noah's flood provides good explanation of the conditions of the Ice Age. Many creation scientists now believe that the earth remained single land mass until after the Flood, breaking up into separate continents within a few generations of the Flood.



To find out more, first read the online article, "Of Peleg and Pangaea" at <http://www.biblearchaeology.org/post/2006/05/10/Of-Peleg-and-Pangaea.aspx> . Then, using a globe of the world, draw below what a supercontinent may have looked like, based upon the shapes you find in current continents.

AT THE DIG SITE



Dating Coins

Coins do help an archaeologist date a site. You are an archaeologist who has been working on a Holy Land site and has unearthed an old leather pouch. Very carefully you extract the pouch from the dirt of your dig site. The leather is old and deteriorating, and you can easily feel coins inside the pouch. When you get to your lab, you take out the coins, and lay them out on your table.

You must try to arrive at a general date for the coins. Using the information you found out about the coins, which is included below, write down your findings for a date on the coins.



This coin, a bronze prutah, was minted under the reign of Herod “the Great,” known for his rebuilding of the Temple in Jerusalem. The obverse features two cornucopiae, while the reverse shows an anchor. Herod lived from 37-4 B.C. The coin is very worn around the edges, and is the only one found in the pouch.



This coin, a bronze leptons, was put out by Pontius Pilate, who served as prefect or governor of Judea from 26 to 36 A.D. He presided over the trial of Jesus Christ and ordered his crucifixion. This coin features three bound ears of barley on the obverse and a liberation ladle called a sipulum, on the reverse. It is marked as being issued in the Roman Year 16. 14 A.D. is known as Year 1 for the Romans, as this is the year that Augustus Caesar died. This helps you to calculate a year of issue date for this coin. There are four coins of this type in the pouch.



Another bronze leptons of Pontius Pilate is also found in the pouch. It features a priestly device called a lituss on the obverse and a wreath on the reverse. It is marked as being issued in Year 17, so you can calculate the date on this coin as above. There are seven coins of this type in the pouch.

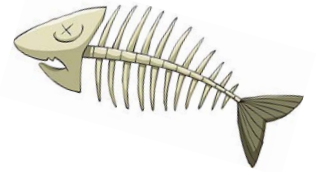


This coin is interesting. It is issued by Tiberius Caesar, and was struck between 14 and 17 A.D. It shows the bust of Tiberius with a laureate wreath on the obverse, and Livia (as Pax, or peace) seated holding an olive branch and inverted spear. There are two coins of this type in the pouch.

On the next page, write a site report about the coins. Be sure to include the approximate or exact dates of the coins, along with information about how many coins of each type were in the pouch.



SITE REPORT



Date a Coin Pouch

Below, write a site report about the coins. Be sure to include the approximate or exact dates of the coins, along with information about how many coins of each type were in the pouch. Using the information left, answer the questions below.



What are the dates for each of these coins?



What is the earliest date you have? What is the latest date you have?

If you found these at a site, what could you say for sure about the date of the site?

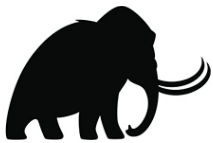
Based upon what is observed about the physical condition of the coins, and the number, is there anything you might be able to speculate on that could shed light on the age of the site?

Facts on *Mammuthus Primigenius*



If you read Michael Oard's article from "Frozen in Time," fill out this profile on woolly mammoths. The article can be found at <http://www.answersingenesis.org/home/area/fit/chapter1.asp>.

Describe the body and shape of a woolly mammoth.



How big are woolly mammoths? Fill out the information below.

Length of longest tusk found: _____

Weight of longest tusk found: _____

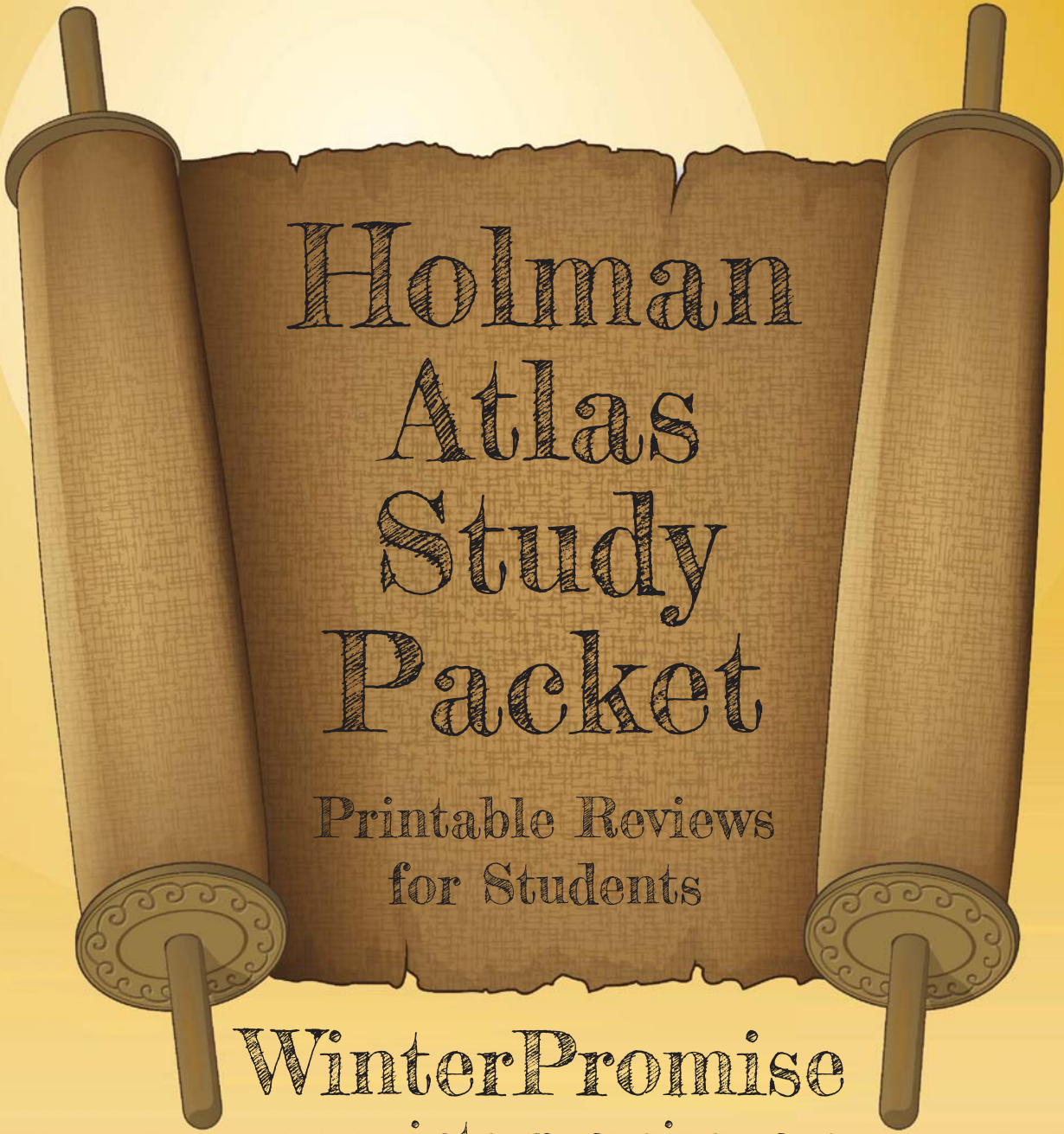
Length of mammoth tooth: _____

Describe the woolly mammoth's three hair types.

- 1.
- 2.
- 3.

How is the Columbian mammoth different from the woolly mammoth?

How does Michael Oard explain the woolly mammoth's thick fur, which is different from the Columbian mammoth?



Holman Atlas Study Packet

Printable Reviews
for Students

WinterPromise
www.winterpromise.com

Ebook Version:

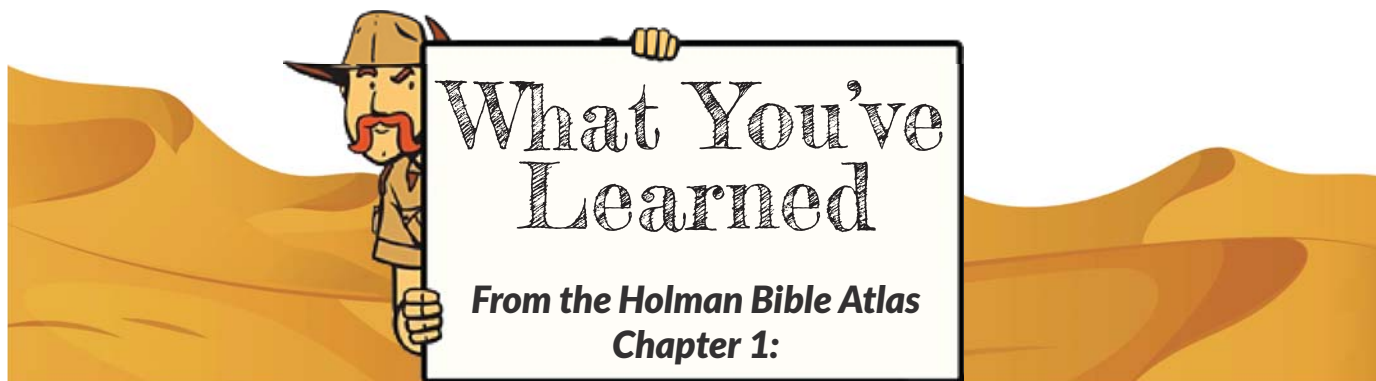
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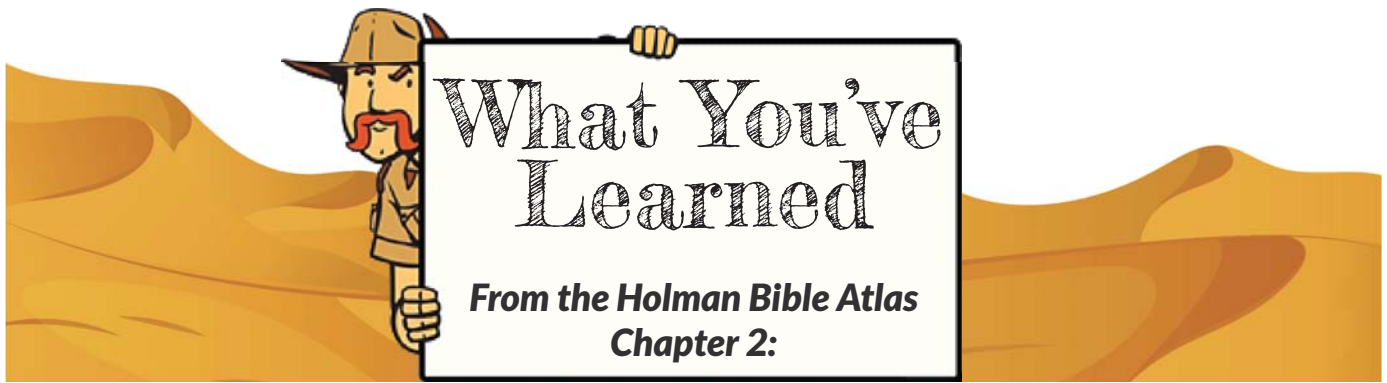
1. This nickname is often given to the Ancient Near East: _____
2. These modern states occupy the area known as the Ancient Near East: _____

3. These three continents converge in the Ancient Near East: _____

4. These natural geographical elements form the shape of the "Fertile Crescent":
 To the south: _____
 To the north & east: _____
 To the west: _____
5. These two cultures dominated the history of the Ancient Near East until the time of Alexander the Great: _____

6. This highway crossed through Palestine in ancient times: _____
7. These two rivers bordered Mesopotamia: _____

8. This modern city sits on the dividing line between northern and southern Mesopotamia. _____
9. This modern city sits on the dividing line between Upper and Lower Egypt: _____
10. These allowed traffic on the Nile River to move north: _____
11. This allowed traffic on the Nile River to move south: _____
12. This term describes the habitable land along the eastern Mediterranean coast between the Sea and the Syro-Arabian Desert to the east: _____



Describe each of the four major longitudinal zones in Palestine.

COASTAL PLAIN

WESTERN MOUNTAINS

THE JORDAN RIFT

THE EASTERN PLATEAU

*Describe the four features that differ from the four major zones in Palestine.
Describe their features, how they differ, and where they are found in Palestine.*

JEZREEL VALLEY

SHEPHELAH

NEGEB

SOUTHERN WILDERNESS