

From Ancient Times: Creation to Assyria

Foundations of World History – Year 1

By Anne Elliott

Published by
Foundations Press
<http://FoundationsPress.com>

TABLE OF CONTENTS

	Using the Bible to Teach History	5
	Hear, Learn, Keep, Do	9
	Supplies Needed	12
	How to Use This Curriculum	14
Week 1	Creation	17
Week 2	The Truth of Creation	19
Week 3	Creation Myths	21
Week 4	Adam	23
Week 5	Adam’s Descendants	25
Week 6	The Genesis Record	27
Week 7	Early Civilization	29
Week 8	Review	31
Week 9	Before the Flood	33
Week 10	Men of Renown	35
Week 11	Righteous Noah	37
Week 12	The Flood	39
Week 13	Life During the Flood	41
Week 14	Evidence for the Flood	43
Week 15	Flood Mysteries	45
Week 16	Post-Flood Civilization	47
Week 17	Nimrod’s Religion	49
Week 18	The Spread of Babel	51
Week 19	Sumer	53
Week 20	Terah	55
Week 21	The Timelines of Terah	57
Week 22	Recording History	59
Week 23	Abraham	61
Week 24	Isaac and Jacob	63
Week 25	Egypt	65
Week 26	Pharaohs of Egypt	67
Week 27	The Exodus	69
Week 28	The Promised Land	71
Week 29	The Judges	73
Week 30	Israel’s First King	75
Week 31	David	77
Week 32	The Sons of David	79
Week 33	The Divided Kingdom	81
Week 34	Elijah and Elisha	83
Week 35	Assyria	85
Week 36	Judgment of Israel	87
Appendix A	Copywork Examples	89
Appendix B	Review Worksheets	100
Appendix C	Memory Work	110

USING THE BIBLE TO TEACH HISTORY

There are many good history curriculum available to homeschoolers today. Why write another one? One reason is that we want to use the Bible as our primary textbook when homeschooling our children. We believe that the Bible is 100% accurate and was written by our Creator; therefore, it contains the most important information that our Creator wants us to know.

History is no exception. While the Bible's account of history varies substantially from secular accounts, we believe that only the Bible's record is accurate and true.

ONLY THE BIBLE CONTAINS TRUE HISTORY.

There are a lot of theories in history textbooks, which try to explain the origins of our world. Some theories say that mankind had its roots in Africa. Some say that Egypt was the first great culture. Some even say that aliens from other planets came to our world and taught us how to build great empires.

Yet how can we explain how so many cultures have similar temple structures, worship the same kinds of gods, and even have similar myths of creation and a worldwide flood? If we understand that the Bible contains true, eye-witness accounts of history, then we know that Genesis explains all these things.

God says that mankind had its origins with a single set of parents, Adam and Eve, but that all their children except the godly line of Seth rebelled against God and were destroyed in a flood of water. After the flood, Noah's three sons and their wives became the parents of all people, cultures, and nations that exist on the earth today. The reason every culture has similarities is because they all originated in the same place.

The Bible says that before people were scattered over the face of the earth, they united in Babel in defiance of God. Before God changed their languages, they had one religion and a one-world government. They built a high place there, known to us as the Tower of Babel, that became the template for temples, pyramids, and ziggurats all over the world.

Knowing what the Bible presents about the history of mankind and believing in its truth makes all the rest of history make sense. It is imperative that we teach it to our children!

BABEL (BABYLON) IS THE EMPIRE THAT HAS TRIED TO RISE UP AGAINST GOD.

Babel (Babylon) was a real place in history, where Nimrod, a real person, led a rebellion against the God of heaven. Babylon is also a world system, a philosophy, and a religion, one that continues to permeate our world to this day.

After the tower of Babel was abandoned, its world system, philosophy, and religion continued to survive all the way down to our present time. By searching for references to Babylon in the Bible and by reading what it says, we can have a much better understanding of our own Babylonian-like culture, as well as God's plan for the future. It is imperative that we teach it to our children!

THERE ARE ONLY TWO WORLD RELIGIONS: GOD'S AND SATAN'S.

(Psalm 2:1-2, Ephesians 6:12)

Sometimes it's difficult to understand all the religions in our world today. We have choices such as Zoroastrianism, Hinduism, Buddhism, Jainism, Taoism, Confucianism, Judaism, Catholicism, Christianity, Islam, Baha'i, Unitarian Universalism, and so many more.

The Bible says there are only two religions, those who follow God and those who follow this world's system. All nations and mankind have united themselves together in their opposition against God, and the Bible calls this "Babylon."

When we learn how the people of Babel "worshiped and served created things rather than the Creator" (Romans 1:18-32), we can then easily spot the lies of Satan when they are presented to us today. It is imperative that we teach it to our children!

GOD SAYS THAT BABYLON WILL FALL.

(Revelation 11:15, Revelation 18-19)

Every prophecy God has made so far has come true, exactly as God has said it would. In the same way, God's prophecy of the downfall of Babylon, this world's system, will also come true.

Author Christine Miller has written,

*"The purpose of prophecy is not to give Christians a crystal ball into future events. Its purpose, once what is prophesied has clearly been seen to come to pass, is to produce the conviction that the God of the Bible is God, thus inspiring repentance, and faith."*¹

¹ <http://homeschoolblogger.com/christinemiller/200800/>

One of the purposes of using God’s Word to teach history is that it instills great faith in our children. They can easily see that God always keeps His promises, which gives them the courage and strength they need to walk with God in their daily lives. It is imperative that we teach it to our children!

GOD WANTS US TO “COME OUT OF BABYLON.” (Revelation 18:4-5)

Again, Christine Miller writes,

“God’s own people are portrayed as dwelling in Babylon! God calling the righteous to depart from Babylon before it gets judgment dumped on it sounds eerily familiar. Remember the two angels visiting Lot and leading him away from the city while fire rained down on it from heaven? Remember Lot’s wife, who Jesus told us looked back on the city with longing, and was turned into a pillar of salt? We were warned not to be like Lot’s wife.”²

We are to be different, from the inside out.

1. First, we are to mark our children on their foreheads, by firmly planting God’s Word in their minds. We are to help them use God’s Word as a standard for all their thoughts.
2. Next, we are to mark our children in their hands, by helping them do what God’s Word says, showing them how to be obedient in every way possible to God.

As you know, we accomplish these two goals by first placing God’s commands in our own hearts and then talking about them with our children all day long. This is why using the Bible to teach history in our homeschools is such a great opportunity! We have the *time* we need to study with our children and then to implement God’s Word (our textbook) into our entire lives. It is imperative that we teach it to our children!

As we’ve attempted to compile some lesson plans you can use as you teach history to your children, we’ve kept the following foundations in mind:

- We believe that history is simply the unfolding of “His Story.” History (as well as the future) is all in God’s view, and everything that has happened and will happen is for His glory.
- We believe that from Genesis to Revelation, God tells us about His Kingdom, why He created us, why sin is so destructive, and His amazing plan of redemption. (For more information on this, we highly recommend Myles Munroe’s book, *Rediscovering the Kingdom*.)
- I believe that all of history (past, present and future) has been revealed in His Word. When we study prophecy in Scripture with our children, and as we see how God is *always* faithful to His Word, our faith and trust in Him is confirmed (Isaiah 40:8). This is a great reason to study history!

² Ibid.

Our goal is to present history not just as another subject in school but as another opportunity for us to be thrilled and amazed by God's Word. There are MANY good history curriculum on the market, but if you choose to use ours, remember these things:

- The account of creation and the centuries before the flood in Genesis are *accurate history*. They should be taught to your children as literal, factual, and important.
- The details of the spread of civilization recorded in Genesis 10 are *accurate history*. Show your children how there are really just two religions: the worship of the Creator and the worship of the creation. (From Genesis 10-11, you can teach all world cultures, geography, world religions, and more.)
- Studying the Old Testament should be a priority over all other sources of ancient history. When dates disagree with God's Word, dig in and find out why. Show your children tangible evidence why the Bible can be trusted.

One very nice feature of using Scripture to tell history is that, especially when Scripture is committed to memory, our children are provided with a mental timeline. They will be able to put all other historical and current events into their proper perspective, always seen from God's viewpoint.

Our prayer is that, by telling all of history (from creation to modern times) from God's perspective as written in the Bible, we will cover the most important details, the things that God most wants our children to know and understand. We hope you'll enjoy the journey!

HEAR, LEARN, KEEP, DO

When God wants to teach mankind something, He follows a very specific method that I can copy in my homeschooling. For instance, let’s look at how God teaches all mankind about His “invisible qualities, his eternal power, and divine nature”:

*“The wrath of God is being revealed from heaven against all the godlessness and wickedness of men who suppress the truth by their wickedness, since what may be known about God is plain to them, because **God has made it plain to them**. For since the creation of the world God’s invisible qualities—his eternal power and divine nature—have been clearly seen, being understood from what has been made, so that men are without excuse” (Romans 1:18-20).*

First, **God clearly presents information**. In this case, He used the things He had created, which can be seen by every person no matter where he lives, to make Himself plain to all people.³ The sun, moon, and stars are visible to all. The amazing capabilities of the human body are visible to all. The metamorphosis of a caterpillar into a butterfly... the water cycle... the fossil record — these are visible to all.

Once God has presented information, **He expects that I’ll have the help of a human teacher** to explain what I’m seeing and hearing.

“How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them?” (Romans 10:14).

He then expects me, the “student,” to do a few things, which I’m calling the “Hear, Learn, Keep, Do” method (from Deuteronomy 5:1).

“And Moses called all Israel, and said unto them, Hear, O Israel, the statutes and judgments which I speak in your ears this day, that ye may learn them, and keep, and do them” (KJV).

1. THE STUDENT IS TO “HEAR.”

To hear doesn’t mean to let sound come into my eardrums; rather, it means to “**listen with intelligence**.” I can look up into the night sky and “see” the stars, but unless I “listen with intelligence,” I won’t relate those stars to a Creator God, to His eternal power and divine nature.

When I was a little girl, my parents would wake us in the middle of the night and take us out into the backyard, where they had laid a blanket on the ground. We would lie on our backs and look at a meteor shower, an eclipse, or an especially bright planet. My dad would pass around the binoculars and telescopes, and he would

³ Psalm 8

show us where the constellations were. All the while, he would remind us that **God created these things**. He helped us “listen with intelligence” to the “words” God had put into the stars.

Today I can go to my bookshelf and read *The Witness of the Stars*, by E. W. Bullinger, to learn how the different constellations point to God as creator and to His promised Redeemer.

All of these things can help me “listen with intelligence” to the God who is trying to teach me about Himself.

2. THE STUDENT IS TO “LEARN.”

The word “to learn” means “**to goad**.” My human teacher helps me learn by “goading” me. A goad is a long stick with a sharp end, used to herd animals like cattle. With me, my human teacher pokes me along, but this isn’t a negative thing. My teacher spurs me into action, reminds me where the path is, and even gives me confidence as I step by encouraging me. In the New Testament, we see the word “exhort” used in a similar way.

If I were a child learning about the constellations, this would be a review lesson, where maybe I would draw maps of the constellations, with overlays of the symbolism of Jesus the Messiah, filing them away in a notebook. Maybe my father would take me outside on another night and ask me to point to the specific constellations and tell him a little about each one. Maybe I would be required to memorize Scripture verses about each one and recite them at supper. All along, my “teacher” would be goading me, poking me, reminding me that God was the creator of the constellations and that they were placed in the sky by Him so that I would learn about His eternal power and divine nature.

3. THE STUDENT IS TO “KEEP.”

The word “keep” used here means “**to guard**.” My husband and sons love to study about medieval castles, which often had a “keep” inside the walls, where the soldiers could fall back during a siege. It was a place of refuge, heavily guarded and fortified, and filled with ample provisions. Often this was a strong tower. Sometimes the “keep” was a dungeon, where prisoners would be “kept” and guarded.

When God gives us a body of information, He wants us to guard it carefully. All of Scripture contains information about God, but we should not guard it physically so that no one is able to read it, such as often happened during the Middle Ages as Bibles were chained to tables inside cathedrals, to keep thieves from stealing these rare books. In this case, He’s referring to a *mental* guarding of this information, where we replay it over and over so that it doesn’t get lost or misplaced among all the other pieces of information that compete.

For instance, the word “keep” is used 22 times in Psalm 119 alone, as we are instructed to “keep” God’s commands and instructions.

In my illustration of learning the constellations, I would “keep” or guard what I had learned by reviewing it, over and over and over again, so that I would not forget it. God uses the method of writing things down so that mankind doesn’t forget it. In addition, He “schedules” times into His calendar so that we remember to review what He has taught us.⁴ He has His people “recite” and “repeat” what He has taught them. Finally, He “tests” them on what He has taught, to be sure that they understand and know it well.

⁴ <http://www.biblegateway.com/passage/?search=leviticus%2023&version=NIV1984>

4. THE STUDENT IS TO “DO.”

James 1:22-25 says that when we learn God’s Word, even when we listen to it, our human hearts are very prone to walking away and “immediately forgetting” what we saw. God’s “perfect law” gives freedom, though, to the one who “looks intently” into it and “continues to do” it, “not forgetting what he has heard, but doing it.” God says that man will be “blessed in what he does.”

Learning information is never the end goal. When God placed the stars in the sky, they were there to point us to Christ and to bring us to faith in Him. Jesus is always the reason for everything God has revealed to us.

“Wherefore the law was our schoolmaster to bring us unto Christ, that we might be justified by faith. But after that faith is come, we are no longer under a schoolmaster. For ye are all the children of God by faith in Christ Jesus” (Galatians 3:24-26, KJV).

“For Christ is the end [“result, purpose, goal”] of the law for righteousness to everyone that believeth” (Romans 10:4, KJV).

“We have much to say about this, but it is hard to explain because you are slow to learn. In fact, though by this time you ought to be teachers, you need someone to teach you the elementary truths of God’s word all over again. You need milk, not solid food! Anyone who lives on milk, being still an infant, is not acquainted with the teaching about righteousness. But solid food is for the mature, who by constant use have trained themselves to distinguish good from evil” (Hebrews 5:11-14, NIV).

Going to school isn’t the point. Learning facts isn’t the goal. Learning should bring about a change in behavior.

We would be disappointed if we had to homeschool our children for the rest of their lives. No way! We expect them to graduate someday. When they graduate, they will continue to add, subtract, multiply, and divide — but they won’t be doing it on math worksheets. They’ll be applying math to their everyday lives.

God revealed Jesus throughout all His Word, not so we could master facts, rules, or commands. He revealed Himself so that, as we continue to obey His instructions each day of our lives, we will be able to hear intelligently that we need a redeemer, we’ll be goaded each day by the keeping of His commands, we’ll have plenty of review as we continue to walk in His commands, and we’ll see our need of a Messiah and turn to Him in faith, so that His righteousness can be given to us. Then we can *grow up*, teaching God’s commands to others and helping others come to faith in Him also.

Sounds like what parents do, doesn’t it? We learn, we grow up, we have children of our own, and we pass on truth to them.

*For a more thorough look at our philosophy of education, we suggest **Biblical Home Education**, by Anne Elliott (Foundations Press, 2011). <http://foundationspress.com/homeschool-support-2/homeschool-how-to-series/biblical-home-education/>*

SUPPLIES NEEDED

Our goal is to bring you the very best resources, while not costing you too much expense. The “Necessary Books” are the main textbooks used in this course and are therefore needed almost daily. However, feel free to take advantage of the free options available online.

All other books are optional. Feel free to substitute other editions (including free copies available online) or entirely different books on the same subject.

Most of these resources are available for purchase at
http://astore.amazon.com/anneshomeyplace?_encoding=UTF8&node=27

NECESSARY BOOKS:

- ❑ The Bible – We use the King James Version primarily in this curriculum, but you are welcome to use the translation of your choice. Discussion questions and review worksheets are based upon the KJV unless otherwise noted.
- ❑ *Adam and His Kin*, by Ruth Beechick (Mott Media). <http://www.mottmedia.com>
- ❑ *Genesis: Finding Our Roots*, by Ruth Beechick (Mott Media). <http://www.mottmedia.com>
- ❑ *The Story of the Ancient World*, by Christine Miller (Nothing New Press: 2009).
<http://www.nothingnewpress.com/guerber/ancient.html> (This book is also used in Year 2.)
- ❑ *Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010).
<http://www.knowledgequestmaps.com/Map-Trek.html> (This book is also used in Years 2-4.)

OPTIONAL BOOKS AND RESOURCES TO CONSIDER BUYING:

While none of these books is necessary, all are nice to have.

- ❑ *History Through the Ages: Timeline Figures*, by Amy Pak (Homeschool in the Woods). We suggest the “Creation to Christ” set, which you can also use for Year 2. Note: This set does *NOT* include all of the dates that we will use in this curriculum. <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>
- ❑ *Book of Centuries*, by Debra Reed (NotebookingPages.com). At our house, we print the timeline pages and insert them into a 3-ring binder, and then we stick timeline figures onto them.
<http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/2848>
- ❑ *Basic Lined Notebooking Pages*, by Debra Reed (NotebookingPages.com).
<http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/1083>

OPTIONAL BOOKS AND RESOURCES TO BORROW OR BUY:

Unless you want to expand your home library, you may choose to simply borrow these books from your local library (possibly asking about the availability of inter-library loan).

- ❑ *True Tales: Complete, What in the World's Going on Here? Volume 1* (CD), by Diana Waring. <http://www.dianawaring.com/> These CDs are used in Weeks 7-8.
- ❑ *The True Story of Noah*, by Tom Dooley. This book is used in Week 11.
- ❑ *Noah's Ark* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Week 11.
- ❑ *Life in the Great Ice Age*, by Michael J. Oard. This book is used in Week 13.
- ❑ *What Really Happened to the Dinosaurs*, by John D. Morris. This book is used in Week 14.
- ❑ *D Is for Dinosaur*, by Ken Ham. This book is used in Week 14.
- ❑ *Ishtar and Tammuz*, by Christopher J. Moore. This book is used in Week 18.
- ❑ *Gilgamesh the King*, by Ludmila Zeman. This book is used in Week 19.
- ❑ *The Sumerians*, by Jane Shuter. This book is used in Week 22.
- ❑ *If Stones Could Speak*, by Marc Aronson. This book is used in Week 22.
- ❑ *Warriors and Seafarers*, by Anne Millard. This book is used in Week 23.
- ❑ *Science in Ancient Mesopotamia*, by Carol Moss. This book is used in Week 23.
- ❑ *The Phoenicians*, by Pamela Odijk. This book is used in Week 28.
- ❑ *Joseph*, by Brian Wildsmith. This book is used in Week 24.
- ❑ *The Cat of Bubastes*, by G.A. Henty. <http://www.gutenberg.org/ebooks/29756> (free ebook) or <http://librivox.org/the-cat-of-bubastes-by-g-a-henty/> (free audio book). This book is begun in Week 25.
- ❑ *The Seven Wonders of the Ancient World* (CD), Track #2, “The Great Pyramid,” by Diana Waring. <http://www.dianawaring.com/> This CD is used in Week 25.

HIGH SCHOOL BOOKS:

- ❑ *The Genesis Record*, by Henry M. Morris. This book is used extensively in Weeks 1, 4, 9, 12, 16, and 26-35.
- ❑ *Antiquities of the Jews*, by Josephus. This book is available free online. <http://www.sacred-texts.com/jud/josephus/index.htm#aoj> This book is used in Weeks 7, 13, and 17.
- ❑ *After the Flood*, by Bill Cooper. This book is available free online. <http://www.creationism.org/books/CooperAfterFlood/index.htm> This book is used in Weeks 10-11.
- ❑ *The Annals of the World*, by James Ussher. This book is available free online. http://books.google.com/books/about/The_Annals_of_the_World.html?id=VrHER1jYzhIC This book is only used in Week 14.
- ❑ *The Long War Against God*, by Dr. Henry Morris. This book is used in Weeks 19-24.

HOW TO USE THIS CURRICULUM

WEEKLY FORMAT

Each “week” of lesson plans is set up so that 3 days will be spent reading aloud from the main textbooks with Mom, then 2 more days of study, projects, and review can be done relatively independently. Our goal was to allow Mom several days a week of intense study with her children, yet also give Mom a few days to accomplish housework, errands, and other responsibilities. You are always welcome to do *more* than the curriculum suggests.

READING ALOUD

Three days each week, this curriculum schedules a passage for Mom to read aloud to her children. You may also choose to occasionally have the students read the passage aloud.

We have also scheduled topics of discussion to go with each reading. However, don’t feel that you must limit the discussion to only these things! Mom should feel free to stop the reading at any point, to discuss things that she knows are important to her family. Allow the Holy Spirit to guide you as you learn together.

MEMORY WORK

Memorization is an important part of our curriculum, so that students will have a mental “handle” on which they can hang all of the other things they learn. We will be learning passages of Scripture and important dates in history. We usually introduce new memory work on read-aloud days, and we review extensively, especially on the fourth day of each “week.”

Christian and educational expert Don Potter advises using the “Hoffman Universal Memory System” to memorize Scripture (or anything else). You can read more about this method at <http://donpotter.net/pdf/hoffman-you-can-memorize-go.pdf>

Appendix C lists all of the memory work for the year, which is handy for Mom to bookmark and refer to often.

TIMELINES

During all four years of this history curriculum, we will be constructing a timeline. We use dates that agree with biblical history, whether or not they agree with modern historians.

In our home, we printed the *Book of Centuries*, by Debra Reed, and inserted it into a 3-ring binder.⁵ We then purchased *History Through the Ages: Timeline Figures*, by Amy Pak, to paste into our binder.⁶ Because Amy

⁵ <http://notebookingpages.com/dap/a/?a=18&p=www.notebookingpages.com/archives/2848>

⁶ <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>

Pak includes different historical figures in her set than we include in our curriculum, we enjoy adding some of her extra figures at the appropriate time in history and sometimes scheduling one of our children to research these people or events on their own, to report back to us the following week.

There is a complete list of all dates to memorize in Appendix C.

MAP STUDIES

We use and love *Map Trek: The Complete Collection*, by Terri Johnson, for map studies, as well as maps that appear in the scheduled daily readings.

While *Map Trek* includes a CD you can use to print out maps, we personally recommend that you have your children trace the maps for themselves. Tracing helps children learn the boundaries of maps very well. No matter which option you choose, encourage your students to color the maps and to be very neat in their creation of maps.

Use a 3-ring binder to save the maps they make, then show them off to friends and relatives, since map-making is a lot of hard work!

NOTEBOOKING PAGES

Once each week, we schedule a “notebooking” activity that your children can mostly do independently. Provide them with supplies, such as colored pencils, markers, pretty papers, glue, and special scissors. Younger children might want to dictate a paragraph to Mom, which she could then type and print out, to be included in their notebooks.

Some families like to have their children notebook several times a day. Other families skip notebooking altogether, just having their children “tell back” (narrate) to them what they have learned.

Some activities are simply listed as research projects, such as “Visit a public library or do research online on ancient weapons” (Week 30). These could be used as notebooking activities, as writing assignments, or as parts of larger reports or projects. Do what works best for your family!

AGES

This curriculum is intended primarily for grades 4-8, but it can easily be adapted for all ages. Younger children enjoy just listening, and believe me, they pick up much more than we realize! They also enjoy memorizing, coloring maps, and making simple notebooking pages. We recommend that you make use of your local library, getting picture books that will supplement what you’re learning. (We must admit, though, that picture books for some of these topics are difficult to find!)

High school students are ready to discuss and interact with many of these topics on a much deeper level than younger students. We recommend that you take many of the weekly notebooking topics and require 2-3 pages of essays from your high school students. You may wish to pose controversial questions of your students and ask them to defend their positions.

We have included additional reading assignments for high school students. Some of these are more difficult than others, so use your discretion in what you require of your own students. Most are available for free online,

but if your budget allows, consider purchasing hard-copy books, since it will be easier for your student to read, to highlight, and to take notes.

Even adults will love this curriculum – we know we did! Take every opportunity to discuss these topics throughout your days and alongside your activities. As adults, stick some of the additional books beside your bed, so you can be reading them, too. You'll start seeing God's hand everywhere!

COPYWORK

Copywork of the memory work is included once each week. In Appendix A, you'll find traditional cursive examples of the memory verses and the days of Creation. You may wish to print a copy of these to include in your student's notebooks, to be referred to as they copy them.

INTERNET STUDIES

Throughout this curriculum, we recommend various websites to study topics in further depth. If you don't have access to the Internet, a local library should be able to provide you with many similar resources.

Please use discretion when using any website, including the ones we recommend, and always supervise your children when using the Internet.

All links referenced in this book worked accurately when this edition was published. Please notify us if any link does not work so that we may update it at <http://FoundationsPress.com> and in future editions.

WEEK 1—CREATION

This week we will begin our study of history at the beginning of time, when God created the world in six days.

PREPARATION

Books Needed This Week:

- Bible
- Genesis: Finding Our Roots*
- The Story of the Ancient World*
- Adam and His Kin*

HIGH SCHOOL SUPPLEMENT

- Read *The Genesis Record*, pp. 37-81.

Day 1 (1)

Hear:

- Read Genesis 1:1-2:4.
- Genesis: Finding Our Roots* – p. 11 “Scripture Study.”

Learn:

- We are going to memorize **Psalm 8** over the next three weeks. Begin by reciting it together 3 times each day. (See Appendix C.)

Day 2 (2)

Hear:

- Read chapters I-II (pp. 19-22) of *The Story of the Ancient World*.
 - What did all the animals and man eat?
 - B.C. (or BC) refers to “Before Christ” and is used in dating years prior to the birth of Christ. You may optionally read pp. 4-5, “On Chronology.”
 - What are we to remember on the seventh day of each week?

Learn:

- Timeline – Add **Creation (4004 B.C.)**

Keep:

- Recite Psalm 8.

Day 3 (3)

Hear:

- Read chapter 1 (pp. 13-19) of *Adam and His Kin*.
- What was the first command given to Adam and his wife? (p. 19; see also Genesis 1:26-28)
- What does “dominion” mean? (Look up this word in the dictionary.)
- Over what was man to have dominion?

Keep:

- Recite Psalm 8.
- Remember Creation (4004 B.C.)

Day 4 (4)

Hear:

- Read and discuss *Genesis: Finding Our Roots*, pp. 11-12, “Dragons.”

Learn:

- Map Study – Copy map of the earth’s core into Map Notebook (*Adam and His Kin*, p. 14).
- Older students may want to read optional discussion of canopy theory at <http://www.answersingenesis.org/home/area/tools/flood-waters.asp> for some problems with the “Canopy Theory” shown here as the “Upper Water.”

Keep:

- Recite Psalm 8.
- Remember Creation (4004 B.C.)
- Using your best handwriting, copy **Psalm 8:1-3** into your notebook. (See Appendix A for copywork examples you can look at as you copy.)

Day 5 (5)

Keep:

- Recite Psalm 8.
- Remember Creation (4004 B.C.)

Do:

- Notebooking – **Days of Creation**. Make a page that illustrates what God made on each day of creation. (You may enjoy looking at a medieval illustration of the creation week in *Genesis: Finding Our Roots*, pp. 14-15.)

WEEK 2—TRUTH OF CREATION

This week we will continue our study of the history of the Creation of the World, especially concentrating on why we know the biblical account of Creation is true.

PREPARATION

Books Needed This Week:

- Bible
- Genesis: Finding Our Roots*

HIGH SCHOOL SUPPLEMENT

- Choose a project from *Genesis: Finding Our Roots*, pp. 20-21, “Further Study.” An additional project will be chosen next week.

Day 1 (6)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – p. 12 “Create.”

Learn:

- Memorize this list of what God made on each day of Creation:

- Day 1 – Light
- Day 2 – Firmament
- Day 3 – Earth and Sea, Grass, Herbs, Trees
- Day 4 – Sun, Moon, Stars
- Day 5 – Sea Creatures and Flying Creatures
- Day 6 – Animals and Man
- Day 7 – God Rested

Keep:

- Recite Psalm 8.
- Remember Creation (4004 B.C.)

Day 2 (7)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – p. 13 “Day.”

Keep:

- Recite Psalm 8.
- Remember Creation (4004 B.C.).
- Recite Days of Creation.

Day 3 (8)**Hear:**

- Read and discuss *Genesis: Finding Our Roots* – p. 13, 16 “Origin of the Week.”

Keep:

- Using your best handwriting, copy **Psalm 8:4-6** into your notebook. (See Appendix A for copywork examples you can look at as you copy.)
- Recite Psalm 8.
- Remember Creation (4004 B.C.).
- Recite Days of Creation.

Day 4 (9)**Keep:**

- Recite Psalm 8.
- Remember Creation (4004 B.C.).
- Recite Days of Creation.

Do:

- Make a chart showing what God made after each *bara* act of creation. (See *Genesis: Finding Our Roots* – p. 12 “Create”).

Day 5 (10)**Keep:**

- Recite Psalm 8
- Remember Creation (4004 B.C.)
- Recite Days of Creation.

Do:

- Write a poem of praise to the Creator. (See instructions, *Genesis: Finding Our Roots*, p. 21, d.)

WEEK 3—CREATION MYTHS

This week we will finish our study of the history of the Creation of the world.

PREPARATION

Books Needed This Week:

- Bible
- Genesis: Finding Our Roots*

HIGH SCHOOL SUPPLEMENT

- Choose a second project from *Genesis: Finding Our Roots*, pp. 20-21, “Further Study.”

Day 1 (11)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – p. 16-17 “The Rest of the Bible.”

Keep:

- Recite memory work learned so far. (See Appendix C.)

Do:

- “How many New Testament writers can you name who used something from Genesis in their writings?” (from *Genesis: Finding Our Roots*, p. 17). What resources could you use to help you look this up? Possibilities: <http://www.e-sword.net/> or <http://www.biblegateway.com>
- “What could you tell a person who says he believes in Jesus but thinks the Genesis story of creation is not literally true?” (from *Genesis: Finding Our Roots*, p. 17). Write a paragraph with your answer. (Younger students could say this in their own words for Mom to write down. Older students could write a page that includes Scriptural references for support.)

Day 2 (12)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – p. 17-18 “Basic World Views.”

Keep:

- Recite memory work learned so far. (See Appendix C.)

Day 3 (13)

Hear:

- Read and discuss *Genesis: Finding Our Roots* – p. 18-20 “Myths of Creation.”

Keep:

- Recite memory work learned so far. (See Appendix C.)

Day 4 (14)**Keep:**

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Psalm 8:7-9** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Do:

- Visit a public library and read a Creation Myth from an ancient society. If you have several students, each student should choose a different society's story to read. Compare the similarities and differences. Why should we accept God's story as true?

Day 5 (15)**Keep:**

- Worksheet 1 (See Appendix B).