

Daniel's Statue: Babylon, Persia, Greece, and Rome

Foundations of World History – Year 2

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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, which 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, comprised of 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

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!

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

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!

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.

² Ibid.

- 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.

³ Psalm 8

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 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 “goad” 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. 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/>*

⁴ See [Leviticus 23](#).

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://foundationspress.com/textbooks>.

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.
- ❑ *The Usborne Internet-Linked Encyclopedia of the Ancient World*, by Jane Bingham, et al. (Usborne). <http://www.usbornebooksandmore.com/>
- ❑ *The Story of the Ancient World*, by Christine Miller (Nothing New Press). <http://www.nothingnewpress.com/guerber/ancient.html> (This book was also used in Year 1.)
- ❑ *The Story of the Greeks*, by H.A. Guerber (Nothing New Press). <http://www.nothingnewpress.com/guerber/greeks.html>
- ❑ *The Story of the Romans*, by H.A. Guerber (Nothing New Press). <http://www.nothingnewpress.com/guerber/romans.html> (This book is also used in Year 3.)
- ❑ *Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010). <http://www.knowledgequestmaps.com/Map-Trek.html> (This book is used in Years 1-4.)

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 may have also used for Year 1. Note: This set does *NOT* include all of the dates that we will use in this curriculum. <http://www.homeschoolinthewoods.com/HTTA/timeline.htm>
- ❑ *What in the World's Going on Here?* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Weeks 6, 7, 25, 26, 27, 32, 34, and 35.
- ❑ *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).

- Cyrus the Persian*, by Sherman A. Nagel (AB Publishing). This book is used in Weeks 4-6.
- Behold Your Queen!: A Story of Esther*, by Gladys Malvern. This book is used in Weeks 6-8.
- The 7 Wonders of the Ancient World* (CD), by Diana Waring. <http://www.dianawaring.com/> This CD is used in Weeks 4 and 25.
- Within the Palace Gates: The King's Cupbearer*, by Anna P. Siviter. This book is used in Weeks 9-14.
- The Classical Cookbook: Revised Edition*, by Andrew Dalby, Sally Grainger. This book is used in Week 14.
- The Lion in the Gateway: The heroic battles of the Greeks and Persians at Marathon, Salamis, and Thermopylae*, by Mary Renault. This book is used in Weeks 15-16.
- Archimedes and the Door of Science*, by Jeanne Bendick. This book is used in Weeks 17-19.
- Detectives in Togas*, by Henry Winterfeld. This book is used in Weeks 20-24.
- The Young Carthaginian*, by G.A. Henty. This book is used in Weeks 24-28.
- The Mystery of the Roman Ransom*, by Henry Winterfeld. This book is used in Weeks 29-32.
- City*, by David Macaulay. This book is used in Week 29.
- The Legionary*, by Peter Connolly. This book is used in Week 31.
- For the Temple*, by G.A. Henty. This book is used in Weeks 33-36.

HIGH SCHOOL BOOKS:

The following books are “thick” and meaty, but we believe that homeschooled teenagers have time to read in a way that will probably never again be repeated for the rest of their lives. For that reason, we strongly encourage you to obtain these books for your high-school student and to set aside time for long discussions of the topics introduced, such as before bed each evening.

- The Antiquities of the Jews*, by Josephus. This book is available free online, at <http://www.sacred-texts.com/jud/josephus/index.htm#aoj> This book is used in Weeks 1 and 33-36.
- The Five Great Monarchies of the Ancient Eastern World, Volumes 1-3*, by George Rawlinson. These books are available free online, at <http://books.google.com> These books are used in Weeks 2, 4, and 6-15.
- Observation Upon the Prophecies of Daniel and the Apocalypse of St. John*, by Sir Isaac Newton. This book is available from <http://foundationspress.com> or is available free online at http://www.isaacnewton.ca/daniel_apocalypse/ This book is used in Weeks 3, 4, 5, and 32; it is also used in Years 3-4.
- Greek Lives*, by Plutarch, translated by Robin Waterfield (Oxford World's Classics). A similar translation is available free online at <http://classics.mit.edu/Browse/index-Plutarch.html>. This book is used in Weeks 16-25.
- Assumptions That Affect Our Lives*, by Christian Overman. This book is used in Weeks 26-31.
- 1 and 2 Maccabees*, from the Apocrypha. This is available free online at <http://www.sacred-texts.com/bib/apo/index.htm>. It is read in Weeks 33-34.

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 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!)

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

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

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. 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—ANCIENT BABYLON

This week we will learn about the beginnings of Babel and describe its culture, its worship, and its influence on the world around it.

PREPARATION

Books Needed This Week:

- Bible
- Encyclopedia of the Ancient World*
- Appendix D

HIGH SCHOOL SUPPLEMENT

- Read Josephus, *Antiquities of the Jews, Book 1*, chapter 4. Write Josephus' account of Babel in your own words.

Day 1 (1)

Hear:

- Read Genesis 10:8-12; 11:1-9.
 - Who was Nimrod, and how does the Bible describe him? (10:8-9)
 - Name the cities established by Nimrod. (10:10-12)
 - According to chapter 11, why did the people build the city of Babel? (11:3-4)
- Read Jasher, chapter 7 (see Appendix D).
 - Note: The book of Jasher, or the “Book of the Just Man,” is an ancient book of unknown origin that is mentioned as a historical reference in the Bible (Joshua 10:13, 2 Samuel 1:18).
 - Tell back in your own words what the Book of Jasher describes of Nimrod and his reign.
- Read and discuss *Encyclopedia of the Ancient World*, pp. 12-14.
 - How does this account of early history differ from the Bible?

Learn:

- Begin to memorize **Job 31:24-28** by reciting it together 3 times. (See Appendix C.)
- Map Study – *Map Trek*, p. 24.

Day 2 (2)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 16-19.
 - Do you think the wheel and writing were invented in Uruk, or do you think they existed before the Flood?
- Do Worksheet 1 (Appendix B).

Learn:

- Timeline – Add **Tower of Babel (2242 B.C.)**

Keep:

- Recite Job 31:24-28.

Day 3 (3)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 20-23.
 - Referring back to Worksheet 1, can you find examples of many of the characteristics of Babylon in today's reading? Keep in mind that this book is not written by Bible believers, so its authors have no reason to verify the Bible's description of Babylon.

Keep:

- Using your best handwriting, copy **Job 31:24-25** into your notebook. (See Appendix A for copywork examples you can look at as you copy.)
- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Day 4 (4)

Learn:

- Explore more about ancient Mesopotamia online. A possible website is <http://mesopotamia.mrdonn.org/index.html>.⁷
- Make a journal page with pictures of ancient life in Babylon and short sentence descriptions.

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Day 5 (5)

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Do:

- Notebooking – Draw a picture of what you think the Tower of Babel might have looked like.

⁷ Always supervise your children online.

Name _____

Worksheet 1

Characteristics of Babylon

Note: The following answers are taken from the King James Version.

1. Revelation 14:8 – How many nations drank of the “wine” of Babylon? In other words, how many nations participated in the sins of Babylon? _____
2. Revelation 17:5 – Babylon is called the _____ of harlots and abominations of the earth. What do you think it means to be the *mother* of something? Babylon is probably called the *mother* of all the evil things on the earth because of the common worship of a goddess who was believed to be the mother of all living. This goddess was known as Semiramis, the Queen of Heaven. (She has survived to today in such forms as Mother Earth.)
3. Revelation 18:2 – Babylon is called the habitation (or home) of _____.
Read 1 Corinthians 10:19-20. Things that are sacrificed to _____ are also said to be sacrificed to devils. Babylon is known to be the home of idol worship.
4. Revelation 18:10 – Babylon was called a g_____ city and a m_____ city.
5. Revelation 18:16 – How was the great city of Babylon clothed? In fine _____ and _____ and _____ and decked with _____ and precious _____ and _____.
6. Revelation 18:21 – What prophecy is given about the city of Babylon? With _____ shall that great city Babylon be _____ down, and shall be _____ no more _____.
Has this prophecy been fulfilled yet?

WEEK 2—RISE OF BABYLON

This week we will continue our study of the ancient history of Babylon, including its influence on the nations around it.

PREPARATION

Books Needed This Week:

- Bible
- Encyclopedia of the Ancient World*

HIGH SCHOOL SUPPLEMENT

- Read *The Five Great Monarchies of the Ancient Eastern World, Vol. 1*, by George Rawlinson, chapters I-IV.

PLAN AHEAD

- Plan ahead for Week 4 by ordering *Cyrus the Persian*, by Sherman A. Nagal, from your local library.

Day 1 (6)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 24-27.
 - Amorites – You can read more about them in Numbers 21:21-35.
 - Elam – You can read about the founder of Elam in Genesis 10:22 and about a famous battle fought against the king of Elam, in Genesis 14.
 - Hittites – The Hittites are first mentioned in Genesis 23.

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Day 2 (7)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 28-31.
 - Be sure to look at the map on p. 28. If you have a globe, try to find these locations on your globe as well.
 - Why were the people groups of this area so wealthy?

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Day 3 (8)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 32-35.
 - Compare to the Bible's description of the founding of Nineveh in Genesis 10:8-12.

Keep:

- Using your best handwriting, copy **Job 31:26-28** into your notebook. (See Appendix A for copywork examples you can look at as you copy.)
- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Day 4 (9)

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Do:

- Listen to Diana Waring's CD, *What in the World's Going on Here? Disc 3, Track #2, "Babylon."*
- Research the law code of Hammurabi.

Day 5 (10)

Keep:

- Recite Job 31:24-28.
- Remember Tower of Babel (2242 B.C.).

Do:

- Research siege warfare. What techniques and machinery were used to make it effective?

WEEK 3—THE JUDGMENT OF JERUSALEM

This week we will learn how the Babylonians conquered Jerusalem and why God allowed it.

PREPARATION

Books Needed This Week:

- Bible
- Encyclopedia of the Ancient World*
- Story of the Ancient World*

HIGH SCHOOL SUPPLEMENT

- Read *Observations*, by Newton, chapter 1.
- Read the books of Habakkuk and Zephaniah.

Day 1 (11)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 36-39.

Keep:

- Begin to memorize **Daniel 1:8** by reciting it together 3 times. (See Appendix C.)
- Timeline – Add **Babylonian Captivity (588 B.C.)**.
- Map Study – *Map Trek*, p. 43.

Day 2 (12)

Hear:

- Read 2 Chronicles 33. How did God's people sin?
- Read 2 Chronicles 34:24-25. Why did God punish His people?
- Read 2 Chronicles 36:11-21. How long did God say that His people would be captive in Babylon? See also Leviticus 26:33-35.

Keep:

- Review Daniel 1:8.

Day 3 (13)

Hear:

- Read and discuss *Story of the Ancient World*, chapters CXV-CXVI.
- Read Daniel 1.

Keep:

- Review Daniel 1:8.
- Using your best handwriting, copy **Daniel 1:8** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (14)

Keep:

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

Do:

- Research the life of Robert Koldewey, the archeologist who discovered the ruins of ancient Babylon.

Day 5 (15)

Keep:

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

Do:

- Using a concordance, find and copy at least 10 verses that talk about Babylon. What is God's opinion of this city?

WEEK 4—DANIEL'S STATUE

This week we'll learn the meaning of Nebuchadnezzar's dream and how it foretold history.

PREPARATION

Books Needed This Week:

- Bible
- Story of the Ancient World*
- Encyclopedia of the Ancient World*
- Cyrus the Persian*
- Diana Waring's CD, *The 7 Wonders of the Ancient World*

HIGH SCHOOL SUPPLEMENT

- Read *Observations*, by Newton, chapter 3.
- Read *The Five Great Monarchies of the Ancient Eastern World, Vol. 1*, by George Rawlinson, chapters V-VIII.

PLAN AHEAD

- Plan ahead for Week 6 by ordering *Behold Your Queen! A Story of Esther*, by Gladys Malvern, from your local library.

Day 1 (16)

Hear:

- Read Daniel 2.
- Read and discuss *Story of the Ancient World*, chapters CXVII-CXVIII.

Learn:

- Begin to memorize **Daniel 2:20-22** by reciting it together 3 times. (See Appendix C.)

Keep:

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

Do:

- Do Worksheet 2. (See Appendix B.)

Day 2 (17)

Hear:

- Read and discuss Daniel 3 and 4.
- Read and discuss Isaiah 13:1 to 14:23.

Keep:

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

Day 3 (18)

Hear:

- Read and discuss *Story of the Ancient World*, chapters CXIX-CXX.
 - Read Daniel 2:36-39. What kingdom was represented by the silver chest and arms of the statue? (The Media-Persian Empire)
- Read and discuss *Encyclopedia of the Ancient World*, pp. 40-41.
- Read *Cyrus the Persian*, chapters 1-2.

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Daniel 2:20-22** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (19)

Hear:

- Read *Cyrus the Persian*, chapter 3-4.

Keep:

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

Do:

- Listen to Diana Waring's CD, *The 7 Wonders of the Ancient World*, Track #3, "The Hanging Gardens." Draw a picture that shows what you think the gardens looked like.

Day 5 (20)

Hear:

- Read *Cyrus the Persian*, chapter 5-6.

Keep:

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

Do:

- Map Study – *Map Trek*, p. 40. Compare to the map of the Indus Valley on p. 28, *Encyclopedia of the Ancient World*. Research the history of the Indus Valley Civilization online. How did the Babylonians affect this region? How did the Persians affect this region?

Name _____

Worksheet 2

Daniel's Statue



image by Arik Elliott

Color each section of the statue Nebuchadnezzar saw in his dream, which Daniel interpreted. Label with the kingdom each section represented.

- Head – pure gold (Babylon)
- Chest and arms – silver (Persia)
- Belly and thighs – bronze (Greece)
- Legs – iron (Rome)
- Feet – partly of iron and partly of baked clay (Daniel 2:32-33) (The Divided Roman Empire)