

**Seals and Trumpets:  
The Middle Ages**

**Foundations of World History – Year 3**

**By Anne Elliott**

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## Using the Book of Revelation 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.

Many curriculum use the Bible to teach from Creation until the Roman Empire. The problem comes when we must then teach the rest of time, from the Roman Empire to modern times. There are so many things to teach our children that it becomes difficult to know which historical facts are the most important.

Several years ago, I was first introduced to a view of the book of Revelation called the "historicist" view, which simply means that the events foretold in the book would be revealed over the remaining periods of history, from the writing of the book by John (approximately AD 96) until Yeshua (Jesus) returns to set up His heavenly kingdom at the end of time.

I had always been taught a "futurist" view of Revelation, that all of the prophecies it contains will be fulfilled in a yet-future time.

I am not arguing one way or the other. I believe that God is big enough and wise enough to be able to do both. There are many examples of prophecies in the Old Testament that were fulfilled during the lifetime of the prophet and yet had another fulfillment that pointed to Yeshua, the Messiah. (See, for instance, Isaiah 7:14 and Matthew 1:23.) In my mind, the book of Revelation could possibly be interpreted from both an historical and a futurist viewpoint.

Isaac Newton, who was a staunch defender of the historicist view of Revelation, wrote the following:

"The folly of Interpreters has been, to foretell times and things by this Prophecy, as if God designed to make them Prophets. By this rashness they have not only exposed themselves, but brought the Prophecy also into contempt."

(Isaac Newton, *Observations Upon the Prophecies of Daniel and the Apocalypse of St. John*, p. 251.)

When we see how God wrote down the history of the modern world in the book of Revelation, and how it has been fulfilled accurately and completely, all the way up until our current times, our faith in the providence and wisdom of God is greatly strengthened.

"As for God, His way is perfect;  
The word of YHWH is proven;  
He is a shield to all who trust in Him" (Psalm 18:30, NKJV).

"Who has ascended into heaven, or descended?  
Who has gathered the wind in His fists?  
Who has bound the waters in a garment?  
Who has established all the ends of the earth?"

What is His name, and what is His Son's name,  
If you know?

Every word of God is pure;  
He is a shield to those who put their trust in Him.  
Do not add to His words,  
Lest He rebuke you, and you be found a liar" (Proverbs 30:4-6, NKJV).

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 even to modern times) from God's perspective as written in the book of Revelation, 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!

**Before You Begin:**

- If you did not use our world history (year 2), *Daniel's Statue: Babylon, Persia, Greece, and Rome*, **please read *Revelation Revealed*, pp. 297-328.**
- All parents should read *Revelation Revealed*, pp. 1-14, 289-296**, before beginning this curriculum.

## Note on Sacred Names:

We use the letters *YHWH* throughout this book to refer to the Creator of the Universe, our Heavenly Father. His name in Hebrew is spelled יהוה. In your English Bible, His name is translated as “the LORD.” A common pronunciation is “Ye-ho-VAH” or “YAH-way.”

We also refer to Jesus by His Hebrew name *Yeshua* (pronounced “ye-SHOO-ah”). You may wish to teach your children that His name in Hebrew means “YHWH saves” (Matthew 1:21).

We often use the word *Messiah* in place of the word Christ. Both mean “anointed one” and refer to the prophesied King and redeemer of Israel.

## Note on Catholicism:

This curriculum often refers to the Catholic church as simply the “Church” or “Christianity.” We do not believe that all members of the historic Catholic church were true believers; not do we believe that all of them were unbelievers. We agree with Matthew 7:15-23, in which Yeshua states:

Beware of false prophets, who come to you in sheep’s clothing, but inwardly they are ravenous wolves. You will know them by their fruits. Do men gather grapes from thorn bushes or figs from thistles? Even so, every good tree bears good fruit, but a bad tree bears bad fruit. A good tree cannot bear bad fruit, nor can a bad tree bear good fruit. Every tree that does not bear good fruit is cut down and thrown into the fire. **Therefore by their fruits you will know them.**

“Not everyone who says to Me, ‘Lord, Lord,’ shall enter the kingdom of heaven, but he who does the will of My Father in heaven. Many will say to Me in that day, ‘Lord, Lord, have we not prophesied in Your name, cast out demons in Your name, and done many wonders in Your name?’ And then I will declare to them, ‘I never knew you; depart from Me, you who practice lawlessness!’

## 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.<sup>1</sup> 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 call 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 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.

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<sup>1</sup> Psalm 8

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 Yeshua 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.<sup>2</sup> 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.

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<sup>2</sup> Leviticus 23



## 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 Messiah and to bring us to faith in Him. Yeshua is always the reason for everything God has revealed to us.

**“Wherefore the law was our schoolmaster to bring us unto Messiah, 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 Messiah Yeshua”** (Galatians 3:24-26, KJV).

**“For Messiah 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 Yeshua 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 reading the book **Biblical Home Education**, by Anne Elliott,  
available at [www.FOUNDATIONSpress.com](http://wwwFOUNDATIONSpress.com).*



## 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.

All other books and resources 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=26](http://astore.amazon.com/anneshomeyplace?_encoding=UTF8&node=26).

## 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 Revelation of Jesus Christ Revealed***, by Christine Miller (Nothing New Press: 2016).
- ❑ ***Fire Upon the Earth: The Story of the Christian Church***, by Norman F. Langford (Foundations Press: 2016).
- ❑ ***The Story of the Romans (4<sup>th</sup> edition)***, by Christine Miller (Nothing New Press: 2016).
  - Note: This book was also used in *Daniel’s Statue: Babylon, Persia, Greece, and Rome (Foundations of World History – Year 2)*.
- ❑ ***The Story of the Middle Ages (4<sup>th</sup> edition)***, by Christine Miller (Nothing New Press: 2015).
- ❑ ***Map Trek: The Complete Collection (with CD-ROM)***, by Terri Johnson (Knowledge Quest: 2010)

### Websites:

[www.FOUNDATIONSpress.com](http://wwwFOUNDATIONSpress.com)

[www.NothingNewPress.com](http://www.NothingNewPress.com)

[www.knowledgequestmaps.com](http://www.knowledgequestmaps.com)

## Optional Resources:

- ❑ ***History Through the Ages: Timeline Figures***, by Amy Pak (Homeschool in the Woods). We suggest the “Resurrection to Revolution” set, although if you have the “Creation to Christ” set, you can use it in Week 1. Not all of the figures in this set are scheduled in our 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, then we stick timeline figures onto them.
- ❑ ***Basic Lined Notebooking Pages***, by Debra Reed (NotebookingPages.com).

## High School Books:

The following high-school reading assignments are scheduled in the curriculum, along with additional discussion questions and writing assignments.

- ❑ ***Eusebius: The Church History***, by Paul L. Maier (Kregel Publications: 1999).
- ❑ ***Foxe's Christian Martyrs of the World***, by John Foxe, compiled by Moody Press (out of print).
- ❑ ***Observations upon the Prophecies of Daniel and the Apocalypse of St. John***, by Isaac Newton. Free at [http://www.isaacnewton.ca/daniel\\_apocalypse/](http://www.isaacnewton.ca/daniel_apocalypse/) and also available in Appendix F.
- ❑ ***History of the Decline and Fall of the Roman Empire***, by Edward Gibbon. Free at <http://www.ccel.org/g/gibbon/decline/volume1/index.htm>
- ❑ ***Ancient Rome: How It Affects You Today***, by Richard J. Maybury (Bluestocking Press: 2004).

## Optional Read-Aloud Books:

The following optional books are scheduled to be read aloud.

- ❑ *Otto of the Silver Hand*, by Howard Pyle **Week 21**
- ❑ *The Great and Terrible Quest*, by Margaret Lovett **Week 23**
- ❑ *The Ramsay Scallop*, by Frances Temple **Week 25**
- ❑ *The Door in the Wall*, by Marguerite De Angeli **Week 31**
- ❑ *Joan of Arc*, by Nancy Wilson Ross **Week 32**

## Books to Borrow from the Library and Read Independently:

There are many more excellent resources and books which you may wish to purchase or borrow from the library to read aloud to your children or assign for independent reading. You can see handy record-keeping forms in Appendix E.

The following is a list of optional books that could be read aloud as a family or assigned as additional reading to older students while studying the Middle Ages with World History Year 3.

Please note: Most, if not all, of these books contain things such as Catholicism, references to mythology, references to pagan holidays such as Christmas and Easter, and more. This is the nature of the Middle Ages! We urge you to read these books as a family or to at least discuss the books thoroughly!

## All Ages:

- ❑ *Roman Britain: Internet-Linked (Usborne History of Britain)* by Ruth Brocklehurst (Usborne Books: 2006) **Week 7**
- ❑ *The Sword in the Tree*, by Clyde Robert Bulla **Week 15**
- ❑ *The Life of Saint Patrick*, by Quentin Reynolds **Week 15**
- ❑ *King Arthur and His Knights*, by Mabel Louise Robinson **Week 15**
- ❑ *The Shining Company*, by Rosemary Sutcliff **Week 15**
- ❑ *Knights and Castles: Things to Make and Do* (Usborne, 2006). **Weeks 17 and 18**
- ❑ *Men in Armor: The Story of Knights and Knighthood* by Richard Suskind (Norton: 1968) **Week 18**

- ❑ *Castle*, by David Macauley (Graphia, 1982) **Week 18**
- ❑ *How Would You Survive As a Viking?* by Jacqueline Morley **Week 19**
- ❑ *Hakon of Rogen's Saga*, by Erik Christian Haugaard **Week 19**
- ❑ *King Alfred's Viking*, by Charles W. Whistler **Week 19**
- ❑ *Raiders from the Sea*, by Lois Walfrid Johnson **Week 19**
- ❑ *Cathedral*, by David Macauley (Graphia, 1981) **Week 21**
- ❑ *Elvina's Mirror*, by Sylvie Weil **Week 23**
- ❑ *The Knight's Handbook*, by Christopher Gravett **Week 24**
- ❑ *Robin Hood*, by J. Walker McSpadden (illustrated by Greg Hildebrandt) **Week 26**
- ❑ *Saladin: Noble Prince of Islam*, by Diane Stanley **Week 27**
- ❑ *The Magna Carta*, by James Daugherty **Week 28**
- ❑ *In Freedom's Cause*, by G.A. Henty **Week 30**
- ❑ *The Apple and the Arrow*, by Mary and Conrad Buff **Week 31**
- ❑ *The Black Arrow*, by Robert Louis Stevenson **Week 36**
- ❑ *Morning Star of the Reformation*, by Andy Thomson **Week 36**
- ❑ *Beggar's Bible*, by Louise Vernon **Week 36**

### High School:

- ❑ *The Outcast* (Kathryn Lasky) **Week 7**
- ❑ *The Eagle of the Ninth* (Rosemary Sutcliff) **Week 7**
- ❑ *Between the Forest and the Hills* (Ann Lawrence) **Week 7**
- ❑ *The Holy Roman Empire and Charlemagne in World History*, by Jeff Sypeck (Enslow Publishers: 2002) **Week 17**
- ❑ *Men in Armor: The Story of Knights and Knighthood* by Richard Suskind (Norton: 1968) **Week 18**
- ❑ *Wulf the Saxon* (by G.A. Henty) **Week 20**
- ❑ *A Taste of Chaucer: Selections from the Canterbury Tales*, edited by Anne Malcolmson **Week 23**
- ❑ *God's Troubadour: St. Francis of Assisi*, by Sophie Jewett **Week 25**
- ❑ *Little Flowers of St. Francis*, by Francis of Assisi **Week 25**
- ❑ *The Crusades*, by Anthony West **Week 26**
- ❑ *St. George for England*, by G.A. Henty **Week 32**

# 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 that intend 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! Moms 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.

We have also scheduled numerous Internet websites, include videos and activities, to help you delve deeper into the topics discussed. Be sure to supervise all activity online!

## Memory Work

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

## 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. We then purchased illustrated figures from *History Through the Ages: Timeline Figures*, by Amy Pak, to paste into our binder. Because Amy Pak includes more historical figures in her set than we include in our curriculum, we enjoy adding some of these 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.

In our curriculum, we have **bolded** any dates that we suggest you memorize. All other dates are written in regular fonts and do not need to be memorized.

## Map Studies

We use and love *Map Trek* for map studies, as well as maps that appear in the scheduled daily readings and occasional maps found online.

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 them 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. Save the maps they make and 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 on their own. 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. Do what suits 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. Many 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.

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

## **Copywork**

Copywork of the memory work is included once each week. In Appendix A, you'll find traditional handwriting examples of the Scripture memory verses and a few additional things. You may wish to photocopy these to include in your student's notebook, to be referred to as they copy them.

## Week 1 – Topic: The Early Church

We're going to begin this year's history by reviewing the things that happened when the gospel began to spread throughout the entire world. YHWH chose some very ordinary people to do great things for Him! (What can He do through us when we simply obey Him?)

### Books Needed This Week:

- Bible
- Fire Upon the Earth*
- Map Trek*

### High School:

- Read *Eusebius*, pp. 77-80, 93-105.
- Read *Foxe*, pp. 11-44.

### Day 1

#### Hear:

- Read ***Fire Upon the Earth, Ch. 1.***
- Discuss:
  - Why were the Roman Caesars worshiped as gods?
  - What name did the Jews give to all the other nations of the world?
  - Why did Pilate agree to the crucifixion of Yeshua?
  - What caused the faith of the followers of Yeshua to be spread across the Roman Empire?

#### Learn:

- Romans 1:16** – “For I am not ashamed of the gospel of Messiah: for it is the power of God unto salvation to every one that believeth; to the Jew first, and also to the Greek.”
  - Begin to memorize Romans 1:16 by reciting it together 3 times. You may want to refer to **Appendix C** each day for a listing of all the memory work we're learning this year. We will learn a new verse each week.
- Add **Birth of Yeshua (4 B.C.)** to your timeline.
  - Note: B.C. is an abbreviation meaning “before Christ.” It is usually written *after* the year. It can be written either B.C. or BC. Scholars generally agree that Yeshua the Messiah (“Jesus Christ”) was actually born in or before the year 4 B.C. (Herod the Great died in 4 B.C., and Yeshua was born before his death, according to Matthew 2:1,16, which makes the dating system off by a few years.

### Day 2

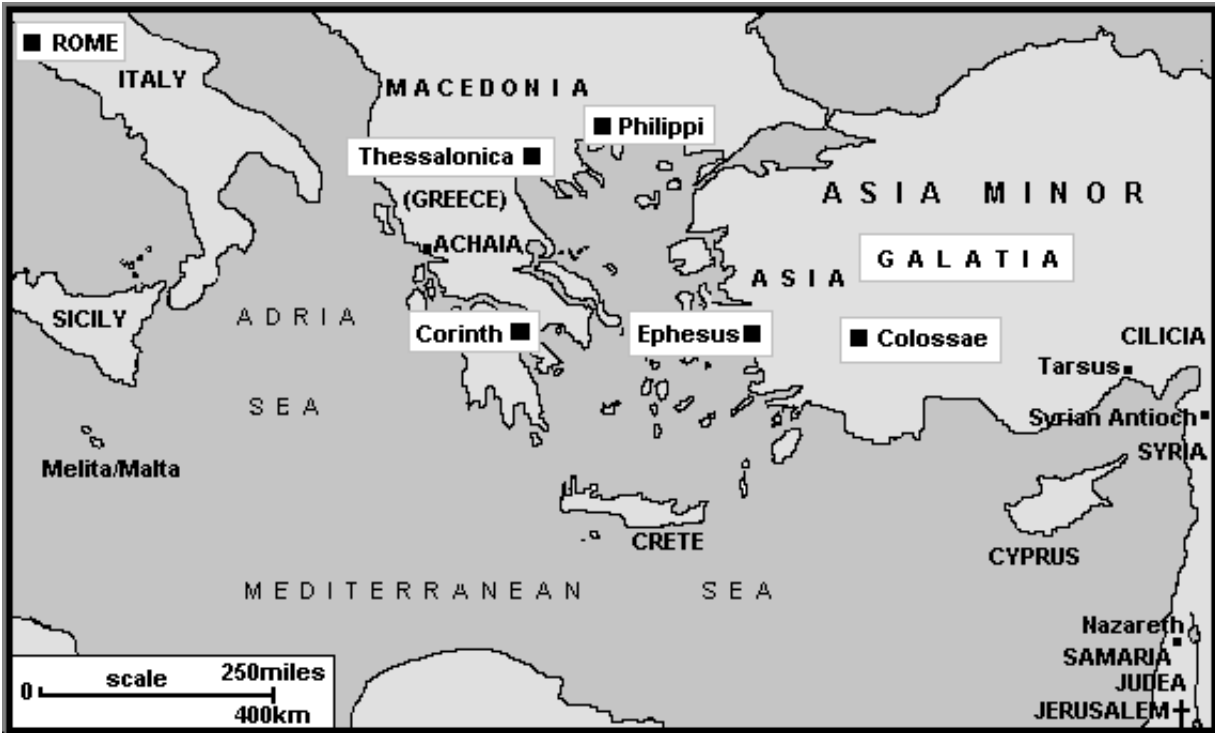
#### Hear:

- Read ***Fire Upon the Earth, Ch. 2.***
  - Read Ezekiel 34:30-31. What does God call His people, the House of Israel?
  - Read John 10:10-17. What other people are called “sheep”?
  - How did God use Paul to reach the “lost sheep” from other nations?



**Learn:**

- ❑ **Map Study:** While reading, students can find the cities Paul visited on his missionary journeys in *Map Trek*, p. 51 (e-book p. 81).<sup>3</sup> Here is a map that shows Tarsus, the birthplace of Paul.<sup>4</sup>



**Keep:**

- ❑ Recite **Romans 1:16**.
- ❑ Remember **Birth of Yeshua (4 B.C.)**



**Learn:**

- ❑ **Map Study:** Using *MapTrek*, p. 51 (e-book, p. 81), locate and label the following cities that Paul visited on his missionary journeys:
  - Jerusalem
  - Antioch (Syria)
  - Pisidian Antioch
  - Philippi
  - Thessalonica
  - Corinth
  - Ephesus
  - Rome

**Day 3**

<sup>3</sup> Note: The e-book version of *Map Trek* has different page numbers than the printed version of *Map Trek*.

<sup>4</sup> Map by Gordon Smith, courtesy of <http://www.ccel.org/bible/phillips/JBPhillips.htm>.



**Hear:**

- Read **Fire Upon the Earth, Ch. 3.**
  - Why were Christians considered the “enemies of the human race”? (because the Christians were against the amusements and sins that the Roman people enjoyed)
  - Describe how the early Christians worshiped God.
  - What is a martyr, and how did some of the early Christian martyrs die?
- High School: See this primary source about Nero. (Note: A “primary source” is a testimony, written or oral, by someone who was an eyewitness to the event.)
  - <http://www.eyewitnesstohistory.com/christians.htm>

**Learn:**

- Add **Fire of Rome, Started by Nero (A.D. 64)** to your timeline.
  - Note: A.D. is an abbreviation of *anno domini*, a Latin phrase which means “in the year of our Lord.” It is usually written *before* the year number. It can be written either A.D. or AD.

**Keep:**

- Recite **Romans 1:16.**
- Remember **Birth of Yeshua (4 B.C.)**

**Day 4****Keep:**

- Using your best handwriting, copy **Romans 1:16** into your notebook.

**Do:**

- In your notebook, write a story about the early Roman Christians. Imagine you are the son or daughter of a wealthy Roman citizen who is not a believer in a Yeshua. However, your mother is a Christian and regularly sneaks away to worship with other Christians. You can decide to either be a Christian or not. What happens to your family?

**Day 5****Keep:**

- Do **Worksheet 1.**

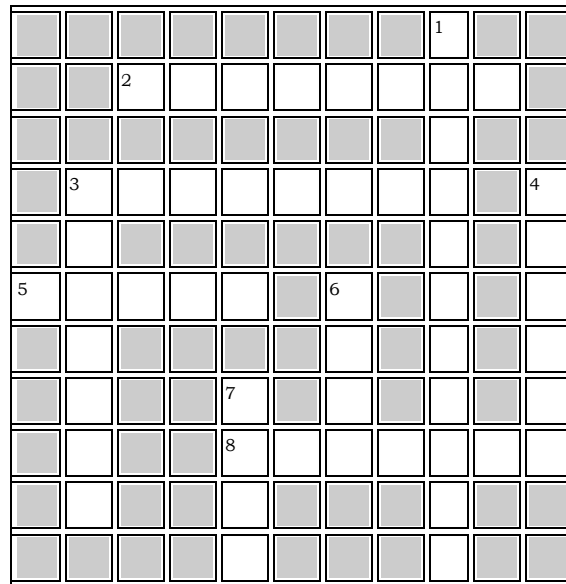
**Do:**

- Optional project: Find out about the history of firefighters. Some possible websites include:
  - [http://en.wikipedia.org/wiki/History\\_of\\_firefighting](http://en.wikipedia.org/wiki/History_of_firefighting)
  - <http://www.firefightersbbq.com/9601.html>
  - <http://www.emergencydispatch.org/articles/historyoffirefighting.html>

Name \_\_\_\_\_

# Worksheet 1

## The Early Church



**Across**

**Down**

- |   |   |
|---|---|
| <p>2. The name given by the Jews to all the other nations of the world</p> <p>3. The Caesar when Yeshua was born in 4 BC</p> <p>5. What does God call His people, the House of Israel?</p> <p>8. Christians were considered the "___ of the human race"</p> | <p>1. This caused the Gospel to spread throughout the Roman world</p> <p>3. I am not ___ of the gospel of Christ...</p> <p>4. The city where Paul was born</p> <p>6. The city where Paul probably died</p> <p>7. The Fire of Rome was started by this Caesar in AD 64</p> |
|---|---|

## Week 2 – Topic: History Revealed

*This week we will learn why the book of Revelation was written and what it has to do with history.*

### Books Needed This Week:

- Bible
- Revelation Revealed*
- Map Trek*

### High School Supplement

- Newton*, Chapter 2 (see Appendix F)
- Revelation Revealed*, pp. 1-14, 289-296

### Important Reading for Parents:

- If you did not use our world history (year 2), *Daniel's Statue: Babylon, Persia, Greece, and Rome*, please read *Revelation Revealed*, pp. 297-328.
- All parents should read *Revelation Revealed*, pp. 1-14, 289-296, before teaching this week's assignments.

### Day 6



#### Hear:

- Read **Revelation 1:1-3**, then answer the following questions together. You may do it orally, or you may wish to write the answers in your history notebook.<sup>5</sup>
  - Why was the book of Revelation written (see verse 1)?
  - Revelation 1:3 has a blessing on those who read, hear, and keep the words of this prophecy. We cannot understand the book of Revelation unless we first read and understand all the other books of the Bible. Compare this blessing to the one in Revelation 22:18-19.
  - When would the things prophesied in this book happen? See Revelation 1:1, Revelation 1:3, and Revelation 4:1.
- Read **Revelation 1:4-8**, then answer the following questions together.
  - Revelation 1:7 says, "He cometh with clouds." We will learn that clouds are a symbol of God's judgment. Read Ezekiel 30:3, Joel 2:1-2, and Isaiah 19:1. What will much of the book of Revelation be about?
  - Now read Deuteronomy 28:58-65, 30:1-10, and 32:43. Pay special attention to Deuteronomy 30:7 and 32:43. Tell why YHWH is punishing the nations of the earth. Since only the tribe of Judah ("Jews") has returned to the land of Israel, we know that these prophecies have not yet been fulfilled. How do you think the book of Revelation will end? (You may also wish to read Nehemiah 1:8, Isaiah 11:10-11, Zechariah 8:7-8.)<sup>6</sup>
- Read **Revelation 1:9-20**, then answer the following questions together.
  - Revelation 1:9 says that this book was written by whom? Where was he when he wrote this book?

<sup>5</sup> These questions are based upon the King James Version. You may use the translation of your choice.

<sup>6</sup> For the sake of time, feel free to only look up a few of these verses.

“Most evangelical scholars affirm that Revelation was written in A.D. 95 or 96. This is based on accounts of the early church fathers that the Apostle John had been exiled on Patmos Island during the reign of Domitian who died in A.D. 96. John was then allowed to return to Ephesus.” (*Bible Knowledge Commentary: New Testament*, by John F. Walvoord and Roy B. Zuck (Victor Books: 1985), p. 925.).

- ❑ **Revelation 1:19** contains the outline of the book of Revelation. Tell the three things John wrote down in this book.

Let's review from yesterday:

1. When will these judgments start? (Look back at Revelation 1:1, Revelation 1:3, and Revelation 4:1.)
2. What is the purpose of these judgments? (Look back at Revelation 1:7 and Deuteronomy 30:7 and 32:43.)
3. During the judgments of the nations, will the people repent? (Peek ahead at Revelation 9:20-21 and Revelation 16:10-11.) Who will win in the end? (Peek ahead at Revelation 19:1-2.)

Next week, we will see what happened when the first seal was opened, noticing how YHWH has been calling the entire earth to repentance and faith in Him, from the time of John (AD 96) until now.



**Learn:**

- ❑ **Revelation 1:19** – “Write the things which thou hast seen, and the things which are, and the things which shall be hereafter.”
- ❑ Add **Death of Domitian (A.D. 96)** to your timeline. Most scholars believe that the book of Revelation was written by John in either A.D. 95 or 96.



**Keep:**

- ❑ Recite **Romans 1:16**.
- ❑ Remember dates: **Birth of Yeshua (4 B.C.), Fire of Rome, Started by Nero (A.D. 64)**.

**Day 7**



**Hear:**

- ❑ **Revelation 1:1** says that the things in this book were “sent and signified.” Look in a dictionary to see what it means to “signify.”<sup>7</sup>
- ❑ Some symbols are defined right in the text. Here are some examples. Tell what each symbol means:
  - Seven stars (Rev. 1:20)
  - Seven candlesticks (Rev. 1:20)
  - 7 lamps of fire (Rev. 4:5 and Isaiah 11:2) – Note: The number 7 often means “complete” or “all”
- ❑ Other symbols are not defined in the text, if they have been defined previously in the Bible. One example of this is “clouds,” which we learned yesterday were a symbol of YHWH’s judgment (see Revelation 1:7). Here are some other examples. Tell what each symbol means:
  - A sharp two-edged sword (Rev. 1:16 and Heb. 4:12)

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<sup>7</sup> We use and recommend Webster’s 1828 Dictionary, available free at <http://webstersdictionary1828.com>.

- A door (Rev. 4:1 and John 10:7-9, Acts 14:27, 1 Cor. 16:9, 2 Cor. 2:12, Col. 4:3, Rev. 3:8, Rev. 3:20)<sup>8</sup>
  - 24 elders (Rev. 4:4 and Rev. 21:12 and 14)
  - 4 beasts around the throne (Rev. 4:6-7 and Ezekiel 1) Note: While Ezekiel 1 seems to be describing the same beasts but in greater detail, it never says exactly what the beasts are.
  - Root of David (Rev. 5:5 and Isaiah 11:10)
  - Lion of the tribe of Judah (Rev. 5:5 and Isaiah 11:10)
  - Lamb as it had been slain (Rev. 5:6 and Isaiah 53:7, 1 Peter 1:19)
  - Horn (Rev. 5:6 and 1 Sam. 2:10, Psalm 132:17, Daniel 8:21)
- ❑ Other symbols just need common sense to interpret. Look up the following in a dictionary:
    - ❑ Alpha and Omega (Revelation 1:11)
  - ❑ Read **Revelation 5:1-14**, then answer the following questions together.
    - In Daniel 12:4, Daniel was told to “shut up the words, and seal the book, even to the time of the end.” In Revelation 5:1, John saw a book sealed with seven seals. Who was found worthy to open this book?
  - ❑ We will see that the seven seals contain seven judgments on the people of the earth. The seventh seal contains seven “trumpet” judgments, and the seventh trumpet contains seven more “bowls” or “vials” of judgment.



**Keep:**

- ❑ Recite **Revelation 1:19** and **Romans 1:16**.
- ❑ Remember dates: **Birth of Yeshua (4 B.C.), Fire of Rome, Started by Nero (A.D. 64), Death of Domitian (A.D. 96)**.

**Day 8**



**Hear:**

- ❑ Read **Revelation 1:4, 1:11**. To whom was John to send the book of Revelation? List the names of the seven cities where these churches are located.
- ❑ Read again the “outline” of the book in **Revelation 1:19**. Which part of the outline is covered in the letters to the seven churches?
  - The things which thou hast seen
  - The things which are
  - The things which shall be hereafter
- ❑ Read **Revelation 1:12**. What did John see? According to Revelation 1:20, what do the seven candlesticks represent?
- ❑ Read **Revelation 1:16**. What did Yeshua hold in his right hand? According to Revelation 1:20, what do the seven stars represent? The word “angels” is the Greek word *aggellos*. This word means “messenger.”<sup>9</sup> Who do you think these messengers were?
- ❑ Optional: Read **Revelation 2 and 3** to discover what Yeshua wanted the seven churches to know.

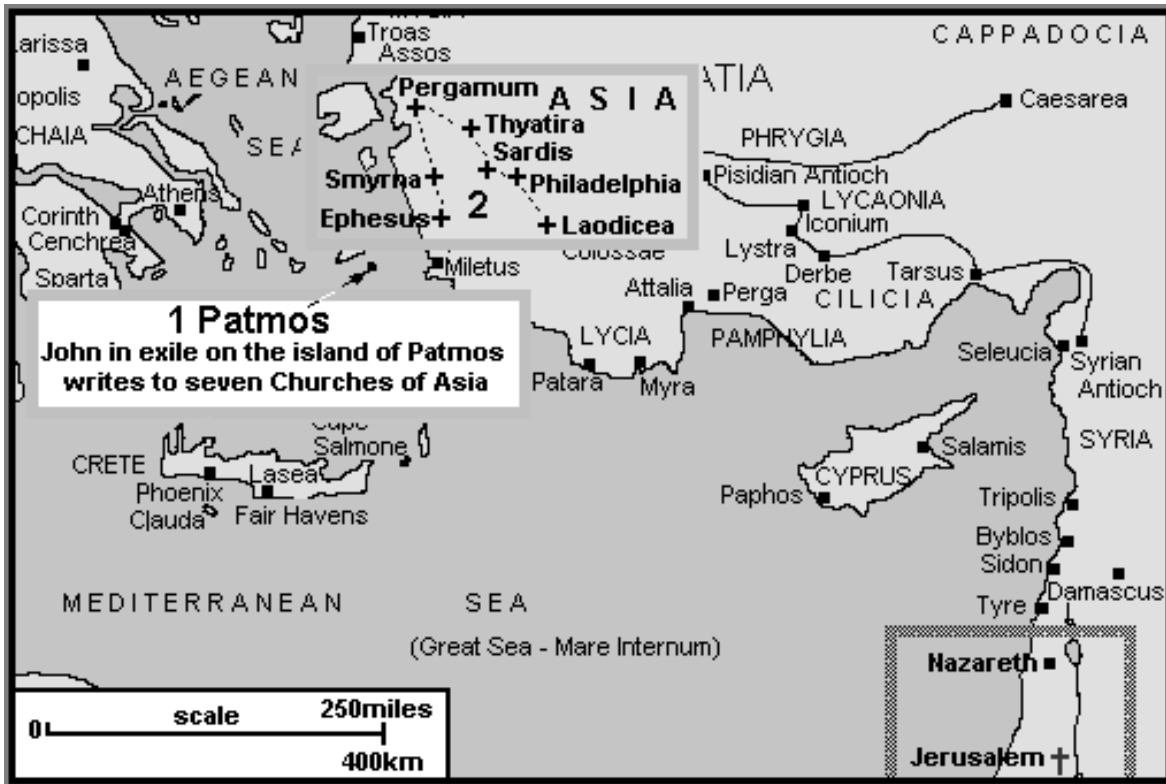
<sup>8</sup> For the sake of time, feel free to only look up a few of these verses.

<sup>9</sup> <http://www.blueletterbible.org/lang/lexicon/lexicon.cfm?Strongs=G32&t=KJV>



**Learn:**

- ☐ **Map Study: Seven Churches.** You may wish to use this map to locate the cities that received John's letter. Try to copy the location of these cities to the map from *Map Trek*, p. 49 (e-book, p. 77).



**Keep:**

- ☐ Recite **Revelation 1:19** and **Romans 1:16**.
- ☐ Remember dates: **Birth of Yeshua (4 B.C.)**, **Fire of Rome, Started by Nero (A.D. 64)**, **Death of Domitian (A.D. 96)**.

**Day 9**



**Keep:**

- ☐ Using your best handwriting, copy **Revelation 1:19** into your notebook.



**Do:**

- ☐ In your student notebook, write in your own words what you think John must have felt like when he saw Yeshua in Revelation 1:10-20.

**Day 10**



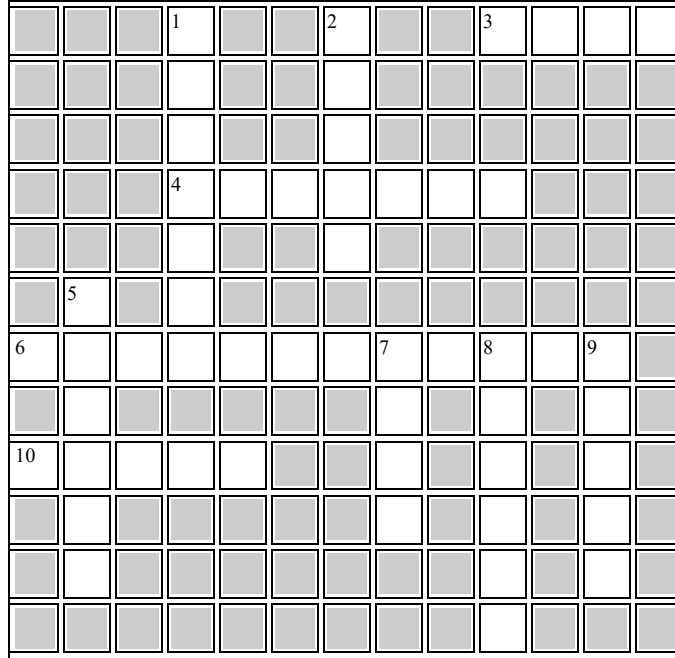
**Keep:**

- ☐ Do **Worksheet 2**.

Name \_\_\_\_\_

## Worksheet 2

### History Revealed



#### Across

3. "A \_\_ was opened in heaven" (Rev. 4:1)
4. Revelation was written to show "things which must \_\_ come to pass" (Rev. 1:1)
6. John "saw seven golden \_\_" (Rev. 1:12)
10. Yeshua is "Alpha and \_\_" (Rev. 1:11)

#### Down

1. "\_\_ is he that readeth" (Rev. 1:3)
2. "Out of his mouth went a sharp two-edged \_\_" (Rev. 1:16)
5. John "was in the isle that is called \_\_" (Rev. 1:9)
7. "the \_\_ is at hand" (Rev. 1:3)
8. "He cometh with \_\_" (Rev. 1:7)
9. Yeshua "had in his right hand seven \_\_" (Rev. 1:16)

## Week 3 – Topic: *Pax Romana*

*This week we will study Revelation 6:2, the first seal, the white horse. We will learn about the Pax Romana, emphasizing the reign of several good emperors and their conquests during this peaceful period of Roman history.*

### Books Needed This Week:

- Bible
- Revelation Revealed*
- The Story of the Romans*
- Map Trek*

### High School Supplement

- Read *Barnes' Notes* on Revelation 6:2 (Appendix G)
- Read *Gibbon, Volume 1*, Chapter 3.
- Read *Foxe*, Chapter 5.
- Read *Eusebius*, pp. 145-152, 166-167.

### Day 11

#### Hear:

- Read **Revelation 6:1-2**, and discuss the following:
  - John saw a white horse. What do you think the color white symbolizes? (Peace, purity, goodness, and conquest are all possible answers.) Discuss the white flag of surrender, meaning that peace is being sought.
  - Revelation 6:2 talks about a rider. What would this rider be like? (He will hold a bow, which means that he will be a warrior or would be involved in a battle with someone or something. He will be wearing a crown, which tells us that he is a ruler or king.)
  - Therefore, we note that during this period of history, a ruler will conquer something or someone, even though it is a time of peace.
  - When will all of this happen? Review Revelation 1:1, Revelation 1:3, and Revelation 4:1.
  - This week we will learn about the *Pax Romana*, which is a Latin term meaning “Roman Peace.” The *Pax Romana* extended from the death of evil Domitian in A.D. 96 to the death of the good emperor Marcus Aurelius in A.D. 180.
- Read ***Revelation Revealed***, pp. 23-24, “The First Seal.”

#### Learn:

- Revelation 6:2** – “And I saw, and behold a white horse: and he that sat on him had a bow; and a crown was given unto him: and he went forth conquering, and to conquer.”



## Day 12



### Hear:

- Read ***The Story of the Romans, Ch. 87-88.***
  - In your own words, retell what you learned about the evil Emperor Domitian.
  - Discuss what it would have been like to have been forced to marry Domitian.



### Learn:

- Optional: You may wish to start a wall chart of Roman Emperors by writing these emperor's names on a sheet of poster board. We will continue to add emperors during the coming weeks.
  - Domitian (AD 81-96)
  - Nerva (AD 96-98)
  - Trajan (AD 98-117)
  - Hadrian (AD 117-138)
  - Antoninus Pius (AD 138-161)
  - Marcus Aurelius (AD 161-180)



### Keep:

- Recite **Revelation 6:2.**

## Day 13



### Hear:

- Read ***The Story of the Romans, Ch. 89-90.***
  - See a picture of Trajan's Column:
    - [https://en.wikipedia.org/wiki/Trajan's\\_Column](https://en.wikipedia.org/wiki/Trajan's_Column)
- Read **1 Peter 2:11-23** and **3:8-4:19.**
  - Even though the *Pax Romana* was a time of peace and prosperity for the Romans, it was also a time of severe persecution for Christians. Discuss the proper way for a Christian to respond to persecution.



### Learn:

- Add ***Pax Romana (AD 96-180)*** to your timeline.
- Map Study:** The Roman Empire was at its largest around AD 114. Trace a copy of ***MapTrek, p. 52*** (e-book, p. 83), showing the boundaries of the Roman Empire.
  - Compare your map to this online map:
    - <http://www.roman-emperors.org/big100.htm>



### Keep:

- Recite **Revelation 1:19, Romans 1:16, and Revelation 6:2.**
- Remember dates: **Birth of Yeshua (4 B.C.), Fire of Rome, Started by Nero (A.D. 64), Death of Domitian (A.D. 96), Pax Romana (AD 96-180).**

### Day 14



**Keep:**

- Using your best handwriting, copy **Revelation 1:19** into your notebook.



**Do:**

- In your student notebook, draw a picture of Emperor Trajan returning to Rome in a triumph (victory parade) because of his defeat of the Trajans.
  - o [https://en.wikipedia.org/wiki/Roman\\_triumph](https://en.wikipedia.org/wiki/Roman_triumph)
  - o <http://webstersdictionary1828.com/Dictionary/Triumph>
- Another idea is to research the wall that Hadrian built in Britain to protect the people from Barbarian invasions. In your student notebook, describe the wall and how it was built. Include a picture, either printed from the Internet or drawn yourself.

### Day 15



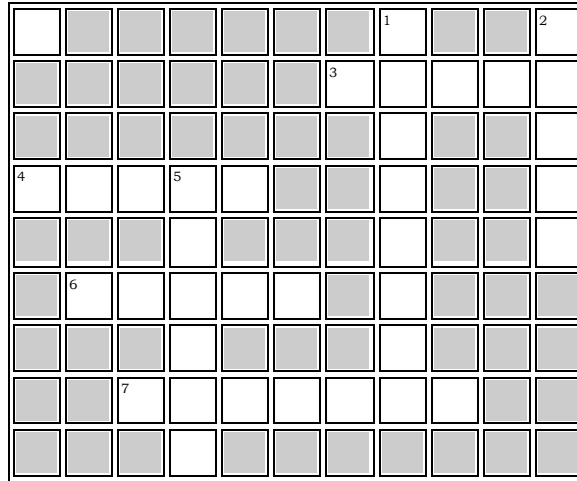
**Keep:**

- Do **Worksheet 3**.

Name \_\_\_\_\_

## Worksheet 3

### *Pax Romana*



**Across**

- 3. "I saw, and behold a white \_\_\_." (Rev. 6:2)
- 4. Peace, purity, goodness, and conquest are all symbolized by the color \_\_\_.
- 6. *Pax Romana* is Latin for Roman \_\_\_.
- 7. Trajan defeated the \_\_\_.

**Down**

- 1. The wicked emperor during the time of John
- 2. "The Lamb opened one of the \_\_\_." (Rev. 6:1)
- 5. "The Father of His Country"