

Sample

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

Foundations of World History – Year 2

By Anne Elliott

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Foundations of World History (Year 2)
Daniel's Statue: Babylon, Persia, Greece, and Rome

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“Therefore all things whatsoever ye would that men should do to you, do ye even so to them” (Matthew 7:12).

Scripture taken from the King James Version of the Bible, unless otherwise noted.

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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

¹ <https://www.alittleperspective.com/revelation-11-identity-of-the-two-witnesses-final>

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!

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:

² <https://www.alittleperspective.com/dwelling-in-babylon>

- 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 of modern historians 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!

NOTE ON SACRED NAMES

We use the Hebrew letters יהוה throughout this book to refer to the Creator of the Universe, our Heavenly Father. In your English Bible, His name is translated as “the LORD.” Common pronunciations are “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.

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, NIV).*

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, NIV).

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 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.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 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 His Son, 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 **Biblical Home Education**, by Anne Elliott (Foundations Press, 2011, <http://foundationspress.com>.)*

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. You may purchase them as either printed books or digital e-books.

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

We recommend purchasing books from the following companies when possible:

- Nothing New Press (nothingnewpress.com)
- Rainbow Resource Center (rainbowresource.com)
- Mott Media (mottmedia.com)

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 Story of the Ancient World*, by Christine Miller (Second Edition, Nothing New Press: 2015). This book was also used in Year 1.
- ❑ *The Story of the Greeks*, by H.A. Guerber (Fourth Edition, Nothing New Press: 2016).
- ❑ *The Story of the Romans*, by H.A. Guerber (Fourth Edition, Nothing New Press: 2016). This book will also be used in Year 3.
- ❑ *Map Trek: The Complete Collection (with CD-ROM)*, by Terri Johnson (Knowledge Quest: 2010). This book is used in Years 1-4 and American History. This is our recommended edition, but see p. 19 for other editions which will work with our curriculum.
- ❑ *The Usborne Internet-Linked Encyclopedia of the Ancient World*, by Jane Bingham, et al. (Usborne). This book is currently out of print, but you may access it at foundationspress.com/daniel-links.

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 the dates that we will use in this curriculum.
- ❑ *Book of Centuries*, by Cottage Press.
- ❑ *What in the World: Volume 1* (CDs), by Diana Waring. These optional CDs are used in Weeks 6, 7, 25, 26, 27, 32, 34, and 35.

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).

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- 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.
- Digging Deeper: Volume One (Disc 2)*, 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> or at foundationspress.com/daniel-links. 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> or at foundationspress.com/daniel-links. 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 free online at http://www.isaacnewton.ca/daniel_apocalypse/ or at foundationspress.com/daniel-links. 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 usually be spent reading aloud from the main textbooks with Mom, then 2 more days of study, projects, and review can be done relatively independently, especially for children who are in the middle years or older. 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. Please note that you will likely find different dates in the books you read and use, except for the history books written by Christine Miller (Nothing New Press).

In our home, we purchased *History Through the Ages: Timeline Figures*, by Amy Pak, to paste into the *Book of Centuries* timeline book. 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 *Map Trek*, by Terri Johnson, for map studies, as well as maps that appear in the scheduled daily readings.

There are various editions of *Map Trek*, and we have included page numbers for the following editions in these lesson plans:

- *Map Trek: Complete Collection* (Knowledge Quest: 2010), hardcover and CD-ROM edition.
ISBN: 978-1-932786-42-2
- *Map Trek: Ancient World* (Knowledge Quest, 2009), ebook edition.
ISBN: 978-1-932786-36-1
- *Map Trek: Atlas* (Master Books, 2022), paperback edition.
ISBN: 978-1-68344-309-4

While some of these editions allow you to print the maps for your children, 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. 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 LINKS

We have scheduled numerous Internet websites, include videos and activities, to help you delve deeper into the topics discussed. When you see this symbol, you can access our website to find the links and videos easily. 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.

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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 – Mesopotamia
 - *Map Trek: Complete Collection*, p. 24
 - *Map Trek: Ancient World (Download)*, 27
 - *Map Trek Atlas*, p. 12

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>.



- 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.

WEEK 9—THE MYCENAEANS

This week we will learn about the Mycenaean culture that lived in Ancient Greece.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Greeks*
- Encyclopedia of the Ancient World*
- Within the Palace Gates*

HIGH SCHOOL SUPPLEMENT

- Read Media, chapters I-III of *The Five Great Monarchies of the Ancient Eastern World, Vol. 2*, by George Rawlinson.



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Day 1 (41)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 158-163.
- Read *Within the Palace Gates*, chapter 1.

Learn:

- Begin to memorize **Acts 17:22-31** by reciting it together 3 times. (See Appendix C.)

Keep:

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

Day 2 (42)

Hear:

- Read and discuss *The Story of the Greeks*, chapters V-VIII.
 - o Note: You may wish to keep your map of Greece handy as you read.
- Read *Within the Palace Gates*, chapter 2.

Learn:

- Map Study – Early Greece
 - o *Map Trek: Complete Collection*, p. 32
 - o *Map Trek: Ancient World (Download)*, 41
 - o *Map Trek Atlas*, p. 20

Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

Day 3 (43)

Hear:

- Read and discuss *The Story of the Greeks*, chapters IX-XI.
- Read *Within the Palace Gates*, chapter 3.

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Acts 17:22** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (44)

Hear:

- Read *Within the Palace Gates*, chapter 4.

Keep:

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

Do:

- Draw a picture of Cyclops for your notebook.

Day 5 (45)

Hear:

- Read *Within the Palace Gates*, chapter 5.

Keep:

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

Do:

- Review the map of Greece by printing a map online and marking the following cities:

Mycenae
Athens
Corinth
Sparta
Crete

Knossos
Troy
Miletus
Marathon
Olympus



WEEK 18—THE PELOPONNESIAN WAR

This week we'll learn about the war between Athens and Sparta.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Greeks*
- Encyclopedia of the Ancient World*
- Archimedes and the Door of Science*

HIGH SCHOOL SUPPLEMENT

- Read *Greek Lives*, Solon.

PLAN AHEAD

- Plan ahead for Week 20 by ordering *Detectives in Togas*, by Henry Winterfeld, from your local library.

Day 1 (86)

Hear:

- Read and discuss *The Story of the Greeks*, chapters LXIII-LXVI.
- Read and discuss *Archimedes and the Door of Science*, chapter 6.

Learn:

- Timeline – Add **Peloponnesian War (431-404 B.C.)**

Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

Day 2 (87)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, pp. 194-198.
- Read and discuss *Archimedes and the Door of Science*, chapter 7.

Learn:

- Map Study – *The Story of the Greeks*, p. 116. Choose 3 different colors to use on your map (one for Athens, one for Sparta, and one for neutral states).

Keep:

- Continue to review **Acts 17:22-31**. (See Appendix C.)

Day 3 (88)

Hear:

- Read and discuss *The Story of the Greeks*, chapters LXVII-LXIX.
- Read and discuss *Archimedes and the Door of Science*, chapter 8.

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Acts 17:31** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (89)

Hear:

- Read and discuss *Archimedes and the Door of Science*, chapter 9.

Keep:

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

Do:

- Research what an eclipse of the sun is, and draw pictures to illustrate it for your notebook.

Day 5 (90)

Hear:

- R Read and discuss *Archimedes and the Door of Science*, chapter 10.

Keep:

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

Do:

- Research the life of Hippocrates.

WEEK 28—THE FOUNDING OF ROME

This week we'll learn the stories of how Rome was founded.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Romans*
- Encyclopedia of the Ancient World*
- The Young Carthaginian*

HIGH SCHOOL SUPPLEMENT

- Read *Assumptions That Affect Our Lives*, Part Three.

Day 1 (136)

Hear:

- Read and discuss *The Story of the Romans*, chapters I-V.
 - Why do you think the myths of the beginnings of Rome contain so many references to gods and goddesses? Do you think there is any truth to the stories?
- Read *The Young Carthaginian*, chapter XIX.

Learn:

- Continue to memorize **Psalm 2** by reciting it together 3 times. (See Appendix C.)

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Map Study – The Founding of Rome
 - *Map Trek: Complete Collection*, p. 42
 - *Map Trek: Ancient World (Download)*, 61
 - *Map Trek Atlas*, p. 30

Day 2 (137)

Hear:

- Read and discuss *The Story of the Romans*, chapters VI-VII.
- Read *The Young Carthaginian*, chapter XX.

Keep:

- Timeline – Add **Founding of Rome (753 B.C.)**.
- Recite memory work learned so far. (See Appendix C.)

Day 3 (138)

Hear:

- Read and discuss *The Story of the Romans*, chapters VIII-X.
- Read and discuss *Encyclopedia of the Ancient World*, p. 268-269.
- Read *The Young Carthaginian*, chapter XXI.

Keep:

- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Psalm 2:7** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (139)

Hear:

- Read *The Young Carthaginian*, chapter XXII.

Keep:

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

Do:

- Worksheet 8. (See Appendix B.)

Day 5 (140)

Hear:

-

Keep:

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

Do:

- Research the geography and history of the seven hills of Rome. Using your research, draw a map for your notebook.

WEEK 35—YESHUA THE MESSIAH

This week we'll learn how Yeshua was born during the reign of Caesar Augustus.

PREPARATION

Books Needed This Week:

- Bible
- The Story of the Romans*
- For the Temple*
- Encyclopedia of the Ancient World*
- Diana Waring's CD, *What in the World*, Disc 4

HIGH SCHOOL SUPPLEMENT

- No Reading – Begin writing a 5-page paper on how the four empires studied this year have affected our culture (to be finished next week).

Day 1 (171)

Hear:

- Read and discuss *The Story of the Romans*, chapters LXVI-LXVIII.
- Read *For the Temple*, chapter XI.

Learn:

- Begin to memorize **Daniel 9:24-27** by reciting it together 3 times. (See Appendix C.)

Keep:

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

Day 2 (172)

Hear:

- Read Luke 2:1-20.
- Read and discuss *The Story of the Romans*, chapters LXIX-LXXII.
- Read and discuss *Encyclopedia of the Ancient World*, p. 282-283.
- Read *For the Temple*, chapter XII.

Learn:

- Timeline – Add **Augustus Caesar – 30 B.C.**
- Timeline – Add **Birth of Yeshua – 4 B.C.**

Keep:

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

Day 3 (173)

Hear:

- Read Luke 22:66-23:49.
- Read and discuss *The Story of the Romans*, chapters LXXIII-LXXVI.
- Read and discuss *Encyclopedia of the Ancient World*, p. 286-287.
- Read *For the Temple*, chapter XIII.

Keep:

- Map Study – Palestine during time of Christ
 - *Map Trek: Complete Collection*, p. 50
 - *Map Trek: Ancient World (Download)*, 77
 - *Map Trek Atlas*, p. 38
- Recite memory work learned so far. (See Appendix C.)
- Using your best handwriting, copy **Daniel 9:26** into your notebook. (See Appendix A for Copywork examples you can look at as you copy.)

Day 4 (174)

Hear:

- Read *For the Temple*, chapter XIV.

Keep:

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

Do:

- Listen to Diana Waring's CD, *What in the World, Disc 4*, Tracks #6-8, "In the Perfect Moment of Time," "The Promised One," and "The Life of Jesus."

Day 5 (175)

Hear:

- Read and discuss *Encyclopedia of the Ancient World*, p. 334-342.
- Read *For the Temple*, chapter XV.

Keep:

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

Do:

- Worksheet 10. (See Appendix B.)

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?

TIMELINE DATES TO MEMORIZE:

Tower of Babel (2242 B.C.)

Babylonian Captivity (588 B.C.)

Cyrus Defeats Babylon (538 B.C.)

Alexander Defeats Persia (333 B.C.)

Trojan War (1250 B.C.)

Battles of Marathon and Thermopylae (490 B.C.)

Battle of Salamis (480 B.C.)

Peloponnesian War (431-404 B.C.)

Founding of Rome (753 B.C.)

Rome Conquers Greece (146 B.C.)

First Triumvirate (60 B.C.)

Augustus Caesar (30 B.C.)

Birth of Yeshua (4 B.C.)

Fall of Jerusalem (70 A.D.)