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INTRODUCTION

The purpose of this course is twofold:

1. To teach elementary students, or beginners of any age, the basic set of stories that are fundamental for a classical education.
2. To give the teacher or parent a plan and a method for developing an integrated curriculum in which all "subjects" revolve around Latin.

Latin and classical studies form an integrated unit study. In a Latin-based curriculum, Latin study takes the place of most English language arts curricula. Students studying Latin and the ancient world learn grammar, vocabulary, history, geography, composition, spelling, and science. The curriculum, then, is so interconnected that it appears to the student as one subject rather than many.

This is a great aid in both teaching and learning. Student and teacher energies are not dissipated by the fragmentation of the modern curriculum with its compartmentalized subjects and textbooks. In addition, classical studies brings the Latin language alive, and, likewise, the Latin language helps to bring the study of the ancient world alive.

In a classical education, Latin and math are given the greatest priority, and consequently are studied first in the day since they are rigorous and difficult subjects. A secondary priority is the classical studies course that completes Latin study and helps to create a complete curriculum that motivates the students in their study of Latin. Reading, which students should perceive as a pleasurable break from their formal studies, can be enjoyed in the afternoons and evenings.

Classical studies is meant to enhance the study of Latin, not interfere with it. The lesson plans are suggestions. You may do as much or as little as your schedule allows. This course is only an outline or a tool for the teacher. Because Latin and the classic stories are so universal, they provide endless learning opportunities. Only a few can be included in a teacher guide such as this.

BOOK SELECTIONS

The three books chosen for this course were selected to provide the beginning student with the basic set of stories that are foundational to a classical education. This is a flexible course that can be adapted to a great variety of students and needs. You can use these books with any age and in any order or combination that suits your situation. You can omit a book that your students have already studied and/or you can give special emphasis to the material that your students need the most work on. You can begin all three books at the same time or you can begin a new book each year. For instance, if you are beginning with a young student, you may want to begin the *Golden Children's Bible* in the 1st or 2nd grade, start the Greek myths the next year, and the *Famous Men of Rome* the following year.

However, an important feature of this program is that students spend several years with these books, each year developing greater mastery of the material. Students develop skills for in-depth study, such as contrasting, comparing, grouping, and analyzing as they become progressively more familiar with their material.

THE GOLDEN CHILDREN'S BIBLE

The goals of the Bible curriculum are:

1. Create in the minds and hearts of children lasting and glowing memories of the people and events of the Bible.
2. Familiarize students with important passages and the poetic qualities of Scripture that have been so important in the development of English language and literature.
3. Develop a timeline overview of Bible history and learn Bible geography.

The *Golden Children's Bible* has two characteristics that are important in achieving these goals. The first is that much of the text consists of direct quotations from the King James, simplified for the young child but retaining the rhythm and majesty of the original. There is no other Bible storybook that so successfully brings the child in contact with the beauty of Scripture. The second feature is outstanding illustrations that capture the imaginations of children and provide interesting details about Bible times. While the illustrations may look a little old-fashioned to adult eyes, children often prefer these realistic and dramatic pictures to the more modern ones.

D'AULAIRES' GREEK MYTHS

Next to the Bible, Greek myths are the most important set of stories in our history. Greek myths are universal stories that describe human character types and the human situation in a wonderfully imaginative and entertaining way. They are everywhere in English literature and in our culture, from the names of cars and shoes to the names of constellations and planets. The illustrations and text of *D'Aulaires' Greek Myths* are outstanding. Students will learn the origin of many common English words and expressions that come from Greek mythology, as well as the geography of Greece and the Mediterranean area.

FAMOUS MEN OF ROME

The Greeks and Hebrews had short-lived and unsuccessful political systems, and, therefore, their histories are erratic and more difficult to organize and study. The history of Rome, on the other hand, is long and continuous, encompassing 1,200 years, which are easily organized into three periods that illustrate the three basic types of government—monarchy, republic, and empire. Rome serves as a model civilization, the mastery of which provides the basic foundation for further history study. In addition, Roman history is ideally suited for the young student because the Romans were history's great men of action, and their history has great appeal to children. *Famous Men of Rome* covers the history of Rome, from its legendary founding in 753 B.C. to its fall in 476 A.D., in thirty memorable stories. *Famous Men of Rome* is the most organized and entertaining history of Rome for beginners.

HOW TO USE THIS GUIDE

WEEKLY READINGS

The weekly readings divide the three books into approximately 30 equal units, for a 30-week school year. The Bible stories are broken down into four days, and the topics and page numbers are listed under each day in the vertical columns. The story topics and page numbers for *D'Aulaires' Greek Myths* and *Famous Men of Rome*, which are shorter and easier assignments that can be read in one day, are always in the second and third day sections.

Ideally the student and parent/teacher will read together these three books three years in a row. However, there are many situations that make this goal difficult to achieve, especially for the *Golden Children's Bible*. Time-saving suggestions for addressing these books are:

1. Students may read stories alone the second and third years.
2. Older siblings may read to younger students.
3. Bible stories or Greek myths that you already know may be read once and reviewed in subsequent years by retelling the story and describing the pictures in the books.
4. You may read important selections of stories rather than the whole story.
5. Different students may be assigned stories to read and retell for the whole group.

WORDS TO KNOW

The Words to Know are the important words from each set of stories that students should become familiar with. You may select from these words, use them all, or add words that you think are important. The activities to do with these words are:

- **Pronunciation:** Pronounce these words and have students say them after you. Children like new words and enjoy saying them.
- **Copybook:** In a copybook assignment, the student copies the words in his very best printing or writing and saves them in a copybook notebook. The purpose of copywork is for the student to become familiar with the words and their spellings, and to practice penmanship skills. Students also learn to produce clear, legible writing and to take pride in penmanship and written work. The copybook writings are saved year after year, and hopefully become part of the permanent collection of the student's work.
- **Spelling:** A selection of the Words to Know can be assigned as spelling words. You are the best judge of what is an appropriate selection for your students. You may want to make a small selection for each year of this three-year course. Notice that in the Words to Know there are *italicized words* and <u>underlined words</u>. There are specific activities that go with these words.
- **Geography:** The *italicized words* are geography locations that students should learn. The first year, ask students to find the locations on the maps that are in their books or in the Teacher Resources. The maps are reproducible if you need to make copies for your students to work with. The second year, ask students to create their own maps by tracing selected maps and adding locations throughout the year. Students can color and decorate their maps and keep them in a hole-punched plastic report cover. It may be advisable to enlarge the maps for your students to trace since 4th and 5th graders may have difficulty writing neatly on a smaller map. The third year, ask students to try to reproduce the map from memory and/or find the locations on a blank map.
- **Latin derivation:** For the <u>underlined</u> Words to Know, students should be able to give the derivation which is given in *Famous Men of Rome* or *D'Aulaires' Greek Myths*. This can be a written or oral assignment.

GREEK MYTHOLOGY

A mythology is a culture's attempt to supply answers to the mysteries of human life. Man uses his imagination to penetrate beyond what his senses and reason can tell him. The Greeks, in both their mythology and philosophy, represent man's best efforts to penetrate to the divine. The Greeks show the limitations of the unaided human mind, and by doing so, witness to the divine origin of Scripture. The Greeks who created gods in the image of man prepared the way for the God who created man in his own image.

Except for the Hebrews, all ancient cultures possessed a mythology. The Greeks developed the most extensive, imaginative, and literary mythology in the Western world. Many ancient mythologies had dark and evil gods, like the Baal religion in the Old Testament, the religion that Phoenicia and Carthage had spread throughout the Mediterranean world.

The Greeks had the good sense to create their gods in the image of man and give them the better, if sometimes comical, attributes of the human race. The Greek gods, being quite human themselves, detested human sacrifice. As a literary creation, Greek mythology provides us with symbols and metaphors for human types, attributes, and ideals. Greek mythology is universal in our culture, because like Latin and Greek, artists, writers, musicians, and scientists have mined it extensively for two millennia.

Greek myths and other ancient myths and legends often have similarities to Bible stories. These parallels provide good opportunities for distinguishing between the Bible and other ancient writings. The fashion today is to lump Scripture with all other ancient writings as unreliable myth and legend.

For instance, the human race seems to have a collective memory of a universal flood and a "Garden of Eden" since almost all ancient mythologies have these two stories. This can be taken as nearly conclusive evidence for the opposite conclusions that (1) these two "myths," in fact, refer to things that are really true, or that (2) the universality of these stories shows that they are merely myths.

One way to approach this with your students is to ask them what they would think if these stories were found only in Scripture and nowhere else. The skeptic could then say that their uniqueness is conclusive evidence for their unreliability since if they were actually true, other cultures would have also had myths about such universal events. So "evidence" can be used to support whatever position one wants to believe. Students who have gone through these thought processes will be prepared for the mythologizing of the Bible that will confront them later in life.

ROME & AMERICA

It would surprise many Americans to know how much influence the civilization of Rome has had on our own country. Although most of us know little about what the Romans did and what they thought, America's Founding Fathers were intimately familiar with their actions and ideas.

The very structure of our government was consciously modeled after the government of the Roman Republic. In fact, the sense of debt to the Romans for the shaping of our political institutions was so strong among the Founding Fathers that they not only quoted Roman thinkers during the Constitutional debates, but often called each other by Roman names.

Did you know that the name of the plantation on whose grounds the U.S. Capitol was built was "Rome"? Or that the creek that ran directly underneath where the Capitol now stands was called "The Tiber"?

If you walk around Washington, D.C. and look at the statuary, you will notice two symbols that turn up again and again: the fasces and the plow. Both are Roman symbols. The fasces is an ax enclosed in a bundle of rods. The rods were used for corporal punishment and the ax for capital punishment. During the Roman republic, the fasces was the symbol of civil authority. The plow represents farming, which was the economic foundation of the Roman republic. The Founders saw themselves as citizen-soldier-farmers, just like the Romans.

If you walk into the rotunda at the center of the Capitol, you will see a statue of George Washington. Behind him is a plow, and his arm is resting on the fasces. There are two fasces in the House of Representatives, one on either side of the podium where the Speaker of the House stands. It is very evident that our Founders saw themselves as new Romans. The architecture of the public buildings in Washington, D.C. is almost entirely Roman. Building after building is in the same monotonous style of the Roman public buildings. It is almost as if Rome has arisen from the ashes.

In addition, the Founders viewed themselves and each other in the mold of the Roman hero. Washington, for example, was constantly compared to Cincinnatus, the Roman dictator who left his farm to defend Rome against her enemies. Once these enemies were vanquished, Cincinnatus voluntarily gave up the absolute power which he had been granted and returned to his farm. Likewise, Washington served two terms as president and then returned to his farm.

Washington, in fact, is portrayed in countless statues and paintings as a Roman, in a toga or in Roman military uniform. The painting in the Capitol dome is named the "Apotheosis of Washington," and portrays Washington being "assumed" into the heavens attended by pagan goddesses.

One of the great benefits of a study of Roman history is that it provides so much insight into American history. In fact, without Roman history, the study of American history will always be incomplete and superficial. Throughout your study you should take every opportunity to relate American and Roman history. Like the Romans, Americans overthrew a king (King George) and formed a republic. Like Rome, America has become an imperial republic with an empire. When we study the Romans we see ourselves. And we always ask ourselves if our fate will be the same.

WEEK 1

MEMORY WORK:

DAY 1:

Facts to Know: Six days of Creation

Day 1: Light and darkness
Day 2: Sky and earth
Day 3: Dry land, sea, plants
Day 4: Sun, moon, stars
Day 5: Fish and birds
Day 6: Animals and man
Day 7: God rested

Memory Verse: *In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, Let there be light: and there was light. And God saw the light, that it was good: and God divided the light from the darkness. And God called the light Day, and the darkness he called Night. And the evening and the morning were the first day.*
—Genesis 1:1-5

Expressions to Know: *bone of my bone and flesh of my flesh*

DAY 2:

Words to Know: Garden of Eden, *Euphrates*, Adam and Eve, serpent, Tree of Knowledge of Good and Evil, Tree of Life, Earth, Titans, *Greece,* Cyclopes, Uranus, Gaea, Pontus, Tartarus, Titanesses

Expressions to Know: *Am I my brother's keeper?*

DAY 3:

Words to Know: Cain and Abel, Seth, *Italy, Tiber,* Romulus, Remus, *Rome, Mediterranean Sea, Palatine Hill, Alba,* Sylvia, Vestal Virgins

DAY 4:

Words to Know: ark, Noah, Shem, Ham, Japheth

ART FOR THE WEEK:

- ☐ Serpent in the Tree of the Knowledge of Good and Evil
- ☐ Cyclopes
- ☐ The twins in a basket on the Tiber

HONORS WORK:

1. How is the word *titan* used in English today? Give some examples.
2. Why were the Romans called the she-wolf's litter?
3. In Genesis 4:1-17, what did Cain do after he killed Abel? St. Augustine compared Cain and Abel to Romulus and Remus in that both Cain and Romulus killed their brothers and then went out and built a city. Separation from brothers is often the beginning of a new nation or city. How is this true of America?

ROMAN HISTORY QUESTIONS:

1. In what year was Rome founded?

_____

_____

2. Name the twins who founded Rome.

_____

_____

3. How were the twins saved from drowning?

_____

_____

_____

4. Who nursed the twins as infants?

_____

_____

5. Rome is on what river?

_____

_____

6. How did Romulus and Remus avenge their mother's death?

_____

_____

_____

7. On what hill did Romulus and Remus decide to build their new city?

_____

_____

8. What disagreement did the twins have over the founding of their new city?

_____

_____

_____

9. How did the twins seek a sign from the gods?

_____

_____

_____

_____

WEEK 13

MEMORY WORK:

DAY 1:

Words to Know: Naomi, Ruth, Boaz, *Moab*, glean, reaper, kinsman

Expressions to Know:

Memory Verse: *And Ruth said, Entreat me not to leave thee, or to return from following after thee; for whither thou goest, I will go, and where thou lodgest I will lodge: thy people shall be my people, and thy God, my God.* —Ruth 1:16

DAY 2:

Words to Know: Hannah, Samuel, Eli, Helios, Eos, Tithonus, Phaethon, Heliades

Expressions to Know: *from Dan to Beersheba*

DAY 3:

Words to Know: Saul, anoint, Hannibal, *Alps*, *Spain*, Scipio Africanus, Fabian, aedile, *Zama*, *Cannae*, *Numidia*

Expressions to Know: Fabian policy

DAY 4:

Words to Know: Jonathan

ART FOR THE WEEK:

- ☐ Tithonus turning into a grasshopper
- ☐ Eos on her pink pillows
- ☐ Dawn
- ☐ Elephants in the Alps

ROMAN TIMELINE:

- ☐ Punic Wars, 264-146 B.C.

HONORS WORK:

1. To what list should you add Phaethon?
2. Tell the story of the origin of the grasshopper.
3. Distinguish between Helios and Apollo.
4. Read Hannah's song in Samuel 2:1-10 and the Magnificat in Luke. In what ways are they similar?
5. What are two stories in *Famous Men of Rome* in which fathers condemn their sons? Which one is most similar to the story of Saul and Jonathan?

ROMAN HISTORY QUESTIONS:

1. Where did the Second Punic War begin?_____

2. How did Scipio make the Spaniards allies of Rome? _____

3. What great obstacle did Hannibal cross to reach Italy?_____

4. Why did Hannibal always defeat the Roman generals in battles? What special weapon did he have?

_____

_____

_____

_____

5. What is a Fabian policy, and how did it get its name?

_____

_____

_____

_____

_____

6. Where was Hannibal's greatest victory?_____

_____

7. Why did Hannibal go back to Carthage? _____

_____

8. What offer did Hannibal make Scipio before the battle of Zama? _____

_____

_____

9. Who did Hannibal think were the three greatest generals that had ever lived?_____

_____

10. Carthage was led by one of the greatest generals in history, who invaded Italy and came near to the gates of Rome. Why didn't Hannibal take the city of Rome, and why did Carthage ultimately lose the Second Punic War? _____

_____

_____

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_____

_____