TEACHER GUIDE

6th–8th Grade

Includes Student Worksheets

History

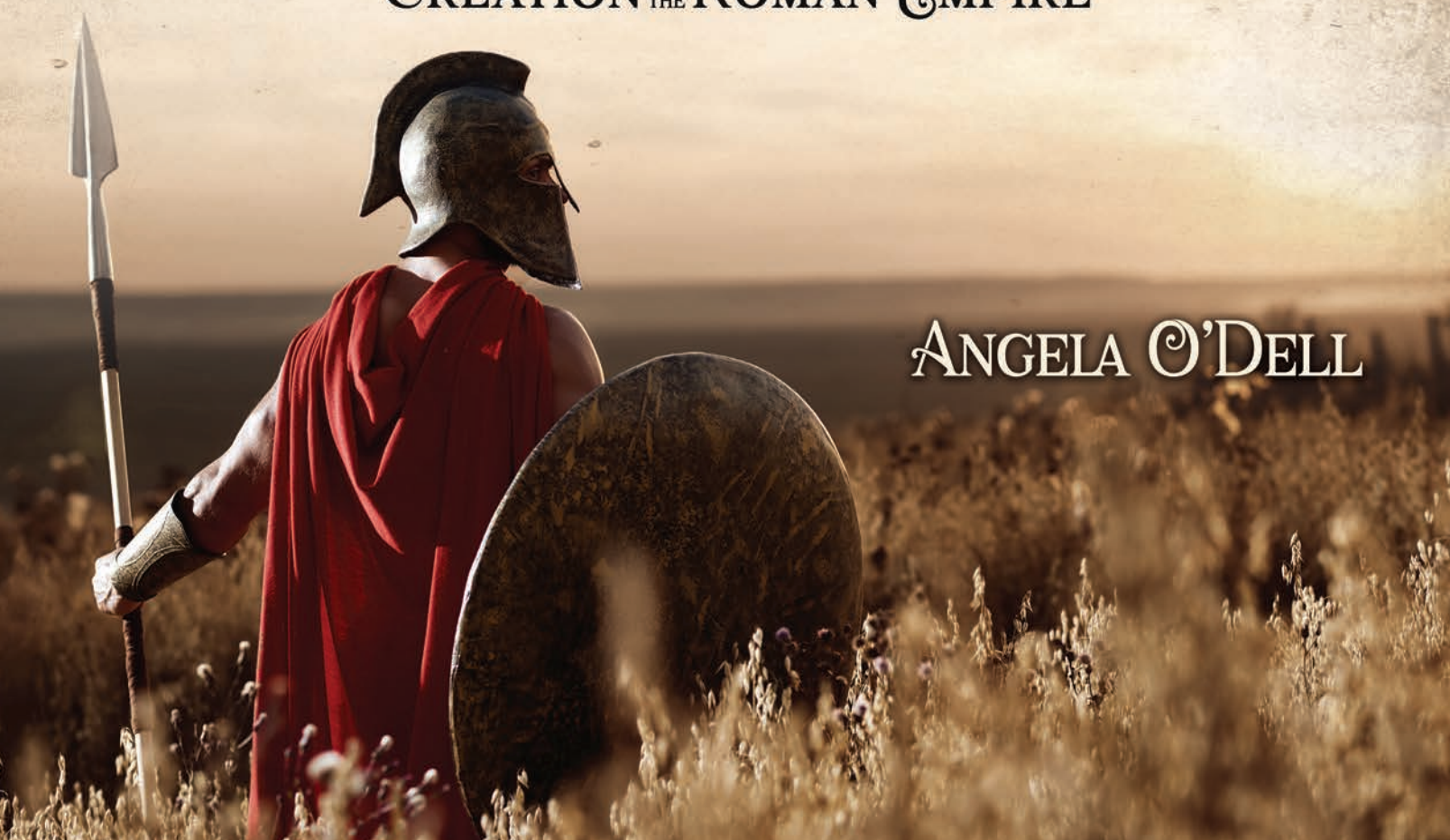
- Weekly Lesson Schedule
- Student Activity Sheets
- Reviews
- Answer Key

A Living History of Our World

THE WORLD'S STORY 1

THE ANCIENTS

CREATION TO THE ROMAN EMPIRE



ANGELA O'DELL

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World's Story 1

MASTER BOOKS CURRICULUM

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Course Description: *World's Story 1* guides students in a trip around the world as they study history from creation to the Roman Empire. Students will see God's hand and redeeming love at work from the very beginning. They'll meet biblical patriarchs, judges, prophets, kings, and historical figures from Scripture (including Abraham, Joseph, David, and Esther), as well as other important characters from history like Hammurabi, Alexander the Great, and Julius Caesar. They will also study ancient civilizations spanning the whole globe, including the Sumerians, Egyptians, Babylonians, Chinese, Celts, Nubians, Nazca, Persians, Greeks, Romans, and more!

This curriculum has two parts: the student book and this teacher guide. Students will cover 28 chapters, 5 art studies, and 4 reviews in this year-long history course for grades 6–8. Each chapter is arranged so that there are six days' worth of work per chapter, though the course is completed on a normal five-day school schedule. The activity pages are an assortment of areas to write/draw/copy. There are also timeline prompts for each chapter, hands-on projects, written narration prompts, and several optional craft ideas.

Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an "X" in the box.

	**Approximately 45–60 minutes per lesson, five days a week**
	**Includes answer keys for activity sheets and reviews**
	**Activity sheets for each chapter**
	**Reviews are included to help reinforce learning and provide assessment opportunities.**
	**Designed for grades 6 to 8 in a one-year history course**

Course Objectives: Students completing this course will

- Learn ancient history, from creation to ancient Rome
- Understand connections between various ancient civilizations, as well as connections between the past and the present
- Study history based on Charlotte Mason's educational philosophies
- Develop their critical thinking skills

Supply List

What preparations do you need for a wonderful year in history? Gather the following supplies to complete the student activity pages!

- ☐ Pencil
- ☐ Colored pencils or crayons
- ☐ Bible
- ☐ Encyclopedias
- ☐ Globe or atlas
- ☐ Dictionary
- ☐ Scissors
- ☐ Glue
- ☐ Tape
- ☐ Balls of yarn in several different colors
- ☐ Ruler
- ☐ Optional: items to count (pencils, pens, paper clips, etc.; it can be anything on hand)
- ☐ Optional: books, encyclopedias, or websites for Dig Deeper prompts
- ☐ Optional: recommended books for research or supplemental reading (see list in back)

Optional Art Study supply list:

- ☐ A Sharpie marker
- ☐ Sculpting material (paper, newspaper, aluminum foil)
- ☐ Large piece of cardboard
- ☐ Coloring materials (markers, crayons, and/or paints)
- ☐ Air-dry clay
- ☐ Carving tool (pencils or unfolded paper clips also work)
- ☐ Paper (legal paper or construction paper on a roll would also be useful but is not necessary)
- ☐ 2 wooden sticks
- ☐ Crayons with wrappers removed (best to use ones that are not brand-new)
- ☐ Heat source (hairdryer or sun)
- ☐ Paintbrushes
- ☐ Construction paper of various colors, including white
- ☐ Optional: graph paper

Introduction

> "We see, then, that the children's lessons should provide material for their mental growth, should exercise the several powers of their minds, should furnish them with fruitful ideas, and should afford them knowledge, really valuable for its own sake, accurate, and interesting, of the kind that the child may recall as a man with profit and pleasure."
>
> (Mason 1906, 177)

Welcome to *World's Story, Volume 1*. I hope you enjoy your journey with me through the beginning part of our incredible history here on this earth. The history of the world should be learned by all people. As parents, it is our responsibility to our children to make sure that they understand history did not start with Christopher Columbus sailing the ocean blue in 1492. History is much older than that! The time period covered in this volume is the time my children like to call "Bible Times," and, indeed, the Bible was my main source of information in the writing of this volume.

Charlotte Mason once said, "The indwelling of Christ is a thought particularly fit for the children, because their large faith does not stumble at the mystery, their imagination leaps readily to the marvel, that the King Himself should inhabit a little child's heart" (Mason 1906, 352). God is alive. Not only is He alive now, but He has also always been so.

Studying world history through the worldview glasses of biblical accounts allows a child to see history for what it truly is: HIStory.

My goal in writing this curriculum is to make an easy-to-use, comprehensive history resource for you to use, with little to no preparation and no necessary supplement beyond your Bible. (I would also encourage you to use it with your whole family at one time. If you are doing this study as a family, you may even choose to have a journal for each of the parents involved in the study.)

Getting Started

The basics:

Each chapter is covered over a six-day period, though the course follows a typical five-day school week.

There is considerable flexibility built into this schedule, but as a general rule, plan to spend the first two days for each chapter reading the student book and working on the material in the corresponding Introductory Page in the Teacher Guide.

The next two days (day 3 and 4) should then be spent working on the activity sheets for that chapter, one per day.

The following day (day 5) is devoted to the My Timeline! page for that chapter.

The final day (day 6) is designed for maximum flexibility. Students may either work on a Dig Deeper! research prompt for that chapter or use the prompts on the Dig Deeper page as a suggestion for Further Reading but without completing a report on the topic. As an alternative, students can do one of the crafts in the back or they can use this day to catch up if behind or to review material in advance of the regularly scheduled reviews.

Reading assignments:

The scheduled reading for the student book may seem light, but one thing to keep in mind is that most chapters have Scripture references, indicated by a symbol depicting a Bible and cross. Please do not skip these. These references supply biblical backing for the events presented in this book. Please keep a Bible on hand and take the time for these important readings. Some chapters will be heavier in Bible reading assignments than others. These assignments are often about a chapter in length but can range from a few verses to a few chapters.

While reading, we encourage students to continue the concept of Art Studies (discussed more in-depth below) with the artwork in the student book as they read. The student book features many gorgeous paintings from various time periods and countries. It is important for students to understand that these are depictions of famous people, places, and events, but they are usually rooted in the individual artist's own mental image and often reflect more about the time in which they were created than the time they are depicting. Encourage students to analyze the artwork they encounter in the student text.

Included in this teacher guide:

An **Introductory Page** starts each chapter in the teacher guide. They are included on the schedule for both the first and second days devoted to each week. Feel free to divide the work between the two days after the assigned reading in the student book has been completed or to do the activities on the Introductory Page on the second day after spending the first day reading the entire chapter. This page includes:

- Any notes to the teacher about the content or instruction
- **Objectives** to note the most important concepts and content of the chapter
- **Supply lists** for needed items
- Answers or insight for **chapter narration prompts**. These prompts are found in the chapter narration breaks of the student book.

- Oral narration is an important component of the course and is regularly scheduled twice per chapter. Whether the student completes the reading in one day or over two days, please take the time to complete these assignments every time they are noted.
- Oral narration creates a dialogue about the reading material and helps students learn to develop the skill of mentally arranging their thoughts and giving coherent answers. It also provides a wonderful, regular review session.

Written narration prompts are also included and are an important component of the course. These should be completed after all the reading for the chapter has been finished.

- ✔ Students should start transitioning to writing their responses to narration prompts after they have mastered oral narration. Please give the student adequate time to ease into this transition. I suggest making this transition around age ten or so, though each student will be different.
- ✔ For grading, I suggest not correcting them on spelling, punctuation, or form. Simply let them put their thoughts on their paper and focus more on the content of their responses. It may take several years for their grammar, punctuation, and spelling skills to catch up. Please be patient with them; simple and sincere encouragement goes a long way!
- ✔ For students who are not yet ready to do writing narration prompts, allow students to respond orally before gradually transitioning them to writing short answers.
- ✔ This prompt would also work well as a general discussion question if you are teaching multiple students.

Vocabulary directions provide students with the opportunity for an individualized approach to studying vocabulary.

- ✔ Students are encouraged to look up words they don't know, to keep a record of these words, and to write down their meanings. This activity can be done during the reading time or immediately after.
- ✔ It is also a good idea to review vocabulary words from past weeks regularly at this time.

World Quest, Activity Sheet 1, provides students with a range of activities to check their comprehension and increase their understanding of the material they have learned. These are the first activity sheets that occur immediately after every Introductory Page and should be completed after the student has read the entire chapter.

- ✔ The **front side** of these activity sheets always ask students three general comprehension questions about what they have read in the chapter.
  - These questions go beyond basic "who"/"what" questions to focus more on "how"/"why" concerning historical events and figures.
  - Students should be able to answer each question with a short (two or three sentence) response. However, if the student is struggling with writing, some or all the questions could very easily be answered orally while students gradually build up to providing written responses for them all.
- ✔ The **back side** of these activity sheets include a variety of activities, including the following:
  - **Copywork**: Students will regularly be copying verses from the Bible that connect to what they have studied. Use whichever Bible translation you prefer for the assignment.
  - **Sketching**: Students will periodically have the chance to either sketch a historical figure or a

sequence of events from their readings. As a general rule, they are not provided with a reference picture as a guide.

- **Other activities**: Students also occasionally work on other types of assignments, including answering critical thinking questions, filling in charts, responding to creative writing prompts, working on matching activities, reading short additional excerpts, and learning more about other alphabets, among other assignments

Map Adventure, Activity Sheet 2, includes map questions and a variety of other assignments. They are always placed after the first activity sheet in the Teacher Guide and should be completed after reading the entire chapter in the student book.

- The **front side** of these activity sheets are always focused on the map for the chapter that is found in the student book and repeats the questions located in the student book, as well.
  - The first question is always an "analysis" question designed to encourage students to study maps more critically.
  - The second question is always a "connect" question that encourages students to make connections with the material they have been reading. They are especially intended for students to make connections between various ancient civilizations and/or between the past and the present.
  - Because of the consistent focus on geography throughout the course, it is recommended to have a globe, atlas, or map on hand so that students can find the locations mentioned in the student book.
  - It is also helpful to include simple map-reading skills into any activity involving maps and geography. Just asking questions like "What continent is _____ on?" or "What hemisphere is _____ in?" helps familiarize students with geographical terms.
- The **back side** of these activity sheets also feature a variety of assignments for students. They tend to be more "hands-on," though that is not always the case.
  - Create-your-own: Students periodically have opportunities to engage in creative activities and crafts connected to their reading in the student book. These include activities like devising their own cuneiform, making their own paper pyramid, writing their own law code, and planning their own ancient city.
  - Other activities: Students also work on other activities, such as reading short excerpts, answering critical thinking questions, sketching historical figures or events, responding to creative writing prompts, and more.

My Timeline! is a timeline activity page included for each chapter. Students will work on making their own timelines, as well as analyzing timelines to develop their own understanding of when historical events occurred in relation to each other. This assists students in understanding the connections between the various historical figures and events they study throughout the course.

- Most of the timeline pages require students to study a timeline, add some events to it, and then answer questions about the timeline.
- The questions sometimes involve calculating the span of time between events. Students may need to be reminded or taught that calculating B.C. events requires subtraction.
- Other questions ask students to identify events that were happening around the same time period while others require students to analyze the timeline and answer critical thinking questions.
- Some of the timelines are more creative, including occasional family trees for biblical figures and a

multi-week timeline project on the life of Jesus.

- The timeline pages, once completed, serve as excellent references and should be kept through the duration of the course.
- Biblical scholars disagree on the exact dating of many biblical events. James Ussher's *Annals of the World* is used as the basis for dates in the timeline page and throughout the course, especially biblical ones, as much as possible. He was a 17th-century clergyman and chronologist whose work is still well-respected and widely used by scholars. His timeline is from a Young Earth creationist perspective and is firmly rooted in a biblical worldview.
- The dating and classification of Egyptian time periods and pharaoh dynasties are from John Ashton's and David Down's *Unwrapping the Pharaohs*.
- If students are especially motivated to complete their own chronological timeline of the events on a poster board or in some other manner, they are welcome to do so. However, there are no provisions for this in the Teacher Guide.

Dig Deeper research prompts: Every chapter includes five ideas for additional study, as well as suggestions for how students can then present their findings.

- These assignments are designed to guide students as they learn how to research. Having good research skills is essential for students as they progress through life and school. The Dig Deeper prompts help students gain these skills while also making learning how to research fun and manageable.
- Students should not complete one of these for every chapter. Instead, they should try to do two a month. The schedule for doing that is left to the discretion of the teacher. It could be altered every other week or students could pick the ones that interest them twice a month with no set schedule. Some of the prompts are intended to cross over multiple weeks.
- If two research prompts a month are too much for the student, consider having them do only one or stretching the assignments out over more than a week to provide students with more time.
- Because students this age are still learning how to research, we suggest that teachers research alongside them or provide them with prescreened material so that they do not feel overwhelmed or accidentally encounter inappropriate content.
- Research sources can include encyclopedias, books around the house, library books, and/or online websites. Please use discretion in allowing students to use computers. It is recommended that teachers either find and bookmark appropriate websites or require students to use a safe search browser. You may also wish to prescreen material from books.
- Most of the prompts require students to either submit a short written report or deliver a brief oral presentation of what they have learned. It is recommended that students switch between written reports and oral presentations so that they develop familiarity with both.
- For this age, the written reports do not need to be longer than one paragraph or one page. The oral presentations do not need to be longer than five minutes. A template provided in the back is optional but provides general guidance on how to structure the reports, whether they are written or oral. Copies will need to be made of the template to provide enough if one is used for each presentation.
- Many of the topics also have additional optional requirements or require other demonstrations of learning in place of reports. These include artwork, acting out scenes, and even cooking with the teacher's permission and supervision. Encourage students to be creative, but also do not feel like

these suggestions are mandatory.

- Feel free to adapt the topics or create your own prompts. Above all, encourage students to research what interests them! Research assignments work much better when the student is actively engaged and genuinely wants to know more.
- These prompts could also work as general Further Reading guidelines. Students could easily read more on one or more of the suggested topics without being expected to produce a report.

Answer keys for the activity sheets and reviews.

Art Studies: Art studies occur regularly in the course, after chapters 5, 10, 15, 20, and 25. Because of the nature of ancient art, students will be studying specific art forms rather than specific artists. The reason is simply that the identity of many early artists is unknown. (In later volumes of this series, students will focus on specific artists.) These Art Study features are designed for flexibility. Students will read about a specific art form or style or technique and then look at examples. There are a range of suggested activities for each Art Study. Students may perform one or all of them.

- ✔ Journal prompts are assignments that students can respond to orally or in writing. These questions ask students to think broadly about the role the art played on society and why it was popular.
- ✔ Art assessments guide the student in thinking critically about the art examples that are shown and are more focused on the images of the artworks.
- ✔ Try it! gives students the opportunity to do a craft connected to the art technique or style that is discussed.

Review Sheets: Reviews are regularly scheduled every 7 chapters, occurring after chapters 7, 14, 21, and 28. There is no comprehensive final review. Reviews can be used as more formal assessments like a test or they can be ungraded. They are designed to assess student comprehension but also to ensure that students are making connections between the various historical events and ancient civilizations they are studying and between the ancient world and modern times.

- ✔ The **first section** of each review features three broad questions that are designed to encourage students to think critically and make connections between the various topics they have been studying over the course of several chapters.
  - Students should be able respond to each question with a few sentences. However, the reviews could easily be adapted to where students who struggle with writing answer all or part of the questions orally.
- ✔ The **second section** is a component unique to *World's Story*. It is an artifact study. This aspect of the reviews is also designed to encourage critical thinking and provides students with the opportunity to make connections concerning the material they have been studying.
  - Students are provided with images of ancient artifacts, as well as a short write-up explaining the artifacts. Students must then answer some questions about what the artifacts show about the ancient culture they come from.
  - Students will not have studied the specific artifacts being shown, but the questions they are answering are not about the artifacts. The questions are an opportunity for students to demonstrate their ability to make connections with the material they have learned about those ancient civilizations. In many ways, this component builds on the Art Studies and the skills students develop in analysis and making connections.

- Because this assignment is unique, some students might initially find it confusing or even intimidating because it is unfamiliar.
- There are several ways to guide students with this assignment so that students enjoy the artifact studies and do well on the assignment. We suggest considering grading the first artifact study lighter than would ordinarily be graded or not grading the first one. (A suggested rubric is provided in the back.) Alternately, since three artifact studies are provided for each review, consider allowing students to practice on one before the review and then grade them on the remaining two.
- The artifact study would also work well as a fun, engaging opportunity to review material. If used in this way, the artifact studies would be an ungraded assignment presented before students answer the other questions on the review sheet.

Timeline Overviews: These supplements are helpful overviews of the ancient world and include dates from both biblical and secular history. One looks at all major civilizations while the other focuses specifically on ancient Egyptian dynasties.

Craft Suggestions: In the back of the book, a range of craft suggestions are provided. These are optional and do not appear for every chapter.

Project Pages: Some of the projects students complete in activity pages or on the timeline pages are found in the back of the book due to space.

Recommended Resources: These resources are, of course, optional but are highly recommended as reference and research sources for the time periods covered in the curriculum.

Research Aids: These worksheets are optional but can be used to help students organize their research for reports and presentations throughout the year. You will want to plan approximately how many formal reports and presentations the student will do during the year and make enough copies of the template.

Suggested Grading Rubric: This aid is a suggested grading rubric for the reviews and artifact studies but can be used for evaluating any of the questions that require a written short answer or essay response.

Bibliography: Books and articles cited in the Teacher Guide. There is a separate Bibliography in the student book for books and articles cited there.

Teaching Tips for Struggling Learners

- Look through this book and the student **textbook** and decide which material is the most important for your student to learn permanently. Before you even start the program with your students, write those chosen concepts on index cards. As you go through the course use them to review.
- Connect all new information to something familiar. It is easier for any of us to permanently remember something when we have something familiar to tie it to. Teach your student mnemonic devices.
- Hands-on activities! Most children remember better the more senses they use. Just hearing it is not enough for most of us; we need to write about it, see it, and create it.
- Review often! Spend the entire week really getting into the story. Take time to plan crafts, skits, and anything else you can think of that will cement the story for your students. All children benefit from review. (Adults do too!) Ideas are included in the special projects section of this teacher guide.

- Encouragement — something so simple but so profound. Words of encouragement are always remembered.
- For most students who struggle, repetition is the key. The more times they hear it, the more likely they will be to remember it. Don't be afraid to re-read a chapter as a bedtime story. Or, if students can read on their own, let them re-read it. As they read, they can point out words they may not know.
- Show the students how the story relates to them. Talk about how they can apply it to themselves.
- Last, but most certainly NOT least, pray with your students. Teach them to pray for understanding and the ability to learn. Let them see you praying for them.

Using with Multiple Ages

This series is written for grades 6–8. However, if you are teaching a range of ages or abilities at the same time, it can be adapted to your needs. For children of all ages and levels, they should be reading the chapter or, if they are younger, listening to the chapter being read aloud. Likewise, they will need to either read or listen to the assigned Bible passages.

The work within the Teacher Guide can also be adapted, with younger children responding orally rather than in writing to many of the questions and narration prompts. Do keep in mind that some of the questions, especially those on the map and timeline pages, may require more critical thinking skills than younger children currently have developed. Younger students should be able to participate in most of the drawing or hands-on activities, as well.

Older students will be doing most of their work independently. They should be reading the chapter and doing the work in the student activity sheets. They should especially be encouraged to do more of the research assignments and to do more in-depth research than would be expected for a junior high student.

Citation note:

Chicago author-date citation has been used throughout this book and the student book. This style was chosen primarily so that citing sources used in the student book would not interrupt the flow of the narrative with endnotes or footnotes.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Introduction and Chapter 1: In the Beginning Read pages 4-9 *World's Story 1* • (WS) Begin Chapter 1 Introductory worksheet • Pages 27-28 *Teacher Guide* • (TG)			
	Day 2	Chapter 1: In the Beginning • Read pages 10-15 • (WS) Complete Chapter 1 Introductory worksheet • Pages 27-28 • (TG)			
	Day 3	Chapter 1: In the Beginning Complete activity sheet 1 • Pages 29-30 • (TG)			
	Day 4	Chapter 1: In the Beginning Complete activity sheet 2 • Pages 31-32 • (TG)			
	Day 5	Complete Chapter 1 timeline • Pages 33-34 • (TG)			
Week 2	Day 6	Chapter 1 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 7	Chapter 2: Starting Over • Read pages 16-18 • (WS) Begin Chapter 2 Introductory worksheet • Pages 35-36 • (TG)			
	Day 8	Chapter 2: Starting Over • Read pages ?-? • (WS) Complete Chapter 2 Introductory worksheet • Pages 35-36 • (TG)			
	Day 9	Chapter 2: Starting Over • Complete activity sheet 1 Pages 37-38 • (TG)			
	Day 10	Chapter 2: Starting Over • Complete activity sheet 2 Pages 39-40 • (TG)			
Week 3	Day 11	Complete Chapter 2 timeline • Pages 41-42 • (TG)			
	Day 12	Chapter 2 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 13	Chapter 3: A Tower to Heaven • Read pages 26-28 • (WS) Begin Chapter 3 Introductory worksheet • Pages 43-44 • (TG)			
	Day 14	Chapter 3: A Tower to Heaven • Read pages 29-35 • (WS) Complete Chapter 3 Introductory worksheet • Pages 43-44 • (TG)			
	Day 15	Chapter 3: A Tower to Heaven • Complete activity sheet 1 Pages 45-46 • (TG)			
Week 4	Day 16	Chapter 3: A Tower to Heaven • Complete activity sheet 2 Pages 47-48 • (TG)			
	Day 17	Complete Chapter 3 timeline • Pages 49-50 • (TG)			
	Day 18	Chapter 3 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 19	Chapter 4: The Civilization of Egypt • Read pages 36-38 • (WS) Begin Chapter 4 Introductory worksheet • Pages 51-52 • (TG)			
	Day 20	Chapter 4: The Civilization of Egypt • Read pages 39-45 • (WS) Complete Chapter 4 Introductory worksheet • Pages 51-52 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 21	Chapter 4: The Civilization of Egypt Complete activity sheet 1 • Pages 53-54 • (TG)			
	Day 22	Chapter 4: The Civilization of Egypt • Complete activity sheet 1 • Pages 55-56 • (TG) Make a Pyamid • Pages 57			
	Day 23	Complete Chapter 4 timeline • Pages 59-60 • (TG)			
	Day 24	Chapter 4 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 25	Chapter 5: The Calling of Abraham • Read pages 46-48 • (WS) Begin Chapter 4 Introductory worksheet • Pages 61-62 • (TG)			
Week 6	Day 26	Chapter 5: The Calling of Abraham • Read pages 48-54 • (WS) Complete Chapter 4 Introductory worksheet • Pages 61-62 • (TG)			
	Day 27	Chapter 5: The Calling of Abraham Complete activity sheet 1 • Pages 63-64 • (TG)			
	Day 28	Chapter 5: The Calling of Abraham Complete activity sheet 2 • Pages 65-66 • (TG)			
	Day 29	Complete Chapter 5 timeline • Pages 67-68 • (TG)			
	Day 30	Chapter 5 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
Week 7	Day 31	Artist Study 1 • Page 69 • (TG) Complete activity of choice • Page 70 • (TG)			
	Day 32	Chapter 6: Abraham's Other Son • Read pages 56-58 • (WS) Begin Chapter 6 Introductory worksheet • Pages 71-72 • (TG)			
	Day 33	Chapter 6: Abraham's Other Son • Read pages ?-? • (WS) Complete Chapter 6 Introductory worksheet • Pages 71-72 • (TG)			
	Day 34	Chapter 6: Abraham's Other Son Complete activity sheet 1 • Pages 73-74 • (TG)			
	Day 35	Chapter 6: Abraham's Other Son Complete activity sheet 2 • Pages 75-76 • (TG)			
Week 8	Day 36	Complete Chapter 6 timeline • Pages 77-78 • (TG)			
	Day 37	Chapter 6 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 38	Chapter 7: The Patriarch and His Sons • Read pages 66-68 • (WS) Begin Chapter 7 Introductory worksheet • Pages 79-80 • (TG)			
	Day 39	Chapter 7: The Patriarch and His Sons • Read pages 69-75 • (WS) Complete Chapter 7 Introductory worksheet • Pages 79-80 • (TG)			
	Day 40	Chapter 7: The Patriarch and His Sons Complete activity sheet 1 • Pages 81-82 • (TG)			
Week 9	Day 41	Chapter 7: The Patriarch and His Sons Complete activity sheet 2 • Pages 83-84 • (TG)			
	Day 42	Complete Chapter 7 timeline • Pages 85-86 • (TG)			
	Day 43	Chapter 7 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 44	Complete **Review Sheet 1** (Parts I and 2) • Pages 267-268 • (TG)			
	Day 45	Chapter 8: The Journey into Slavery • Read pages 76-78 • (WS) Begin Chapter 8 Introductory worksheet • Pages 87-88 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
First Semester-Second Quarter					
Week 1	Day 46	Chapter 8: The Journey into Slavery • Read pages 79-85 • (WS) Complete Chapter 8 Introductory worksheet • Pages 87-88 • (TG)			
	Day 47	Chapter 8: The Journey into Slavery Complete activity sheet 1 • Pages 89-90 • (TG)			
	Day 48	Chapter 8: The Journey into Slavery Complete activity sheet 2 • Pages 91-92 • (TG)			
	Day 49	Complete Chapter 8 timeline • Pages 93-94 • (TG)			
	Day 50	Chapter 8 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
Week 2	Day 51	Chapter 9: Hammurabi of Babylon • Read pages 86-88 • (WS) Begin Chapter 9 Introductory worksheet • Pages 95-96 • (TG)			
	Day 52	Chapter 9: Hammurabi of Babylon • Read pages 89-93 • (WS) Complete Chapter 9 Introductory worksheet • Pages 95-96 • (TG)			
	Day 53	Chapter 9: Hammurabi of Babylon Complete activity sheet 1 • Pages 97-98 • (TG)			
	Day 54	Chapter 9: Hammurabi of Babylon Complete activity sheet 2 • Pages 99-100 • (TG)			
	Day 55	Complete Chapter 9 timeline • Pages 101-102 • (TG)			
Week 3	Day 56	Chapter 9 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 57	Chapter 10: The Plundering of Egypt • Read pages 94-97 • (WS) Begin Chapter 10 Introductory worksheet • Pages 103-104 • (TG)			
	Day 58	Chapter 10: The Plundering of Egypt • Read pages 98-103 • (WS) Complete Chapter 10 Introductory worksheet • Pages 103-104 • (TG)			
	Day 59	Chapter 10: The Plundering of Egypt Complete activity sheet 1 • Pages 105-106 • (TG)			
	Day 60	Chapter 10: The Plundering of Egypt Complete activity sheet 2 • Pages 107-108 • (TG)			
Week 4	Day 61	Complete Chapter 10 timeline • Pages 109-110 • (TG)			
	Day 62	Chapter 10 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 63	Artist Study 2 • Page 111 • (TG) Complete activity of choice • Page 112 • (TG)			
	Day 64	Chapter 11: An Ancient Civilization Backdrop Read pages 104-106 • (WS) Begin Chapter 11 Introductory worksheet • Pages 113-114 • (TG)			
	Day 65	Chapter 11: An Ancient Civilization Backdrop Read pages 105-106 • (WS) Complete Chapter 11 Introductory worksheet • Pages 113-114 • (TG)			
Week 5	Day 66	Chapter 11: An Ancient Civilization Backdrop Complete activity sheet 1 • Pages 115-118 • (TG)			
	Day 67	Chapter 11: An Ancient Civilization Backdrop Complete activity sheet 2 • Pages 119-120 • (TG)			
	Day 68	Complete Chapter 11 timeline • Pages 121-122 • (TG)			
	Day 69	Chapter 11 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 70	Chapter 12: Ancient China • Read pages 114-117 • (WS) Begin Chapter 12 Introductory worksheet • Pages 123-124 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 71	Chapter 12: Ancient China • Read pages 118-125 • (WS) Complete Chapter 12 Introductory worksheet • Pages 123-124 • (TG)			
	Day 72	Chapter 12: Ancient China • Complete activity sheet 1 Pages 125-126 • (TG)			
	Day 73	Chapter 12: Ancient China • Complete activity sheet 2 Pages 127-128 • (TG)			
	Day 74	Complete Chapter 12 timeline • Pages 129-130 • (TG)			
	Day 75	Chapter 12 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
Week 7	Day 76	Chapter 13: Ancient African & European Civilizations Read pages 126-128 • (WS) Begin Chapter 13 Introductory worksheet • Pages 131-132 • (TG)			
	Day 77	Chapter 13: Ancient African & European Civilizations Read pages 129-133 • (WS) Begin Chapter 13 Introductory worksheet • Pages 131-132 • (TG)			
	Day 78	Chapter 13: Ancient African & European Civilizations Complete activity sheet 1 • Pages 133-134 • (TG)			
	Day 79	Chapter 13: Ancient African & European Civilizations Complete activity sheet 2 • Pages 135-136 • (TG)			
	Day 80	Complete Chapter 13 timeline • Pages 137-138 • (TG)			
Week 8	Day 81	Chapter 13 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 82	Chapter 14: Era of the Judges of Israel Read pages 134-138 to the narration break • (WS) Begin Chapter 14 Introductory worksheet • Pages 139-140 • (TG)			
	Day 83	Chapter 14: Era of the Judges of Israel Read from the narration break pages 138-145 • (WS) Begin Chapter 14 Introductory worksheet • Pages 139-140 • (TG)			
	Day 84	Chapter 14: Era of the Judges of Israel Complete activity sheet 1 • Pages 141-142 • (TG)			
	Day 85	Chapter 14: Era of the Judges of Israel Complete activity sheet 2 • Pages 143-144 • (TG)			
Week 9	Day 86	Complete Chapter 14 timeline • Pages 145-146 • (TG)			
	Day 87	Chapter 14 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 88	Finish up any remaining projects from this semester.			
	Day 89	Finish up any remaining projects from this semester.			
	Day 90	Complete **Review Sheet II** (Parts I and 2) • Pages 273-278 • (TG)			
		Mid-Term Grade			

Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Third Quarter					
Week 1	Day 91	Chapter 15: The Great Kings of Israel • Read pages 146-149 • (WS) Begin Chapter 15 Introductory worksheet • Pages 147-148 • (TG)			
	Day 92	Chapter 15: The Great Kings of Israel • Read pages 150-157 • (WS) Complete Chapter 15 Introductory worksheet Pages 147-148 • (TG)			
	Day 93	Chapter 15: The Great Kings of Israel Complete activity sheet 1 • Pages 149-150 • (TG)			
	Day 94	Chapter 15: The Great Kings of Israel Complete activity sheet 2 • Pages 151-152 • (TG)			
	Day 95	Complete Chapter 15 timeline pages 153-154 • (TG)			
Week 2	Day 96	Ch. 15 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 97	Artist Study 3 • Page 155 • (TG) Complete activity of choice • Page 156 • (TG)			
	Day 98	Chapter 16: Ancient Greece • Read pages 158-160 • (WS) Begin Chapter 16 Introductory worksheet • Pages 157-158 • (TG)			
	Day 99	Chapter 16: Ancient Greece • Read pages 161-167 • (WS) Complete Chapter 16 Introductory worksheet Pages 157-158 • (TG)			
	Day 100	Chapter 16: Ancient Greece Complete activity sheet 1 • Pages 159-160 • (TG)			
Week 3	Day 101	Chapter 16: Ancient Greece Complete activity sheet 2 • Pages 161-162 • (TG)			
	Day 102	Complete Chapter 16 timeline pages 163-164 • (TG)			
	Day 103	Ch. 16 Review Day: (Digging Deeper/Further Reading/Crafts, etc.)			
	Day 104	Chapter 17: A Kingdom Divided • Read pages 168-170 • (WS) Begin Chapter 17 Introductory worksheet • Pages 165-166 • (TG)			
	Day 105	Chapter 17: A Kingdom Divided • Read pages 171-177 • (WS) Complete Chapter 17 Introductory worksheet • Pages 165-166 • (TG)			
Week 4	Day 106	Chapter 17: A Kingdom Divided Complete activity sheet 1 • Pages 167-168 • (TG)			
	Day 107	Chapter 17: A Kingdom Divided Complete activity sheet 2 • Pages 169-170 • (TG)			
	Day 108	Complete Chapter 17 timeline pages 171-172 • (TG)			
	Day 109	Chapter 17 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 110	Chapter 18: O King, We Will Not Bow" Read pages 178-181 • (WS) Begin Chapter 18 Introductory worksheet • Pages 173-174 • (TG)			
Week 5	Day 111	Chapter 18: O King, We Will Not Bow" • Read pages 182-189 • (WS) Complete Chapter 18 Introductory worksheet • Pages 173-174 • (TG)			
	Day 112	Chapter 18: O King, We Will Not Bow" Complete activity sheet 1 • Pages 175-176 • (TG)			
	Day 113	Chapter 18: O King, We Will Not Bow" Complete activity sheet 2 • Pages 177-178 • (TG)			
	Day 114	Complete Chapter 18 timeline pages 179-180 • (TG)			
	Day 115	Chapter 18 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			

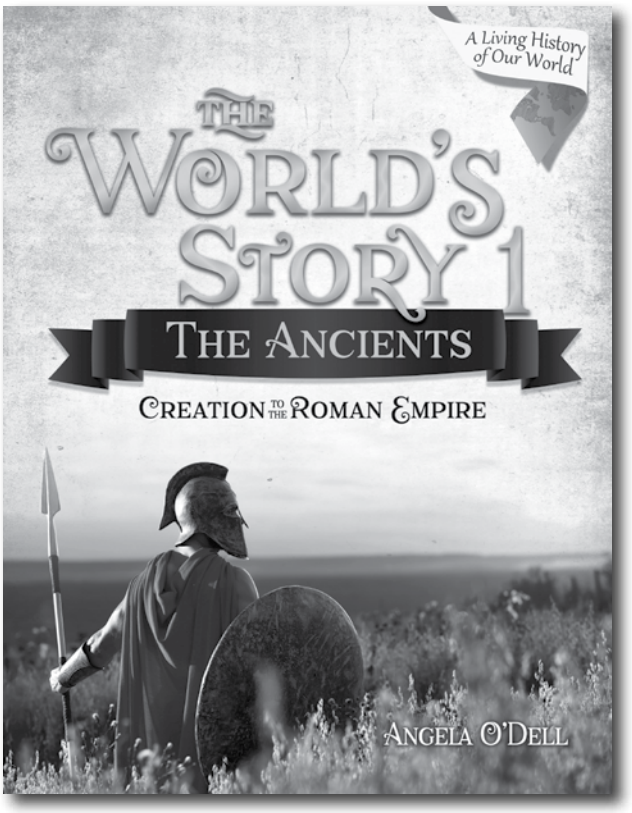
Date	Day	Assignment	Due Date	✓	Grade
Week 6	Day 116	Chapter 19: Esther — For Such a Time as This Read pages 190-193 • (WS) Begin Chapter 19 Introductory worksheet • Pages 181-182 • (TG)			
	Day 117	Chapter 19: Esther — For Such a Time as This Read pages 194-199 • (WS) Complete Chapter 19 Introductory worksheet Pages 181-182 • (TG)			
	Day 118	Chapter 19: Esther — For Such a Time as This Complete activity sheet 1 • Pages 183-184 • (WS)			
	Day 119	Chapter 19: Esther — For Such a Time as This Complete activity sheet 2 • Pages 185-186 • (TG)			
	Day 120	Complete Chapter 19 timeline pages 187-188 • (TG)			
Week 7	Day 121	Chapter 19 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 122	Chapter 20: Early American Cultures • Read pages 200-202 • (WS) Begin Chapter 20 Introductory worksheet • Pages 189-190 • (TG)			
	Day 123	Chapter 20: Early American Cultures• Read pages 203-209 • (WS) Complete Chapter 20 Introductory worksheet Pages 189-190 • (TG)			
	Day 124	Chapter 20: Early American Cultures Complete activity sheet 1 • Pages191-192 • (TG)			
	Day 125	Chapter 20: Early American Cultures Complete activity sheet 2 • Pages 193-194 • (TG)			
Week 8	Day 126	Complete Chapter 20 timeline pages 195-196 • (TG)			
	Day 127	Chapter 20 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 128	Artist Study 4 • Page 197 • (TG) Complete activity of choice on page 198 • (TG)			
	Day 129	Chapter 21: Alexander the Great • Read pages 210-212 • (WS) Begin Chapter 21 Introductory worksheet • Pages 199-200 • (TG)			
	Day 130	Chapter 21: Alexander the Great • Read pages 213-219 • (WS) Complete Chapter 21 Introductory worksheet Pages 199-200 • (TG)			
Week 9	Day 131	Chapter 21: Alexander the Great Complete activity sheet 1 • Pages 201-202 • (TG)			
	Day 132	Chapter 21: Alexander the Great Complete activity sheet 2 • Pages 203-204 • (TG)			
	Day 133	Complete Chapter 21 timeline • Pages 205-206 • (TG)			
	Day 134	Chapter 21 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 135	Complete **Review Sheet III** (Parts I and 2) Pages 279-284 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Second Semester-Fourth Quarter					
Week 1	Day 136	Chapter 22: The Rise of the Roman Empire Read pages 220-222 • (WS) Begin Chapter 22 Introductory worksheet • Pages 207-208 • (TG)			
	Day 137	Chapter 22: The Rise of the Roman Empire Read pages 223-229 • (WS) Complete Chapter 22 Introductory worksheet • Pages 207-208 • (TG)			
	Day 138	Chapter 22: The Rise of the Roman Empire Complete activity sheet 1 • Pages 209-210 • (TG)			
	Day 139	Chapter 22: The Rise of the Roman Empire Complete activity sheet 2 • Pages 211-212 • (TG)			
	Day 140	Complete Chapter 22 timeline • Pages 213-214 • (TG)			
Week 2	Day 141	Chapter 22 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 142	Chapter 23: Prepare the Way! • Read pages 230-233 • (WS) Begin Chapter 23 Introductory worksheet • Pages 215-216 • (TG)			
	Day 143	Chapter 23: Prepare the Way! • Read pages 234-239 • (WS) Complete Chapter 23 Introductory worksheet Pages 215-216 • (TG)			
	Day 144	Chapter 23: Prepare the Way! Complete activity sheet 1 • Pages 217-218 • (TG)			
	Day 145	Chapter 23: Prepare the Way! Complete activity sheet 2 • Pages 219-220 • (TG)			
Week 3	Day 146	Complete Chapter 23 timeline pages 221-222 • (TG)			
	Day 147	Chapter 23 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 148	Chapter 24: The Word Became Flesh • Read pages 240-243 • (WS) Begin Chapter 24 Introductory worksheet • Pages 223-224 • (TG)			
	Day 149	Chapter 24: The Word Became Flesh • Read pages 244-249 • (WS) Complete Chapter 24 Introductory worksheet Pages 223-224 • (TG)			
	Day 150	Chapter 24: The Word Became Flesh Complete activity sheet 1 • Pages 225-226 • (TG)			
Week 4	Day 151	Chapter 24: The Word Became Flesh Complete activity sheet 2 • Pages 227-228 • (TG)			
	Day 152	Complete Chapter 24 timeline • Pages 229-230 • (TG)			
	Day 153	Chapter 24 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 154	Chapter 25: Follow Me • Read pages 250-253 • (WS) Begin Chapter 25 Introductory worksheet • Pages 231-232 • (TG)			
	Day 155	Chapter 25: Follow Me • Read pages 254-259 • (WS) Complete Chapter 25 Introductory worksheet • Pages 231-232 • (TG)			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 156	Chapter 25: Follow Me Complete activity sheet 1 • Pages 233-234 • (TG)			
	Day 157	Chapter 25: Follow Me Complete activity sheet 2 • Pages 235-236 • (TG)			
	Day 158	Complete Chapter 25 timeline pages 237-238 • (TG)			
	Day 159	Chapter 25 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 160	Artist Study 5 • Page 239 • (TG) Complete activity of choice on page 240 • (TG)			
Week 6	Day 161	Chapter 26: The Miracle of Christ • Read pages 260-262 • (WS) Begin Chapter 26 Introductory worksheet • Pages 241-242 • (TG)			
	Day 162	Chapter 26: The Miracle of Christ • Read pages 263-267 • (WS) Complete Chapter 26 Introductory worksheet • Pages 241-242 • (TG)			
	Day 163	Chapter 26: The Miracle of Christ Complete activity sheet 1 • Pages 243-244 • (TG)			
	Day 164	Chapter 26: The Miracle of Christ Complete activity sheet 2 • Pages 245-246 • (TG)			
	Day 165	Complete Chapter 26 timeline • Pages 247-248 • (TG)			
Week 7	Day 166	Chapter 26 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 167	Chapter 27: The Roman Emperors after Christ Read pages 268-272 • (WS) Begin Chapter 27 Introductory worksheet • Pages 249-250 • (TG)			
	Day 168	Chapter 27: The Roman Emperors after Christ Read pages 273-279 • (WS) Complete Chapter 27 Introductory worksheet • Pages 249-250 • (TG)			
	Day 169	Chapter 27: The Roman Emperors after Christ Complete activity sheet 1 • Pages 251-252 • (TG)			
	Day 170	Chapter 27: The Roman Emperors after Christ Complete activity sheet 2 • Pages 253-254 • (TG)			
Week 8	Day 171	Complete Chapter 27 timeline • Pages 255-256 • (TG)			
	Day 172	Chapter 27 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 173	Chapter 28: The End of the Road • Read pages 280-282 • (WS) Begin Chapter 28 Introductory worksheet • Pages 257-258 • (TG)			
	Day 174	Chapter 28: The End of the Road • Read pages 283-284 • (WS) Complete Chapter 28 Introductory worksheet • Pages 257-258 • (TG)			
	Day 175	Chapter 28: The End of the Road Complete activity sheet 1 • Pages 259-260 • (TG)			
Week 9	Day 176	Chapter 28: The End of the Road Complete activity sheet 2 • Pages 261-262 • (TG)			
	Day 177	Chapter 28: The End of the Road Complete timeline pages 263-264 • (TG)			
	Day 178	Chapter 28 Review Day: (Digging Deeper/Further Reading/ Crafts, etc.)			
	Day 179	Finish up any remaining projects from this semester.			
	Day 180	Complete **Review Sheet IV** (Parts I and 2) • Pages 285-290 • (TG)			
		Final Grade			

World Map


ARCTIC OCEAN
GREENLAND
ICELAND
ALASKA
CANADA
UNITED STATES
MEXICO
ATLANTIC OCEAN
PACIFIC OCEAN
VENEZUELA
COLOMBIA
BRAZIL
ARGENTINA
PACIFIC OCEAN
ATLANTIC OCEAN
SWEDEN
FINLAND
RUSSIA
NORWAY
ESTONIA
LATVIA
IRELAND
GERMANY
POLAND
BELARUS
FRANCE
UKRAINE
KAZAKHSTAN
MONGOLIA
SPAIN
TURKEY
CHINA
MOROCCO
SYRIA
IRAQ
IRAN
AFGHANISTAN
ALGERIA
LIBYA
EGYPT
SAUDI ARABIA
PAKISTAN
INDIA
MAURITANIA
MALI
NIGER
CHAD
SUDAN
MYANMAR
NIGERIA
ETHIOPIA
SOMALIA
KENYA
TANZANIA
INDONESIA
ANGOLA
ZAMBIA
NAMIBIA
BOTSWANA
INDIAN OCEAN
AUSTRALIA



Chapter Activity Pages

for Use with

World's Story 1



1 In the Beginning...

Name _____

Objectives

- Learn about how God created the earth and everything in it
- Learn about the flaws in evolutionary theories about the world's origin
- Learn about the Garden of Eden and how sin entered the world
- Learn about the Fertile Crescent
- Learn about archaeology

Materials needed for this chapter:

- Student Activity Pages
- Pencil/eraser
- Colored pencils or crayons
- Bible
- Encyclopedias
- Dictionary
- Globe or atlas
- Optional: Books, encyclopedias, or websites for Digging Deeper prompts

Chapter Narration Prompts and Responses

Q. Discuss how God created the world.

A. Students should be able to discuss how God created the world and everything in it in one week.

Q. Discuss what the Bible says about the first people.

A. The first people were intelligent and talented in many things, including using metal and creating music. However, they were not good people, and they were very sinful.

Written Narration Prompt

What did God make each of the days of creation? What was His most treasured creation?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



World Quest

Name _____

Day 2

In the Beginning. Why do you think that people who do not believe in God try to explain away creation with their own ideas?

How do we know that man was a special creation, different from the animals?

Why is everyone born with a sinful nature?

Write down what happened each day of creation in the correct box! You'll need to have read Genesis chapter 1–2 to be able to do this correctly.

Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

Copywork 

Use your own Bible to find the following verse: Jeremiah 32:17. Copy it in the space provided below.

Use your own Bible to find the following verse: Ephesians 2:10. Copy it in the space provided below.

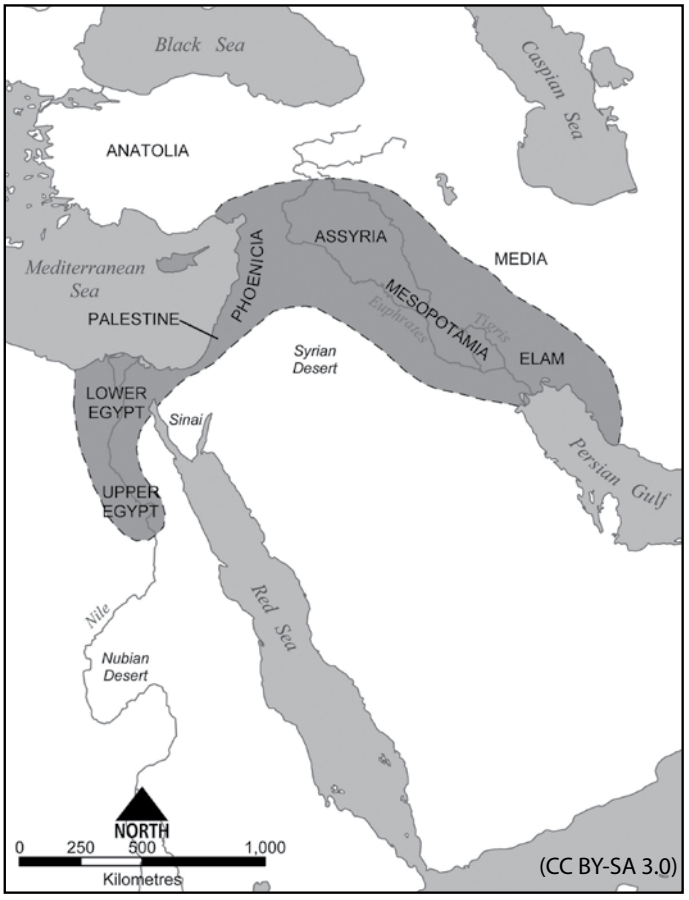


Day 3

Map Adventure

Name _____

In the Beginning. The Fertile Crescent cities sprang up along the Tigris and Euphrates Rivers. Why do you think waterways were so essential for ancient civilizations?



Why do you think people assume the Garden of Eden was in the Fertile Crescent?

BONUS!!!!!

Use an atlas, map, or globe to fill in the boundaries of the modern-day countries on the map.

We'll be studying a lot about archaeology this year as we look at how archaeological finds have proven the Bible's reliability.

What do you already know about archaeology? Let's go on a "treasure hunt" and use an encyclopedia to learn more with your teacher's permission!

One important thing to remember about archaeology, which you will see as we study more about it, is that just because archaeologists haven't found something doesn't mean that it didn't exist. Sometimes, archaeological sites sit for thousands of years before being discovered. Sometimes, materials also do not hold up for long periods of time, and no trace of them are left behind.

What do archaeologists do?

What are some of the tools that archaeologists use?

How do archaeologists work?

If you were an archaeologist, where would you like to work? What would you like to find?

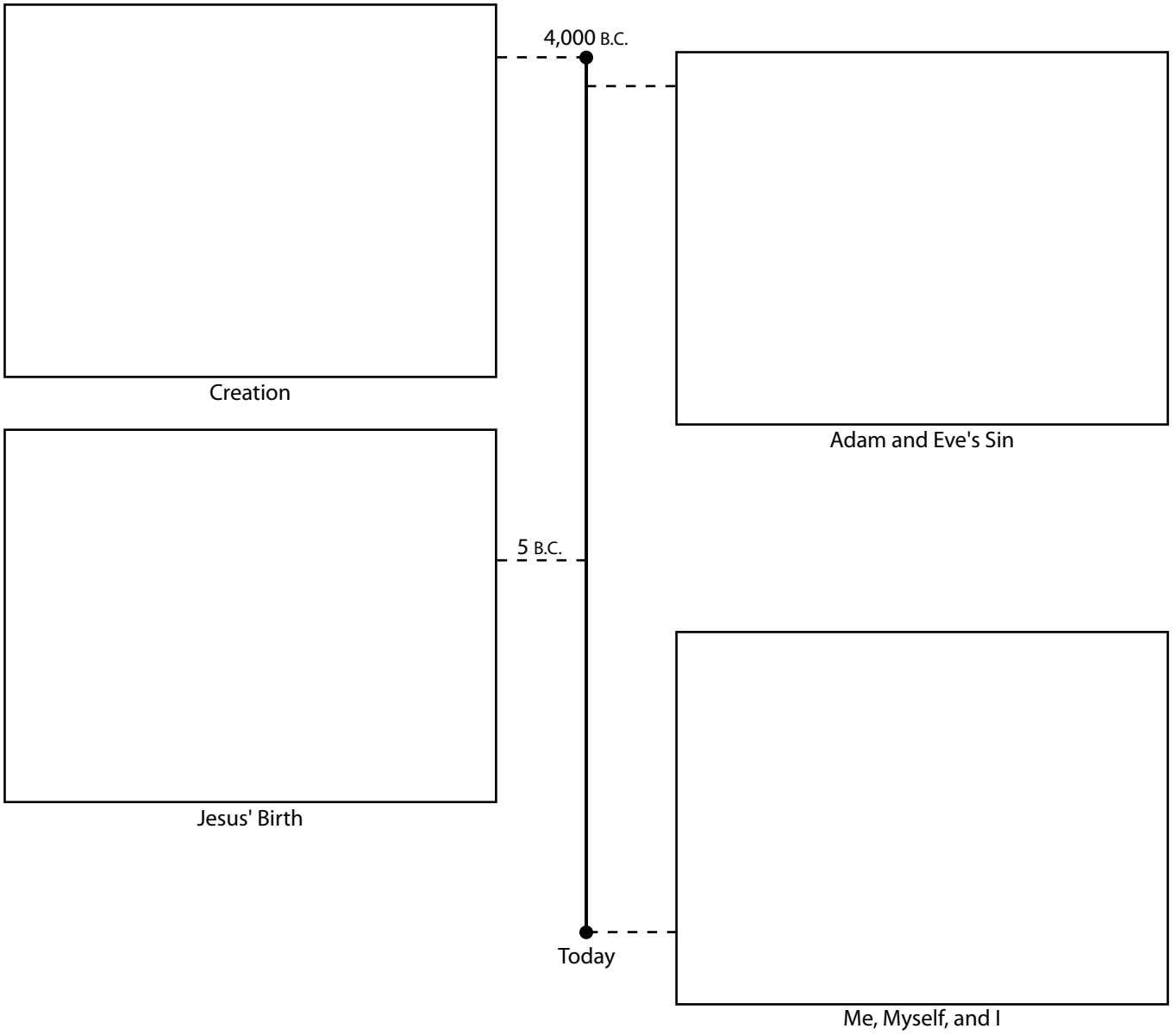
Day 4

My Timeline!

Name _____

In the Beginning. Timelines are an important way to understand and follow history. It is important to understand that history and the world both started when God created the earth. Some people ignore the Bible and scientific evidence that confirm the world was formed only a few thousand years ago. However, the world was only formed about 6,000 years ago. A lot of history happened after that, but the most important historical event was Jesus' life, some 4,000 years after the world was created. Shortly after the earth was created, Adam and Eve's disobedience caused sin to come into the world. Jesus is part of God's plan to save us from the consequences of our sin.

Look at the timeline below. Mark Adam and Eve on the timeline right after creation. Then add yourself on the timeline. Illustrate creation, Adam and Eve's sin, and Jesus' birth. Don't forget to draw yourself too!





Dig Deeper!

If your teacher would like you to do a Digging Deeper project this week, select from one of these options:

- Using Genesis chapters 4 and 5, create a family tree for the family of Adam and Eve.
- Do some research on the differences between the biblical account of creation and what evolutionists claim happened. Then write a short paragraph explaining the most important things you learned.
- Research the following question: How does evolution explain away the fact that humans have complex thoughts and language and animals do not? Report your findings in a written paragraph or in a short oral presentation.
- Research a creature that disproves evolution. Report your findings in a written paragraph or in a short oral presentation.
- Research some of the sites that people claim was where the Garden of Eden was located. Do these claims match up with what the Bible says? Why or why not? Report your findings in a written paragraph or in a short oral presentation.

Note: Both AIG and Master Books have wonderful biblically based, creationist resources on creation versus evolution.



2 Starting Over

Name _____

Objectives

- Learn about why the global flood happened
- Learn about Noah and the Ark
- Learn about what life was probably like on the Ark

Teacher's Note:

It is unknown exactly how long a cubit was in ancient times. It is a measurement that varied by ancient civilizations, and even the ancient Hebrews used both a long cubit and a short cubit. We have used the long cubit in our calculations. For more information on ancient cubits, please consult Bodie Hodge's "How Long Was the Original Cubit?" on the Answers in Genesis website. Answers in Genesis also uses a long cubit.

Materials needed for this chapter:

- Student Activity Pages
- Pencil
- Colored pencils or crayons
- Bible
- Dictionary
- Globe or atlas
- Optional: Books, encyclopedias, or websites for Digging Deeper prompts
- Recommended but optional: Master Books' *The Flood of Noah: Legends & Lore of Survival*, edited by Bodie Hodge and Laura Welsh. This book looks at the many stories of a global flood told throughout the world and many cultures.

Teacher's Note:

It would be helpful to review or go over with students what a legend is. Legends are stories with some basis in fact, though over the years the exact details may have been altered or lost.

Chapter Narration Prompts and Responses

Q. Discuss what you have learned about Noah and the Ark?

A. Exact answers will vary, but students should be able to point to specific details, such as the size of the Ark, the number of animals, etc.

Q. Retell the story of the Flood.

A. Students should be able to tell all the major points of the story, including how God closed the door of the Ark, how long the journey lasted, how Noah knew that dry land was outside, and what Noah and his family did as soon as they left the Ark.

Written Narration Prompt

What would you do if God told you to build an ark?

VOCABULARY

What words did you find in this week's reading that you didn't know? Be sure to always look up words that you do not know. Write down one of the words you looked up from this chapter.

What is its meaning? Does it have more than one meaning in the dictionary? If so, which one do you think matches the meaning in the sentence you read?



World Quest

Name _____

Day 6

Starting Over. Why did people live longer in Noah's time?

Why did the Great Flood happen?

What did God promise after the Flood?

Pretend that you are on the Ark. What can you see? What can you hear? What can you smell? What can you touch? Write a short paragraph explaining what it is like to be on the Ark.

_____

_____

_____

_____

Approximately how long was the Ark? _____

Approximately how wide was the Ark? _____

Approximately how high was the Ark? _____

Can you find a place big enough to measure out how long and how wide the Ark was? (Hint: You might have to go outside!)

Draw the Ark based on its description in Genesis 6:



Day 7

Map Adventure

Name _____

Starting Over. How far is Mount Ararat from the Fertile Crescent (based on the map from Chapter 1)? Did the distance surprise you?



Why do you think people are so fascinated with the location where the Ark landed?

There are tales of a Great Flood from around the world. Below are two such stories, one from the Choctaw, a Native American tribe, and another from the Aztecs of Mexico:

A Choctaw Flood legend:

> "Among the Choctaw people originally from Mississippi, [they tell] of a prophet who had been sent to warn the people of a coming flood by the high god, but people ignored him and the warning. When the flood began, the prophet got upon a raft and after drifting for months, saw a black bird, a crow. It flew away when he tried to signal it. After a while, he spotted a bluish bird, a dove, and signaled to it. The bird flapped its wings, making sounds of pain and grief, and then guided the prophet on the raft toward the sun. He landed at an island the next morning, a[n] island filled with animals of all kinds. The prophet then blessed the dove and cursed the crow (Hodge and Welch 2014 15).

An Aztec Flood legend:

> "The Aztecs have a legend that tells of Tapi, a devoted and pious man who lived a very long time ago. The Creator told Tapi that he must build a boat for himself to live in, and to take his wife and a pair of every animal that was alive with him in the boat. Everyone thought Tapi was crazy for doing this, but then the rains began and the mountains became flooded. Even going up into the mountains could not save the people and the animals and all were lost. The rains finally stopped. Tapi knew the water was gone when he let a dove loose that did not return to him (Hodge and Welch 2014, 18).

What similarities are there between these stories and the account of Noah in Genesis?

What differences are there between these stories and the account of Noah in Genesis?

How can you explain the similarities and differences?



Day 8

My Timeline!

Name _____

Starting Over. Genesis gives us a very precise timeline for Noah's Flood. It happened in Noah's 600th year in approximately 2349 B.C.

Read or review the account of Noah's Flood in Genesis 7–8. Pay special attention to details on when certain things happened. Then use that information to fill in the timeline!

Note: One thing to remember is that the Bible is not using the same calendar we use. They are likely using a calendar that was very common in ancient times. It has 12 months, and all the months were 30 days long (Hodge 2017, 173–176).

Put the events listed below in the correct order on the timeline.

Ark rested on Mt. Ararat	Entering the Ark	First dove sent out	The rain stopped
Mountaintops became visible	The Flood started	Raven sent out	Second dove sent out
Noah removes cover from the Ark	Third dove sent out	Noah and family leaving the Ark	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____



Dig Deeper!

If your teacher would like you to do a Digging Deeper project this week, select from one of these options:

- Research different opinions about how long it took to build the Ark. Which one do you most agree with? Why? Present your findings in a short paragraph or in an oral presentation.
- Do some research on how the animals were likely cared for on the Ark. Answers in Genesis has some wonderful resources that examine this issue. Present your findings in a short paragraph or in an oral presentation.
- Do some research on the fossil records gathered by creationist scientists that show the Flood was, indeed, a global one. Present your findings in a short paragraph or in an oral presentation.
- Do more research on flood legends from around the world. Master Books' *The Flood of Noah: Legends & Lore of Survival*, edited by Bodie Hodge and Laura Welsh, is an excellent resource for this assignment. Present your findings in a short paragraph or in an oral presentation. You might want to draw a picture of one of them to go along with your report or presentation!
- Research the expeditions people have made to find the Ark. Select one to focus on. Present your findings in a short paragraph or in an oral presentation.

Note: Answers in Genesis and Master Books both have wonderful biblically based resources on Noah and the Flood.