

## Introduction

### Complete Plans

*Hearts for Him Through Time: Creation to Christ* features 35 units with complete daily plans. Each unit lasts 4 days, which gives you the 5<sup>th</sup> day of each week to use as you wish. The 4-day plan can be stretched to cover 5 days if needed. This guide is meant to save you time planning, so you can instead spend your time teaching and enjoying your children. Activities are rotated daily, so you can cover many areas that might often be neglected, without lengthening your school day. These plans are designed to provide an academic, well-balanced approach to learning.

### Easy to Use

Simple daily plans are provided on each two-page spread. The subjects can be done in any order. Each day of plans is divided into the following 2 parts: “Learning Through History” and “Learning the Basics”. Each segment of plans is further designated as “Teacher Directed = T”, “Semi-Independent = S”, or “Independent = I”. Dividing the plans in this manner is meant to help you move your children toward more independent work. Easy to follow daily plans are divided into 10 boxes, which can be spaced throughout the day as time allows.

### Learning Through History

The “Learning Through History” part of the program is told in story form and provides a deeper look at the ancient time period from Creation to Christ. This year of study is meant to provide students with a Biblical overview of ancient history, as students journey through time toward the birth of Christ the promised Savior. Within the readings, students will learn about the Sumerians, the Hebrews, the Egyptians, the Phoenicians, the Assyrians, the Babylonians, the Persians, the Greeks, and the Romans. Biblical history will be shown to be authoritative, as the history of ancient civilizations weaves in and out of Old Testament stories at the proper places in the narrative. An exciting overview of ancient Greece, ancient Rome, and of Christ’s life comes next, and the year concludes with the readings of the gospels of Luke, John, and Acts.

The following areas are linked with the history readings: a prophecy fulfillment chart, guided written narrations, timeline entries, copywork, research questions, history projects, Bible passage memory work, sketching, history notebooking, oral narrations, mapping, Bible quiet time, read-alouds, and an audio overview of history.

### Learning the Basics

The “Learning the Basics” part of the program focuses on language arts, math, Bible, geography, and science. It includes dictation practice and passages, a choice of scheduled grammar texts, a creative writing program, reading choices, painting and memorization of the poetry of Robert Frost, oral narrations, a choice of math texts, a Bible study of Genesis 1-11, geography of the Bible lands, and scheduled science readings with lessons.

## **Quick Activities**

*Creation to Christ* was written with the busy homeschool teacher in mind. It provides a way to do enriching activities without all of the usual planning and preparation. Quick and easy activities require little or no preparation and use materials you're likely to have on hand.

## **Fun Ideas**

Engaging daily lessons take approximately 4 to 4½ hours to complete. More time will be needed if you linger on activities or draw out discussions. The activities are filled with ideas that get kids thinking, exploring, and learning in a meaningful way.

## **Balanced**

Each day's lessons are carefully planned to provide a balance of oral, written, and hands-on work. In this way, oral narration is practiced daily, but in a variety of subject areas. Written work is required daily, but care is taken to balance it with other forms of assessment. Hands-on experiences are provided in each day's plans, but they do not require overwhelming amounts of time.

## **Flexible**

Lesson plans are written to allow you to customize the program to suit your child's needs. A choice of resources is provided. An Extension Pack Schedule in the Appendix extends the area of history to include more advanced reading material. This allows your older students to learn along with your younger students.

## **Resources**

All of the resources noted in *Creation to Christ* are available from Heart of Dakota Publishing. Resources may be ordered online at [www.heartofdakota.com](http://www.heartofdakota.com), by mail using the printable online order form, or by telephone at (605) 428-4068. Resource titles are listed below.

### **History Resources (Required)**

- \**The Story of the Ancient World* by Christine Miller – A Revised and Expanded Edition of 'The Story of the Chosen People' by H.A. Guerber (Nothing New Press, 2006)
- \**Streams of History: Ancient Greece* by Ellwood W. Kemp (Yesterday's Classics, 2008)
- \**Streams of History: Ancient Rome* by Ellwood W. Kemp (Yesterday's Classics, 2008)
- \**Genesis: Finding Our Roots* by Ruth Beechick (Arrow Press, 1997)
- \**A Child's Geography Vol. II – Explore the Holy Land* by Ann Voskamp and Tonia Peckover (Bramley Books, 2006)
- \**What in the World? Vol. 1: Ancient Civilizations and the Bible* by Diana Waring (Answers in Genesis, 2008) Note: This audio CD set is available in several different versions, but only the 2008 Answers in Genesis version matches with the track numbers in this guide and includes the audio material needed for this study.
- \**Draw and Write Through History: Greece and Rome* by Carylee Gressman and illustrated by Peggy Dick (CPR Publishing, 2007)

\**Creation to Christ Student Notebook* designed by Merlin DeBoer (Heart of Dakota Publishing, 2009)

**Science Resources** (Required, unless you have your own science)

- \**Exploring Creation with Zoology 3: Land Animals of the Sixth Day* by Jeannie K. Fulbright (Apologia Educational Ministries, 2008)
- \**Birds of the Air* by Arabella B. Buckley (Yesterday's Classics, 2008)
- \**Plant Life in Field and Garden* by Arabella B. Buckley (Yesterday's Classics, 2008)
- \**Exploring the History of Medicine* by John Hudson Tiner (Master Books, 2006)
- \**Galen and the Gateway to Medicine* by Jeanne Bendick (Bethlehem Books, 2002)
- \**An Illustrated Adventure in Human Anatomy* by Kate Sweeney (Lippincott Williams & Wilkins, 2002)

**Resource Choices** (Considered to be necessary choices)

- \*Choose one of the following reading options to use with this program:
  1. *Drawn into the Heart of Reading: Level 4/5 or Level 6/7/8* by Carrie Austin (Heart of Dakota Publishing, 2000)
  2. Your own program
- \*Choose one of the following English options to use with this program:
  1. *Building with Diligence: English 4* by Rod and Staff Publishers (Rod and Staff Publishers, 1992)
  2. *Following the Plan: English 5* by Rod and Staff Publishers (Rod and Staff Publishers, 1993)
  3. Your own program
- \*Choose one of the following writing options to use with this program:
  1. *Write with the Best: Vol. I* by Jill J. Dixon, (Jill J. Dixon, T.L. Dixon, 2001)
  2. Your own program
- \*Choose one of the following math options to use with this program:
  1. *Singapore Primary Mathematics 3A/3B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  2. *Singapore Primary Mathematics 4A/4B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  3. *Singapore Primary Mathematics 5A/5B: U.S. Edition* by Singapore Ministry of Education (Times New Media, 2003)
  4. Your own program
- \*Choose one of the following Bible options to use with this program:
  1. *The DK Illustrated Family Bible* by Dorling Kindersley (DK Publishing, Inc., 1997) Note: This Bible is currently being reprinted under the title *The Illustrated Family Bible*. This version matches the plans as well.
  2. Your own Bible
- \*Choose the following CD to aid in memorizing Philippians 2 (scheduled in guide):
  1. *The Bible Study in Stereo: Philippians 2 CD* composed by Martha Minter (Marianne Greer, 2003)

**Note:** Since resources sometimes go out of print or undergo changes, you may check the "Updates" portion of our website at [www.heartofdakota.com](http://www.heartofdakota.com) for any needed replacement texts and schedules pertaining to our products.

## “Learning Through History” Components

### Reading About History

The “Learning Through History” part of the program is told in story form and provides a deeper look at the ancient time period from Creation to Christ. This year of study is meant to provide students with a Biblical overview of ancient history, as students journey through time toward the birth of Christ the promised Savior.

History stories are scheduled for the students to read independently each day using the following resources: *The Story of the Ancient World* by Christine Miller, *Streams of History: Ancient Greece* by Ellwood W. Kemp, *Streams of History: Ancient Rome* by Ellwood W. Kemp, and a Bible of your choice. These stories provide the focus for this part of the plans. The areas that follow are linked to the daily stories:

**Day 1:** Research questions are provided for students to answer on a topic inspired by the history study. Students use an index or a search engine to skim to find answers, and to formulate information from the answers they’ve gathered. One or more comprehensive history encyclopedias (in print form, in CD, or on the internet) is recommended for use with the lessons. A Bible dictionary or encyclopedia would also be helpful.

**Day 2:** A portion of the history reading is selected by the student to copy in the *Student Notebook*. Students are instructed to select a memorable passage that is worthy of being reread.

**Day 3:** To understand the flow of history, students keep a timeline within their *Student Notebook* of the major events studied throughout the year.

**Day 4:** Instruction is provided to guide students in writing narrations. The level of guidance gradually decreases throughout the year, until students are writing narrations independently.

### Independent History Study

Daily independent history assignments that correspond with the historical time period are scheduled using these resources: *What in the World? Vol. 1* by Diana Waring, *Draw and Write Through History: Greece and Rome* by Carylee Gressman and illustrated by Peggy Dick, and *Creation to Christ Student Notebook* designed by Merlin DeBoer. Audio presentations, copywork of quotes and verses, notebook entries, sketching, and the completion of a prophecy chart are all part of the independent history study part of the plans.

Accuracy and attention to authentic detail are encouraged. Entries are meant to be factual and to provide a finished product that gives an overview of the history topics studied throughout the year. Reminders are given when work is to be done in cursive. Notebook entries are done within the *Student Notebook*. A 3-ring binder with a place to insert a cover page is needed for storing the *Student Notebook* pages.

## **“Learning Through History” Components** (continued)

The books in the “Reading About History” part of the plans and the resources listed in the “Independent History Study” part of the plans are sold as a set in the **Economy Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

### **History Project**

Three days in each unit are devoted to a meaningful, hands-on project that is designed to bring the history stories to life. Each project is scheduled to be easily completed by the student semi-independently in three short stages. Projects require little or no preparation and use materials you are likely to have on hand. Projects correlate closely with the history stories and provide an important creative outlet for students to express what they’ve learned.

Projects range from creating an ancient Phoenician board game, to carving a cylinder seal like the ones used by ancient kings; from painting gemstones for the High Priest’s breastplate, to folding an origami prayer box; from constructing a working catapult, to holding Olympic Game Trials; from designing your own Philistine headgear, to baking Egyptian Palace Bread; from making a wordless book for sharing the gospel of Jesus, to etching a cross, and much more!

### **Bible Study**

Each day includes the following Bible study activities: Bible reading from *The DK Illustrated Family Bible* or your own Bible, a Scripture focus, a prayer focus, Scripture memory work, and music. As often as possible, Bible readings correspond with the history readings. Within each unit the prayer focus rotates through the 4 parts of prayer: adoration, confession, thanksgiving, and supplication. The Scripture focus sets the tone for the prayer for that day. Students memorize all of Philippians 2 through repetition, copywork, and music. Musical selections from *The Bible Study in Stereo: Philippians 2* correspond with the Bible memory verses in the program. At the end of each unit, students copy the Scripture memory selection in a *Common Place Book*. (Note: See the description of a *Common Place Book* under the “Reading About History” section of the Introduction.)

### **Storytime**

There are 3 book set options for Storytime: History Interest Set, Boy Interest Set, or Girl Interest Set. If you desire to read aloud books that coordinate with the historical time period being studied, you will want to choose the History Interest Set. In keeping with the ancient time period, the History Interest Set does contain some violent content. If you wish to avoid this, choose the Boy Interest or Girl Interest Set instead; these sets do not match the history, but were instead selected to provide excellent read-alouds from 9 different genres. Sixth and seventh graders should either listen to the History Interest Set read aloud, or read the Extension Package books (as scheduled in the Appendix), or do both of these options in order to extend their learning. If you are a family that enjoys reading aloud, you may choose to read aloud more than one set of books from the Basic Package.

## **“Learning Through History” Components** (continued)

These scheduled read-alouds are highly recommended, unless you need to economize. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set as **Basic Package Option 1, 2, or 3**, or sold individually, at [www.heartofdakota.com](http://www.heartofdakota.com).

Each unit includes the following activities in coordination with the “Storytime” read-aloud assignments:

**Day 1:** give a detailed oral narration

**Day 2:** rotate through the following 4 narration activities: an outline sketch, a short skit, a question and answer session, and an advertisement speech for the book

**Day 3:** give a summary narration

**Day 4:** make connections between the story and Proverbs

### **Independent History Study for Older Students**

An Extension Package Schedule in the Appendix extends the area of history to include more advanced independent reading material. This allows your older students to learn along with your younger students. Due to the more mature content of the books within the ancient time period – both in the violence that was prevalent in this period and the depravity of worship of pagan gods – this extension package is best suited for mature 6<sup>th</sup> and 7<sup>th</sup> graders who are strong, independent readers.

A schedule of daily independent readings for these books is provided in the Appendix of *Hearts for Him Through Time: Creation to Christ*. Books are at a mid-sixth to upper seventh grade reading level. For very sensitive sixth or seventh graders, or for those who are not yet strong readers, we recommend the Basic Package Option 1 – History Set for the parent to read aloud instead. Complete listings and book descriptions for these books can be found in the Appendix. These books are sold as a set in the **Extension Package**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package is an optional part of *Hearts for Him Through Time: Creation to Christ*.

## “Learning The Basics” Components

### Geography

Geography is studied using *A Child’s Geography Vol. II: Explore the Holy Land*. Two days in each unit focus on the geography of the Holy Land. Students will explore six Middle Eastern countries with vivid scenes through the engaging text of a “living book”. Activities include narration prompts, notebooking and mapping activities, as well as “Bringing It Home” suggestions that focus on each country’s art, music, poetry, and food. A Prayer Walk for each country is also included. This book is scheduled for the parent and student to read and discuss together.

### Bible Study

Two days in each unit focus on a study of Genesis 1 – 11 using the guide *Genesis: Finding Our Roots*. This unique course integrates linguistic evidence and other fields of knowledge with the Bible. Through literature and art it reveals insights about giants, dragons, cherubim, and other beings that the early people knew, but we have now lost in myth. It gives answers to age-old questions of God, man, and the world, in order to help develop a Biblical worldview. The study includes maps, charts, a timeline, and full-color reproductions of ancient art. This book is scheduled for the parent and student to read and discuss together.

### Poetry

A different classic poem written by Robert Frost is introduced in each unit. Each poem was chosen for its enduring quality and its ability to withstand the test of time. Each unit includes the following poetry study activities:

**Day 1:** read and appreciate the poetry of Robert Frost; neatly copy a portion of the poem to be included in the painting project

**Day 2:** use painting techniques to illustrate poetry

**Day 3:** explore poetry moods with painting lessons

**Day 4:** share the poetry of Robert Frost and learn about his life

\*Each 9 week term: memorize a previously studied Robert Frost poem

### **Go over the following helpful notes with students prior to doing the**

**painting lessons for poetry:** Use one water container for mixing washes and one for clear water to rinse brushes. When painting, first wet the brush to prepare it for the color. Then, load the brush with paint moving it back and forth across the surface of the paint in the pan. Do not dig into the paint. Use either the plastic lid of the paints or the mixing surface on the palette to mix the paint. Then, apply it to watercolor paper. If the paints in the wells get muddy colored, dip the brush into clean water and dip the brush tip in the paint well to lift out the muddy part of the color. Or, use a pointed bit of paper towel to lift out the muddy color. Do not stand brushes on their tips or store them in water overnight.

When done painting for the day, wipe clean the mixing part of the palette and place the lid over the paints. Clean brushes in cool water, gentle tapping or flicking off the excess water. Then, dry with a soft cloth or paper towel. Store brushes bristle side up if possible, or in a brush box.

## **“Learning The Basics” Components** (continued)

### **Needed paint supplies include the following items:**

- \*2 unbreakable water containers (plastic margarine containers would be fine)
- \*white plastic palette with wells for paint, a mixing surface, and if possible a lid (rectangular palettes with a large mixing surface in the center work well)
- \*watercolor paper (140 lb. cold press paper is recommended)
- \*2 different-sized round watercolor brushes (#5 and #8 red sable brushes are recommended, however you may use different numbered brushes or types)
- \*2 different-sized flat watercolor brushes (1/2” and 1” Loew Cornell brushes are recommended, however you may use different sized brushes and types)
- \*2 cellulose sponges (those in the house-cleaning or automotive section work well, as long as they have pores for stamping paint on paper)
- \*toothpicks
- \*paper towels
- \*dropper
- \*masking tape
- \*watercolor paints: Either choose tube paints or moist cakes/pans. Moist cakes/pans are often used by beginning watercolorists. Choose either *student grade* or *artist grade* paints. If finances allow, *artist grade* paints are better, but *student grade* paints are acceptable.

The following paint colors will either need to be purchased or mixed from other paint colors to complete the lessons. If you are buying paints within a set, use the general color list below. If you prefer to purchase individual colors, rather than a set, some suggestions for specific shades are listed behind each color, however these specific shades are **not** required.

Yellow (Cadmium Yellow Light)  
Red (Alizarin Crimson or Cadmium Red Medium)  
Blue (Cerulean Blue or Ultramarine Blue)  
Pink or Rose (Permanent Rose)  
Light Blue (Sky Blue or Cobalt Teal Blue)  
Green (Hooker’s Green Dark)  
Light Green (Phthalo Green)  
Orange (Cadmium Yellow Medium or Cadmium Orange)  
Purple (Ultramarine Violet or Quinacridone Violet)  
Brown (Burnt Umber)  
Gray (Payne’s Gray)  
White  
Black  
Tan or Peach (Raw Sienna)

Note: Miller Pads and Paper at [www.millerpadsandpaper.com](http://www.millerpadsandpaper.com) or by phone: (608)-375-2181 has excellent pricing on paint supplies, or you may shop at your local craft store.

## **“Learning The Basics” Components** (continued)

### **Grammar, Mechanics, Usage, and Writing**

Grammar lessons are scheduled twice in each unit and focus on grammar, mechanics, and usage for the purpose of improving writing. Choose **either** *Building with Diligence: English 4* **or** *Following the Plan: English 5*. Half of the grammar text will be covered this year, with the other half to be completed in the guide that follows. Systematic lessons focus on one rule or concept per lesson. In order to keep the lessons short, you may want to do most of the lesson orally or on a white board, requiring only one set of practice exercises to be written by the student each day. The Teacher’s Manual is considered to be necessary at this level. See the “Table of Contents” in either *Building with Diligence: English 4* or *Following the Plan: English 5* for a scope and sequence. Students need a lined composition book or notebook for their written work.

Writing lessons are scheduled twice in each unit using *Write with the Best: Vol. I*. Literary passages from respected and well-loved authors are used to teach students how to write. Creative activities break the writing into manageable chunks and help students identify what makes a literary work “great”. Students are encouraged to make writing more vivid, and the student ultimately produces writing that models the genre of the literary passage. Guidelines for evaluating and grading writing, suggestions for adapting the assignments for different learning styles, and student proof-reading and writing guides are also valuable parts of the program. The program includes all needed excerpts from all of the literature that it models so that teachers are not required to purchase additional material.

### **Dictation**

Studied dictation to practice spelling skills is scheduled three days in each unit. Three different levels of dictation passages are provided in the Appendix. The dictation passages are for use with students who have mastered basic spelling words. Special instructions for the dictation passages are included in the Appendix.

The Charlotte Mason method of studied dictation is used. In this method, students study the passage prior to having it dictated. This is an important step in learning to visualize the correct spelling of words. All items in the passage must be written correctly, including punctuation marks, before going on to the next passage. Studied dictation focuses on the goal of using correct spelling within the context of writing.

Permission is granted for you to make copies of the “Dictation Passages Key” to log your children’s progress in dictation. A lined composition book is needed for dictation.

### **Handwriting/Copywork**

Daily practice of cursive handwriting is scheduled from a variety of copywork sources. By copying from a correctly written model, students gain practice in handwriting, spelling, grammar, capitalization, punctuation, and vocabulary.

## **“Learning The Basics” Components** (continued)

Copywork also prepares students to write their own compositions. Work should be required to be done neatly and correctly. It is more important for students to produce careful, quality work, than to produce a large quantity of work that is carelessly done. If your student has had no formal instruction in cursive handwriting, you may want to use one of the recommended cursive handwriting options from *Bigger Hearts for His Glory*.

### **Reading**

Three days in each unit recommend using *Drawn into the Heart of Reading* for literature study. This reading program is multi-level and is designed to use with any books you choose. It is available for students in levels 2-8. It is divided into nine literature units, which can be used in any order.

*Drawn into the Heart of Reading* is based on instructions and activities that work with any literature. It can be used with one or more students of multiple ages at the same time because it is structured around daily plans that are divided into three levels of instruction. *Drawn into the Heart of Reading* is intended for use year after year as you move students through the various levels of instruction. It is designed to teach students to evaluate characters using a Christian standard that is based on Godly traits.

In order to use *Drawn into the Heart of Reading* with your independent reader, you need the *Drawn into the Heart of Reading* Teacher’s Guide and the *Level 4/5* or *Level 6/7/8 Student Book*. You may also choose whether to purchase these optional resources: *Level 4/5 Girl Interest Book Pack*, *Level 4/5 Boy Interest Book Pack*, or the *Sample Book Ideas List*. Packages for *Drawn into the Heart of Reading* are available at [www.heartofdakota.com](http://www.heartofdakota.com). Descriptions of books within each pack can be viewed online.

### **Math Exploration**

A math instruction reminder is listed in the plans daily. *Creation to Christ* offers a choice of *Singapore Primary Mathematics 3A, 3B, 4A, 4B, 5A, or 5B*. Each of these choices covers one semester of instruction, so both an “A” and a “B” set are needed for a full year of math instruction. Sets include both a textbook and a workbook. Text pages for all of these options are listed in the Appendix of *Creation to Christ*. For further help with math placement, go to [www.singaporemath.com](http://www.singaporemath.com) and click “placement” for a free math placement test. Choose the U.S. version of the test. If you have a different math program that you are already comfortable using, feel free to substitute it for the math portion of the plans.

### **Independent Science Exploration**

Daily independent science readings are scheduled using books contained in the Science Add-On Package. Reading material is meant for students to read independently.

## **“Learning The Basics” Components** (continued)

These books are sold as a set in the **Economy Package: Science Add-On**, or individually, at [www.heartofdakota.com](http://www.heartofdakota.com). This package includes these 6 engaging resources:

- *Land Animals of the Sixth Day* by Jeannie K. Fulbright
- *Birds of the Air* by Arabella B. Buckley
- *Plant Life in Field and Garden* by Arabella B. Buckley
- *Exploring the History of Medicine* by John Hudson Tiner
- *Galen and the Gateway to Medicine* by Jeannne Bendick
- *An Illustrated Adventure in Human Anatomy* by Kate Sweeney

These books provide the focus for this part of the plans. The area of life science is emphasized. “Science Exploration” topics correspond whenever possible with the general history topics being studied in the “Learning Through History” part of the plans.

While students read about God creating the world in history, they learn about God’s vast animal kingdom in science. While studying God’s plan for human life in ancient history, they study God’s plan for bird and plant life in nature. While learning about the history of Rome, they learn about Galen, a doctor of the Roman Empire. While studying ancient people’s advances in peace, law, and order they biographically study people’s advances in medicine. Studying science in this manner allows for natural connections to be made between the two areas.

Each unit includes the following science activities in coordination with the read-aloud assignments:

**Day 1:** create a science notebook entry

**Day 2:** practice oral narration by retelling the science reading

**Day 3:** write answers to five provided questions based on the science reading – including scientific terms and Biblical application

**Day 4:** conduct an experiment related to the reading and log it in a science notebook or on a copy of the “Science Lab Sheet” found in the Appendix

The students need a place to store their notebook entries, written answers, and science experiment results. Use either a 3-ring binder with plastic page protectors, or a bound sketchbook with unlined pages for the notebook assignments and science experiment results. An optional “Science Lab Sheet” is provided in the Appendix and may be reproduced for students to log their science experiment results. Use lined paper for the written answers on Day 3.

Please note that students will be making a book of animal tracks, bird sketches, and plant sketches as part of their notebook assignments. As directed in the plans, students may either make 3 separate booklets, or use a hardbound nature journal for this purpose.