

Learning Through History

Focus: The Flood, the Fertile Crescent, and the First Civilizations

Unit 1 - Day 1



World History

I

Read about history in the resource below.

★ *Unveiling the Kings of Israel* p. 7-15

You will be writing a narration about today's reading. For guidance on writing a narration, see *Written Narration Tips* in the Appendix. To prepare for writing your narration, look back over the pages that you read today. Think about the main topics or ideas in the reading. Then, turn to Unit 1 in your *World History Journal*. In Box 3, write a 3-5 paragraph narration about the reading. When you have finished writing, read your narration out loud to catch any mistakes. Check for the following things: *Did you stick to the main topics emphasized in the reading?* *Does each paragraph have a main idea with several supporting details?* *Did you write in a style that reflects the personality of the author?* *Did you include a strong opening and closing sentence?* If not, add those things. Use the *Written Narration Skills* in the Appendix as a guide for editing the narration.

Key Idea: Fossils and Flood stories from around the world lend support to the Biblical Flood account. An Assyrian version of the Flood story known as *The Epic of Gilgamesh* contains many parallels to the Genesis account.



History Activities

S

Read about history in the resource below.

★ *People, Places & Events of World History* Chapter 1, Introduction p. vi
After reading the "Introduction," mark points in the text that support the Biblical account of Creation and the Flood. To mark the text, either use a light-colored highlighter and highlight the points, or use a pencil and draw a star next to each point, or use a sticky note and place it next to the points with arrows on the sticky note to direct you to the relevant portions of the text. Share your marked points with an adult.

Key Idea: There are archaeological discoveries that give credibility to a worldwide flood.



Living Library

I

Read the following assigned pages:

★ *The Cat of Bubastes* p. v – middle of p. 23

After today's reading, photocopy the "Literary Synthesis Sheet" and the "Word and Idea Helper" sheet from the Appendix. Staple the two pages together. You will use these sheets to organize and note important information as you read. By the time you have finished reading the book, you will need to have completed your "Literary Synthesis Sheet." Today, begin by completing the "Story Title" box. Be sure to list possible meanings for the title in parentheses as directed. Fold the papers in half and keep them in your book.

Key Idea: Take notes to synthesize information from the literature that you are reading.



Fine Arts

I

Open your *Art Gallery Notebook* to Unit 1. As you watch the DVD segment listed below, answer the questions in Box 1 of your *Art Gallery Notebook*. For today's activities, use the resource below.

★ *God & the History of Art: Disc 1*
On the DVD, select "Lesson 1." Then, watch "Part 1: What is Art?" up to 13:31 on the counter.

Key Idea: Like all of God's beautiful creation, art is something that should touch the heart of man. When studying the history of art, it is important to look for integrity in art.



Foreign Language

I

Choose **one** foreign language option below.

★ *Spanish I: Unit 1* p. 1-2

★ Your own foreign language program

Key Idea: Learn a foreign language.

Learning the Basics

Focus: Health, Bible, Literature, Composition, Grammar, Math, and Science

Unit 1 - Day 1



Pilgrim's Progress

S

Read the assigned pages listed below. See the suggestions for "Reading text" on p. 11-12, or students may read alone silently if preferred.

★ *All-in-One: Pilgrim's Progress* p. 31-43
While reading, refer to the "Words to Know" on p. 44 as needed. Since students already have Scripture memory work in Bible, they will not be responsible for memorizing the verses on p. 44. Instead read the "Memory Verses" assigned on p. 44 aloud. Complete "Digging Deeper" p. 47-48 by discussing the questions orally (Note: Question 8 may be oral as well).

Key Idea: Read and discuss the "Historical Background" and the "Author's Apology."



Bible

I

Hymn: *Selah Greatest Hymns* CD: Track 1 "Be Thou My Vision" (Note: Read the provided liner notes for this hymn in the CD insert.)

Bible Study: *The Most Important Thing You'll Ever Study: Old Testament Volume 1* p. 9-15 and p. 21 (questions 1-7 **only**)

Prayer: In your "Prayer Journal," write today's date and list the following parts of prayer, writing each on its own line:

Praise God:

Offer Thanks:

Confess:

Ask God:

After praying, list key words or phrases next to each part to summarize your prayer.

Key Idea: God reveals Himself in His Word.



Science with Lab

I

Read and complete the pages assigned below.

★ *Biology Science 1097 Text* p. 2-6
Go to www.aceconnect.com online to watch and complete "Biology 1097 Lab 1: Introduction to Biological Research" (5 min. 11 sec.).

Key Idea: Birds have two main types of feather structures, *pennaceous* and *plumaceous*.



Literature Study

I

Introduce: Read the "Introduction" to *Ben Hur* on p. V-VII. Underline any references to theme or style within the "Introduction."

Read and Annotate: *Ben Hur* p. 3 – middle of p. 21

Note: An annotation is a way to connect with the text by underlining something you want to remember, circling key words, starring an important passage, placing a question mark next to something you wonder about, and writing brief questions, comments, or notes in the margin. Your reading should include multiple annotations.

One annotation in the margin of your reading for today should note that the three strangers (Gaspar the Greek, Melchior, and Balthasar) are the three wise men.

Key Idea: Introduce author, theme, and style for the book *Ben Hur*.



Composition/Grammar

S

Have students complete one studied dictation exercise (see Appendix for passages).

Help students complete **one** English option.

★ *Building Securely: Lesson 57*

★ Your own grammar program

Key Idea: Use grammar skills in composition.



Math

S

Choose **one** of the math options listed in the "Course Descriptions," or use your own math. If desired, write the day's assignment next to the star. It is recommended that students complete either Algebra II or Geometry this year.

★

Key Idea: Complete Geometry or Algebra II.