



NEW TESTAMENT GREECE AND ROME

TEACHER'S MANUAL

NEW TESTAMENT, GREECE AND ROME TEACHER'S MANUAL

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NEW TESTAMENT, GREECE AND ROME

How to Use this Manual

We hope this guide will be helpful as you study New Testament, Greece and Rome this year. You are about to take a journey through the past where you can see God's providence on a daily basis. Imagine being John the Baptist preparing the way for the Messiah, or being a Christian in the Roman Empire and hearing about how the army had destroyed Jerusalem. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

CUSTOMIZE IT

There are 32 events/people featured in the cards in each of the Veritas Press History Sets. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. Before you begin, also familiarize yourself with the materials in the Appendix. Many of these projects may be used throughout the year. All the projects in this manual are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary in appeal to different ages. You may choose the ones you think are appropriate for your group. The projects are marked in the answer key to indicate if the project is better suited for younger students or older (grades fourth and higher) students. If you are using this series for second grade or below, you may need to do some of it orally for the first six weeks. We recommend singing the song daily for the first several weeks; after that three times a week is usually enough. Remember, the reason for the New Testament, Greece and Rome History Song is to help memorize the chronology of the events. It is also good, after the song has been memorized, to have the children recite events in proper order, rather than singing them.

SAMPLE SCHOOL WEEK

Monday: Sing the New Testament, Greece and Rome Memory Song (page 347). You may want to have a student come to the front of the room and hold up the flashcards as the class sings. Present the new card. Read the synopsis on the back and discuss it with the class. Allow different students to read it out loud if you can. Then allow the students to answer questions on the corresponding worksheet. The questions are based on information found on the cards. If you are working with second grade or below, they may need to be asked to do this orally for the first part of the year.

Tuesday: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously, you cannot review every question every day, so do a sampling. Assign different children different sources from the Priority 1 Resources listed on the card and allow them to look up the information and share it with the class.

Wednesday: Sing the song. Orally review questions from the worksheet. Do one of the projects.

Thursday: Sing the song. Orally review from this week and previous weeks. Discuss how this card relates to those before it. Do another project, if there is one.

Friday: Give test. Use remaining time for class instruction and drill.

ENJOYING HISTORY

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have

NEW TESTAMENT, GREECE AND ROME

How to Use this Manual, Page 2

four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can get in a large room and see who can use their cards to make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

“ONE RING TO BIND THEM . . .”

We have found one of the best ways to file the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put a Velcro strip on the card and on the wall, and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the other end of the room for a reference timeline is a good idea too.

LITERATURE KIT

To truly send students' imaginations flying, we recommend having the students read historical fiction pertaining to the cards they are studying. The books we find work the best are listed in our catalog as a Literature Kit, following the Priority 1 Resources. In order to encourage children to read books related to classroom work, we suggest a book chart to show points earned for each book read by each student. After receiving a certain number of points, the child may receive a reward, such as a special lunch with his teacher. You could have a mom bring in a special lunch or allow the winners to go out.

GRADING

Each worksheet, test, or writing assignment should receive three grades, one each for Content, Grammar and Linguistics (Spelling). See page 470 in the Appendix for a helpful grading chart.

Content: On a scale of 1 to 15, grade for completeness or the correct answer to a question. This grade is applied to their history grade. If your grading scale is different from 1 to 15, use yours.

Grammar: The child should answer the question in a complete sentence, in which he first restates the question.

Example:

Question: What was the first European civilization?

Answer: The first European civilization was the Minoans.

Initially in second grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own (i.e., The first European civilization was the Minoans.). The students would then fill in the rest. As the weeks go by, gradually wean them until they are able to do this on their own. Second graders adjust to this in about six weeks. You may want to have the students write on a separate, lined sheet of paper if your student is a young writer. Sentences should begin with a capital letter and end with an appropriate punctuation mark. (Please note that for space considerations, the answers provided in the back of this manual do not restate the question and are not necessarily complete sentences.) As the year progresses you can grade more

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strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect history content grades. We suggest application at twenty percent of the overall grammar grade.

Linguistics: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: "I before e except after c." Once this has been covered, a child's grade would be reduced if they spelled receive as recieve. If they are using a history card to do their worksheet, they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their history grade.

When you look at the tests you will see that there are not the same number of questions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item

listed. Partial credit may be counted because the questions are essay in nature, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in history class as well as in grammar class. All three contribute to helping make students understood by others, and are thus intertwined.

FEEDBACK

We welcome your feedback and comments. We hope that this resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

Marlin Peterson
Laurie Detweiler



NEW TESTAMENT, GREECE AND ROME

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NEW TESTAMENT, GREECE AND ROME

Map

The map shown below can be assembled after copying pages 374–388 in the Appendix. Cut out along the solid black lines and tape together by aligning with the light gray interior lines (the panels will overlap—each side of each page is an extra .25”). If you are able, laminating the entire map may prove useful as it will be used throughout the year. For an even larger map, photocopy each page onto tabloid-sized sheets at 140%.

On the final two pages of the map there are circles or medallions containing simplified line drawings of the artwork found on the history cards. As a card is introduced, that card’s circle may be cut out and attached to

the map on its corresponding number. You may also want to make a second copy of these medallions and place onto the timeline pages, which begin on page 389. These are designed to be hung in sequence on the wall around the room or assembled into a book. Read the information on these pages as you place the medallions on the map. For added insight into the slice of history being studied, fill in the “Other Events” box (other concurrent historical events not covered by the card) and “Arts/Technology” box (artists, famous paintings, pieces of music, inventions, etc.) with facts from your own reading and research.



MINOAN CULTURE

Worksheet

1. What are the approximate dates of the Minoan Culture?

2. What was the first European civilization? Where did it develop?

3. Who was King Minos?

4. Where did the Minoans choose to build their towns?

5. How did the Minoans travel? What was the primary reason they traveled so much?

6. Where did they build their largest palace?

MINOAN CULTURE

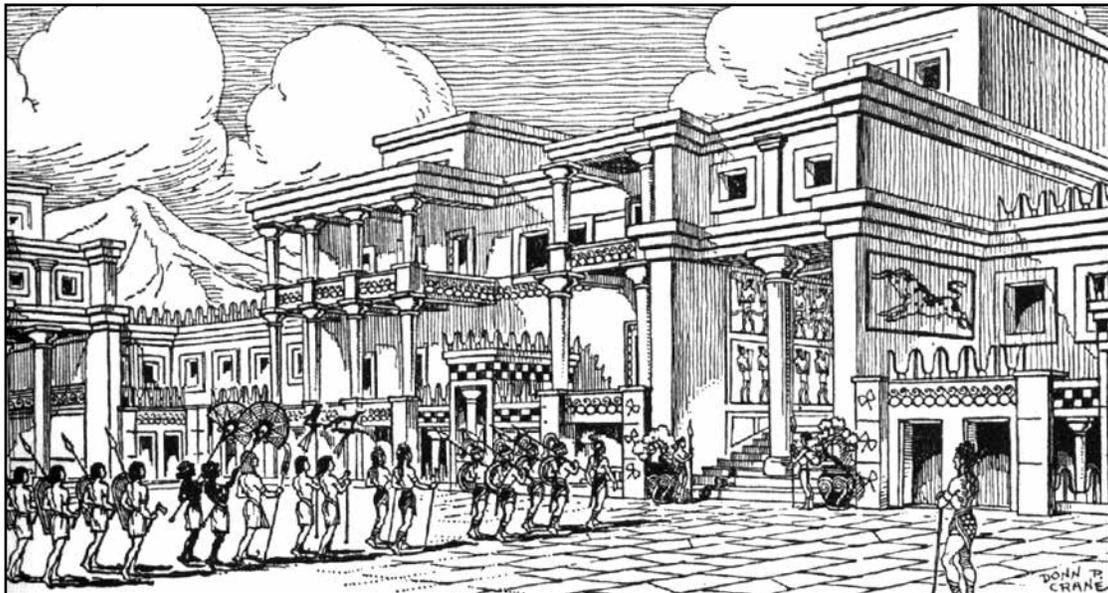
Worksheet, Page 2

7. Why is it thought the Minoans believed in life after death?

8. What alphabet did the Minoans develop?

9. How is their culture best described?

10. How is it thought the Minoan civilization ended?



MINOAN CULTURE

Project 1—Frescos



Much of what we have learned about the Minoans has come from frescos painted on palace walls. Frescos are paintings done on wet plaster. The paint absorbs into the plaster as the plaster dries and through the years does not fade much. In particular, the frescos at Knossos have given archaeologists valuable information about the Minoan culture. They have learned much about the Minoan dress and life events from these paintings.

Minoan artwork is not still, but full of motion. When looking at the paintings, you feel as if they are moving. The people appear to be very graceful and full of life. Many times animals were painted in the frescos with the people.

On the following page you will find instructions for making your own fresco.

MINOAN CULTURE

Project 1, Page 2

Materials

plaster of Paris

styrofoam vegetable trays
(can usually be obtained
from grocery stores)

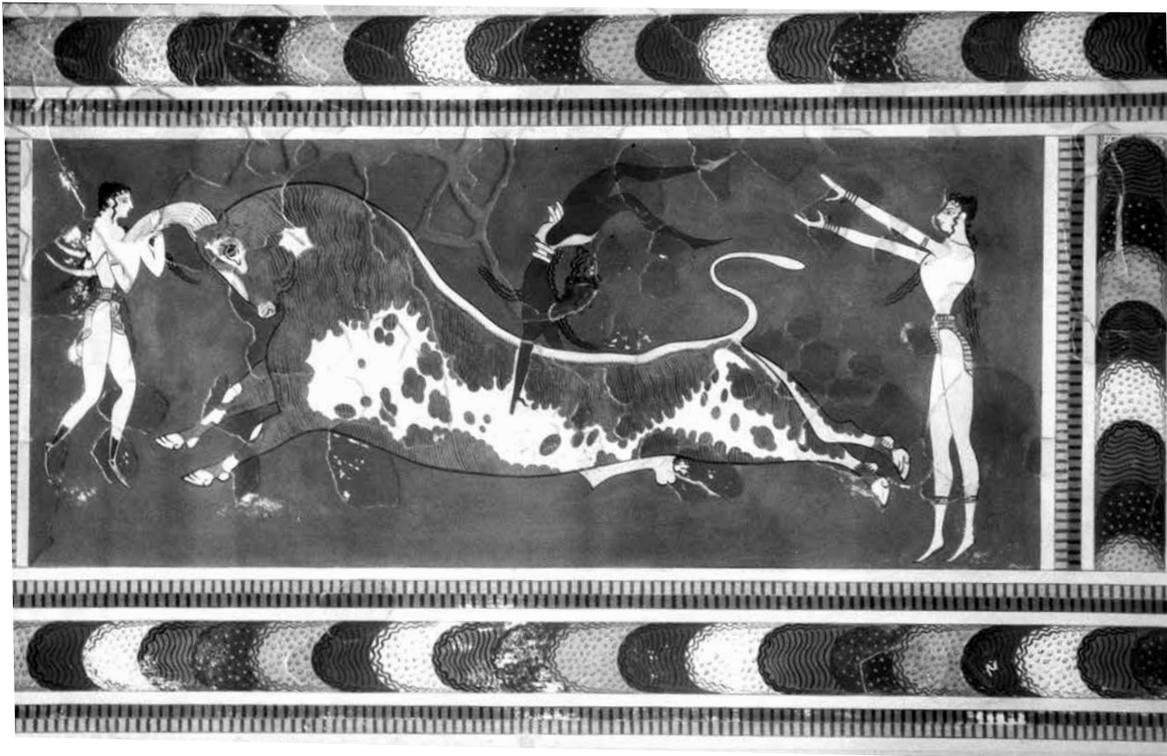
pencil

water color paints and brush

vegetable oil

Instructions

Mix plaster of Paris according to instructions on package. Rub or spray tray with vegetable oil. Pour plaster into tray to make it $\frac{3}{4}$ full. Allow to dry. With examples from card and other available resources draw your own typical but unique fresco. Paint the scene with water colors.



MINOAN CULTURE

Project 2—Minotaur Myth

Many frescos were done about bull-leaping. There may be a good reason for this. The bull may have become sacred to the people. We do know of a famous Greek myth about the Minotaur.

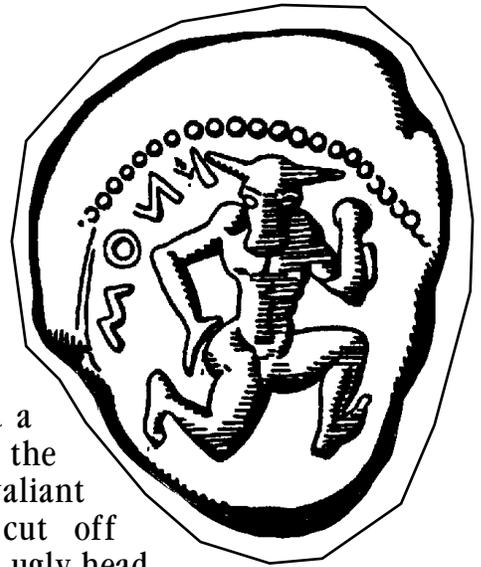
There were almost as many stories of heroes as of gods. The heroes were men who had done some deed of great bravery. They were usually the sons of a god or goddess and a human being. Almost every Greek city had its hero. The favorite of Athens, for instance was Theseus; and every Athenian child knew the story of his wonderful exploits, and could tell of the old days when every year Athens had to send seven brave youths and seven fair maidens to Crete to be devoured by the Minotaur, a horrible creature with the body of a man and the head of a bull. At last, Theseus, the king's son, insisted upon being one of the seven youths; and he left Athens in the ship with black sails that carried terrified young people to their awful fate. Now Theseus had no idea of being eaten by the Minotaur or any other monster, if sturdy fighting could prevent it. He was determined to kill the beast and save his friends or perish. So when the vessel reached Crete and the youths and maidens were brought before the king, he stood out in front of them and said: "King Minos, I demand the privilege of meeting the Minotaur first. I am a prince, and it is my right to be the leader of my people." King Minos smiled disagreeably and said: "Go first if you will, and I will see to it that your people follow you; depend upon that."

Theseus was a brave young fighter, and certainly he would never have run away from the monster; but whether he would have been able to kill it without any help is another question. In some way, however, he and the king's beautiful daughter Ariadne had met, and they had fallen in love with each other. Luckily

for him, Ariadne knew where to find a sword that in the hands of a valiant man would cut off the Minotaur's ugly head.

There was yet another danger to meet that was even more alarming than an encounter with a monster, and that was the labyrinth which was the home of the Minotaur (Some say this labyrinth may have been based on the palace in Knossos because it would have seemed like a maze with all its rooms and corridors.) It had been made by a most skillful workman named Daedalus, and was so cunningly contrived, with its mazes and windings and turns and twists, that no one who was once within it could ever find his way out. Not even a magic weapon would be of service here; but Ariadne's own bright wits were better than any sword. "Hold fast one end of this silken cord," she said to Theseus, "and I will hold the ball as it unwinds. Then when you turn to come back, wind the little cord, and it will lead you straight to me." It all came about as she had said. Theseus killed the monster, then he followed the silken clue till it brought him again to Ariadne. He and the princess and the Athenian youths and maidens sailed away quickly for Athens; and never again did the Athenians pay such a terrible tribute.

Although myths like this are obviously not true, they influenced the Greek society greatly. As Christians we measure all we hear and see by the Word of God.



MINOAN CULTURE

Project 2, Page 2

*Color this page showing Theseus
battling the Minotaur*



MINOAN CULTURE

Test

1. What was the first European civilization? Where did it develop?

2. What title did the Greeks use for their king that was similar to the Egyptian term “Pharaoh”?

3. Where did the Minoans build their towns? Why?

4. How did the Minoans travel? For what reason did they travel?

5. Where was the largest Minoan palace built?

6. Why is it assumed that the Minoans believed in life after death?

7. What is the name of the early Greek alphabet developed by the Minoans?

8. What typified the lifestyle of the Minoans?

MINOAN CULTURE

Test, Page 2

9. What is believed to have caused the end of the Minoan culture?

10. What are the approximate dates of the Minoan culture?

MYCENAEAN CULTURE

Worksheet

1. What is the approximate date of the Mycenaean Culture?

2. Of what lands did the warring Mycenaeans gain control by 1450 BC?

3. From what did the Mycenaean civilization receive its name?

4. How do we know that the Mycenaeans settled the Peloponessus?

5. What was the nature of the Mycenaean people?



MYCENAEAN CULTURE

Worksheet, Page 2

6. What was a citadel or acropolis? How did the Mycenaeans use them?

Describe a particular one.

7. What were some of the items the Mycenaeans manufactured and exported?

8. What was the primary way the Mycenaeans supported their economy?

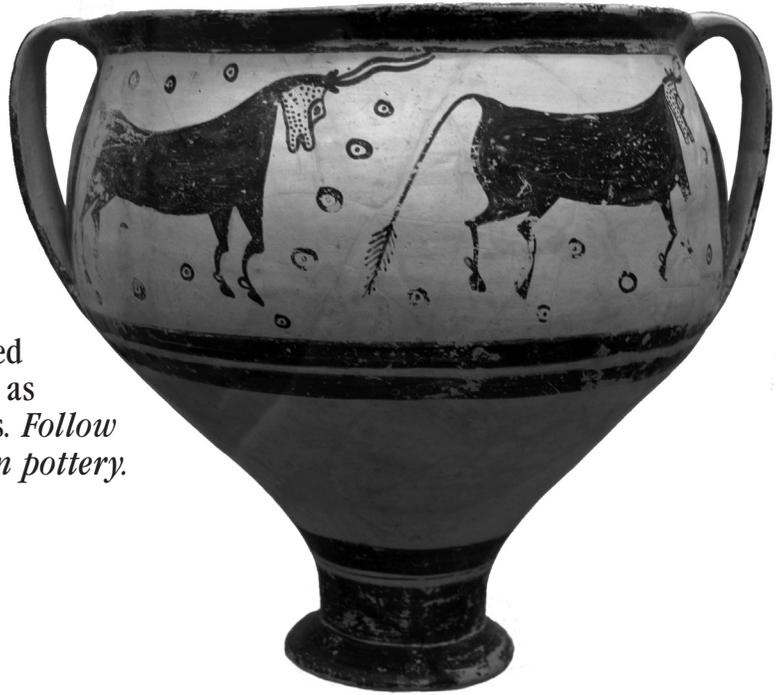
9. How did the Mycenaean Culture end?



MYCENAEAN CULTURE

Project 1—Mycenaean Pottery

The palace was the center of economic life. Crops were kept in store rooms to use or be exported. Pottery and other items to be exported were produced by skilled artisans or craftsmen who worked for the king. The craftsmen had workshops on the citadel (or acropolis) where they produced pottery including pots, jars, and statues to be used by the king and his family, exported, or as payment to other craftsmen and soldiers. *Follow the instructions below to make your own pottery.*



Materials

air-drying clay

bowl of water

clay tools or a pencil

tempera paint

Instructions

Take a lump of clay about the size of a golf ball, roll it into a sphere and then flatten to a circle that is approximately 3/8" thick.

Score the flat circle with tools or pencil by making 1" score lines near the edge perpendicular to it. (See the top diagram.)

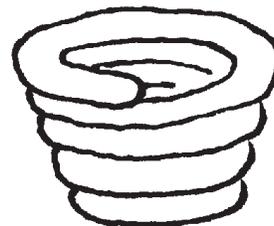
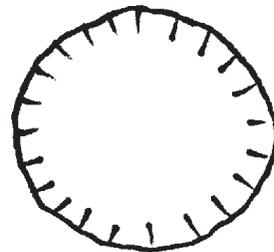
Take a second lump of clay the same size as the first and roll it into a cylinder about 3/8" thick.

Take the cylinder and wrap it around the edge of the circle to build the first layer on top of the pot base.

Repeat until desired height is achieved. (See the middle diagram.)

Wet hands and smooth walls of pot. (See the bottom diagram.) Shape as desired and allow to dry.

Paint the pot after it is dry. (Use pictures from resources for ideas as to colors and designs.)



MYCENAEAN CULTURE

Project 2—Word Search

Find the words listed at the bottom of the page in the word search below.

P C U L T U R E G R E E K L M
W E A P O N S Z E U S D F L H
Q W L E R T Y U I O P A S I D
F G H O J K L Z X C V B N O M
M Y C E P T H E B E S X X N P
A S D B R O N Z E T O M E S O
L Y O N O M N Q W E R T Y U T
I O P A S B D N F G H J K L T
E Z X C V S N B E E H I V E E
A T H E N S P O T S P R E S R
N V E R I T A S J V U Q W E Y
E A P H R O D I T E X S M T O
C I T A D E L C E R E B U S H
Y S T Y X O L Y M R A I D S K
M H E R C U L E S H E R A C T

CITADEL

BRONZE

THEBES

MYCENAE

WEAPONS

PELOPONNESUS

BEEHIVE

TOMBS

LION

POTTERY

ATHENS

RAIDS

MYCENAEAN CULTURE

Test

1. What are the approximate dates of the Mycenaean Culture?

2. From what did the civilization receive its name?

3. What was found at Athens and Thebes that has aided our understanding of the Mycenaean?

4. Describe what typified the Mycenaean's lifestyle.

5. Describe the features of a citadel (or acropolis).

6. What were the occupations and careers of the Mycenaean?

MYCENAEAN CULTURE

Test, Page 2

7. How do we know the Mycenaeans were skilled artisans?

8. What caused the end of the Mycenaean civilization?

TROJAN WAR

Worksheet

1. Did the Trojan War actually ever occur?

2. What is the approximate date of the war which the Trojan War resembles?

3. Describe and name the person who wrote the Iliad? What is it about?

4. What group of people joined together to defeat the Trojans?

5. How did the Greeks get inside Troy?

6. How was the city of Troy destroyed?



TROJAN WAR

Project 1—Trojan Horse Model

Follow the directions below to make a model of the Trojan Horse. You may want to build a larger version from refrigerator boxes and have the children attack another class from the inside of it.

Supplies

beige or white heavy
construction paper

markers

tempera paint

glue

scissors

twine

Instructions

Copy onto beige or white construction paper the image of the horse and warriors on the next page.

Cut out the images.

Paint the horse brown with tempera paint. Detail with black as necessary.

Cut the entrance/exit in the side of the horse.

Color the warriors with markers.

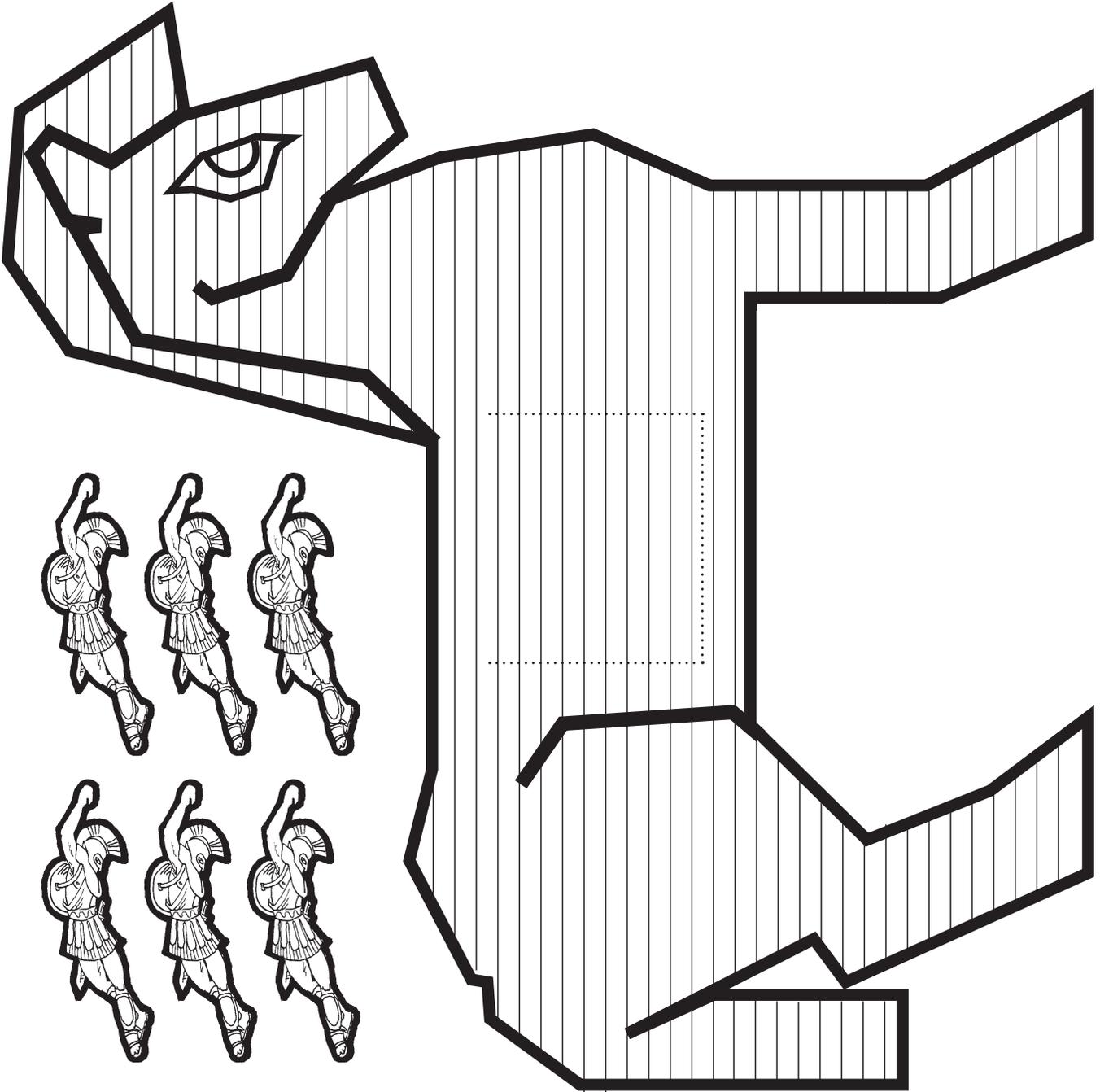
Attach twine to the entrance/exit of the horse's side.

Attach the warriors to the twine so as to have them "climbing out of the horse."



TROJAN WAR

Project 1, Page 2



TROJAN WAR

Project 2—Petteia

Numerous paintings on pottery that have survived the ages suggest that at some point in the Trojan War Achilles and Ajax were so absorbed in playing a board game that the Trojans were able to successfully attack. Achilles and Ajax were saved only by the intervention of the goddess Athena. *Cut out the game board and playing pieces on the next page then follow the directions below to play the game the two famous warriors might have been playing. And try developing your own rules—Petteia (pe-TAY-uh) is a very old game that might benefit from some new ideas.*

Directions

Pieces are lined up on the first row on opposing sides. Black plays first.

Pieces move like rooks in chess, orthogonally (horizontally or vertically, but not diagonally).

A single piece is captured when it is surrounded on two orthogonal sides.

Multiple pieces can be captured when surrounded on two orthogonal sides.

A piece can be played inside two enemy pieces without being captured.

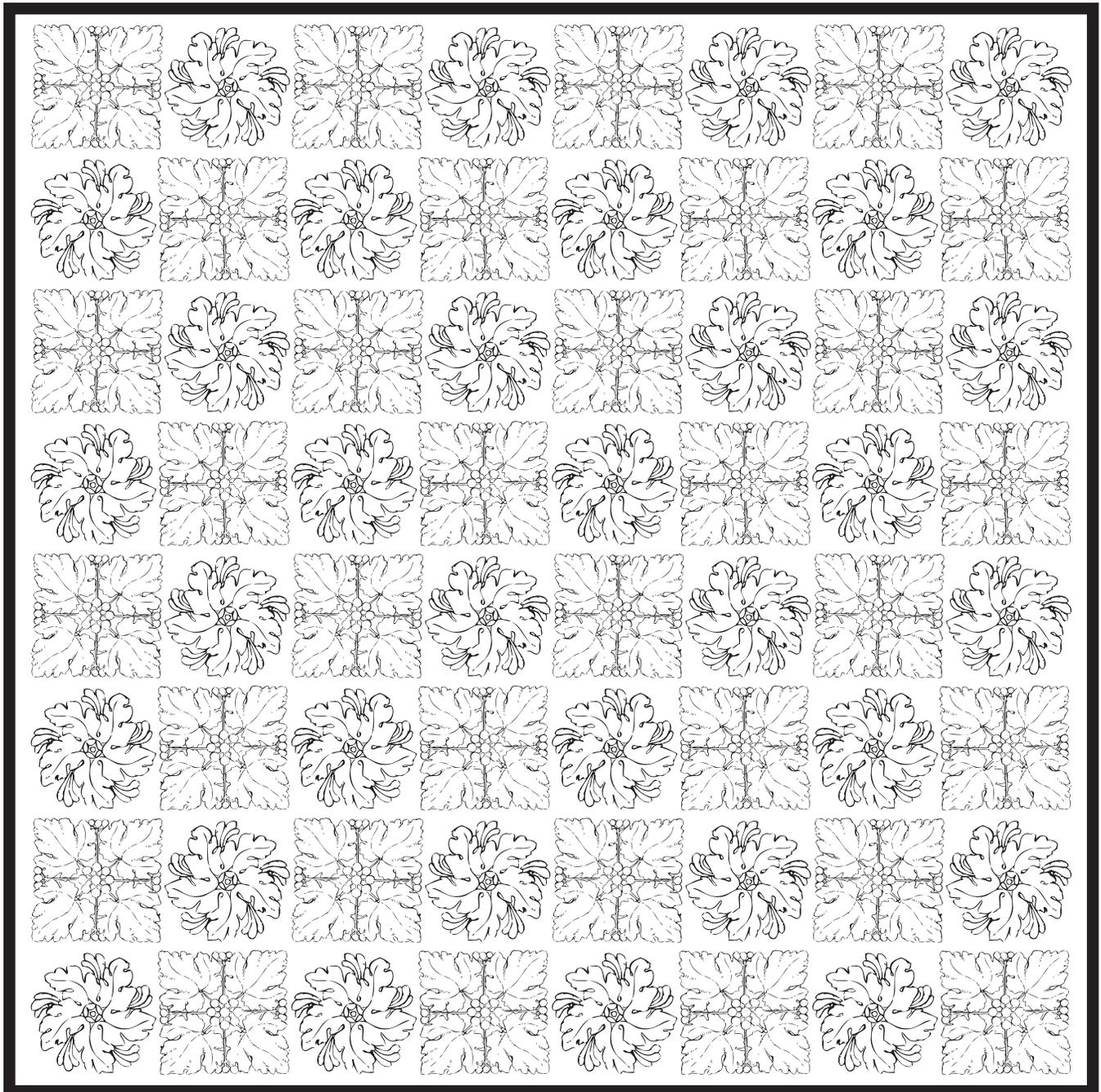
The outside walls cannot be used to capture pieces.

First player to capture all his opponents pieces wins, or a player can win by blocking all the enemy pieces such that they cannot move.



TROJAN WAR

Project 2, Page 2



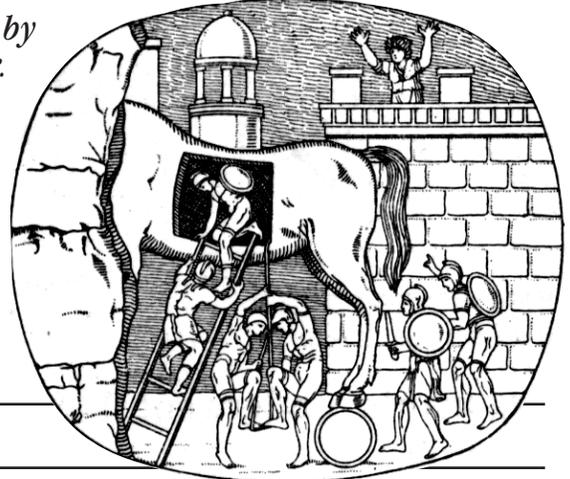
TROJAN WAR

Literature Unit 1—The Trojan Horse: How the Greeks Won the War

Read The Trojan Horse: How the Greeks Won the War by Emily Little and answer the questions for each chapter.

CHAPTER ONE: THE WALL

1. On another piece of paper draw a picture of the city of Troy.
2. In what modern country was Troy located?



3. What surrounded Troy?

4. Give two reasons why no one could climb over the wall.

5. What was the only way to enter Troy?

6. Who was the King of Troy? Why was he not content?

7. Why did the Greeks pay a toll to pass through the channel connecting the Aegean and Black Seas?

TROJAN WAR

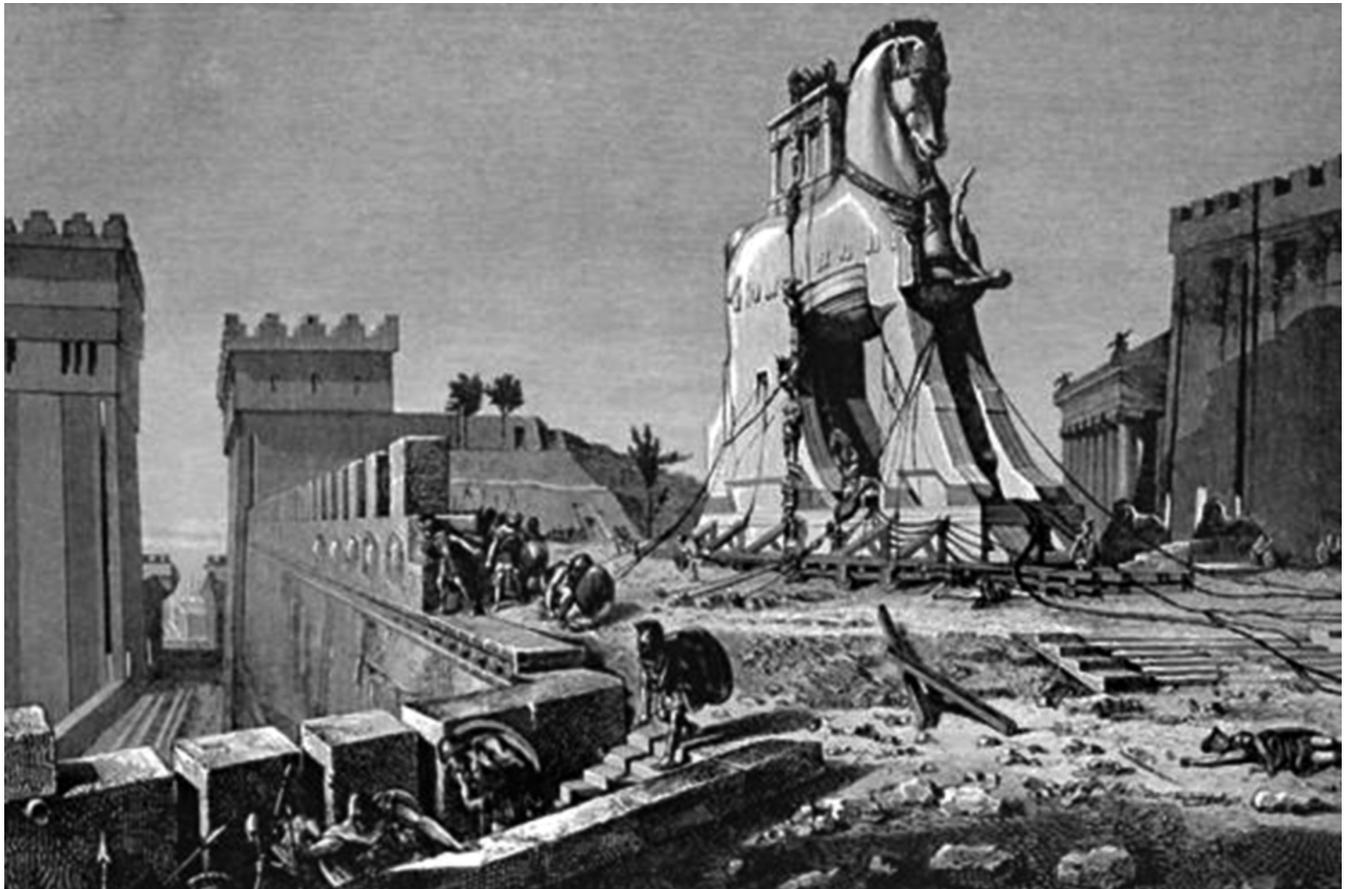
Literature Unit 1, Page 2

CHAPTER TWO: WAR

1. What was the name of King Menelaus's wife? What happened to her?

2. Who was King Menelaus's brother? What message did he receive?

3. Why did the Greeks go to war?

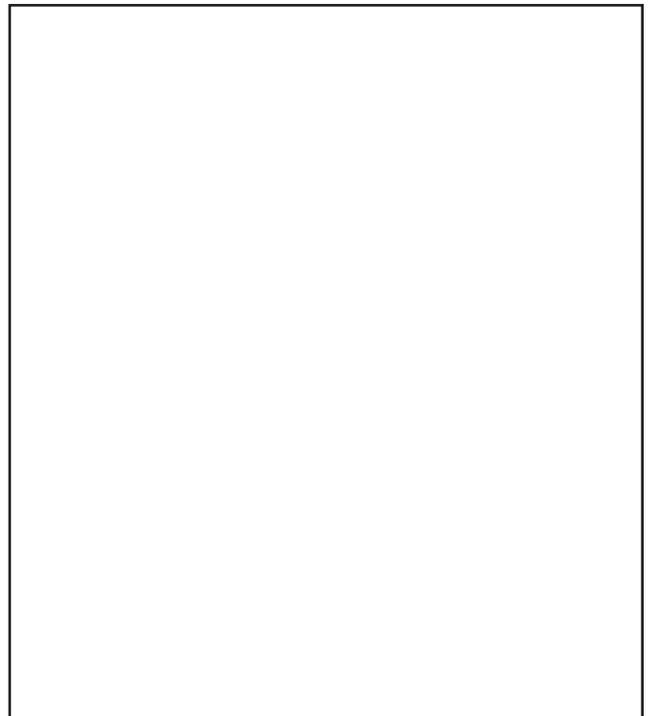
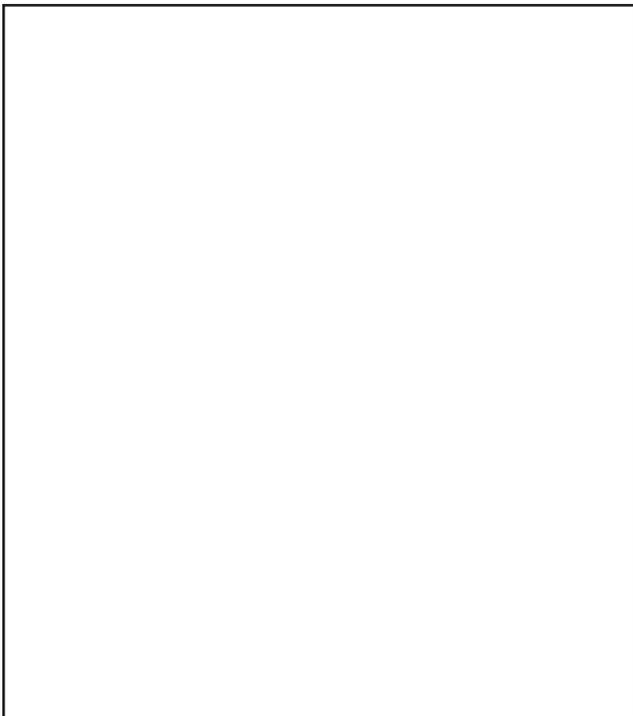
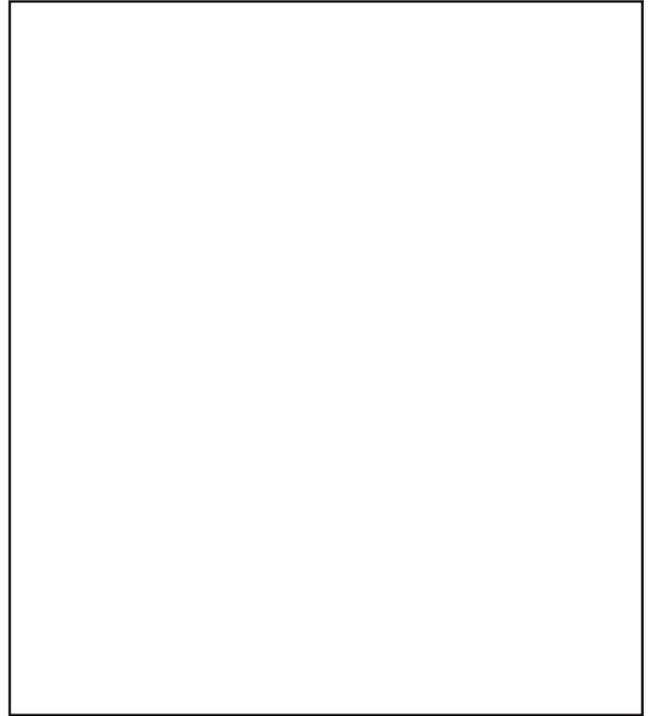
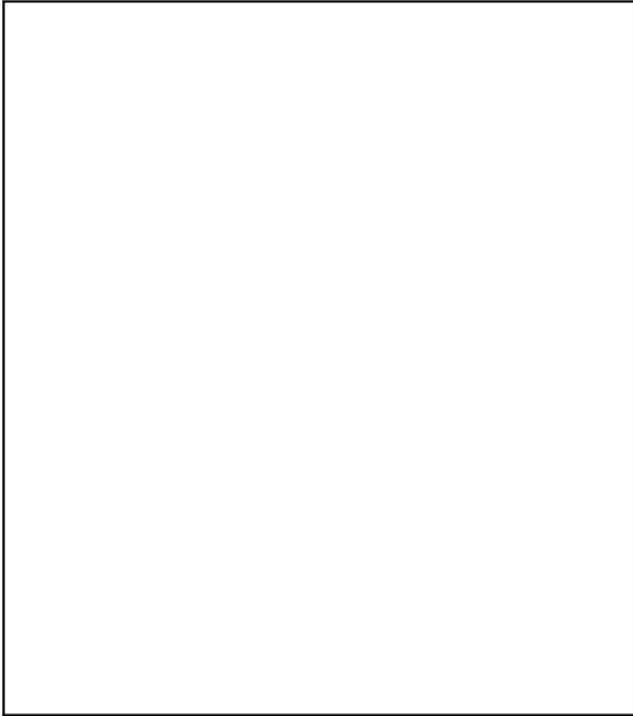


TROJAN WAR

Literature Unit 1, Page 3

CHAPTER THREE: THE HORSE

Illustrate building the Trojan Horse and how it was used.





The Story of Redemption from Day One

In our early exposure to teaching ancient history to grammar school students, it became apparent to us that most children believed that biblically recorded events occurred before non-biblically recorded events. Few students understand the simultaneous nature of pyramid-building in Egypt and God raising up a people to serve and worship Him through Abraham.

Furthermore, in most modern grammar schools, children spend most of their time studying American history and hardly any studying earlier times. To spend so much time studying so limited a time period seems tragic. It also tends to rip the study of one period out of context.

Have you considered the difficulty of studying the puritan settlements of New England without an understanding of the Reformation? And how do you understand the Reformation without studying Huss, Wycliffe, Augustine, etc.? This peeling back stops only when you get to the beginning of Creation.

This teacher's manual and the accompanying history flashcards and memory songs are a valuable aid in teaching children the tremendous way that the God of the Bible has been at work throughout all of history redeeming His people. The series is designed for a 36-week school calendar, allowing one week at the end of each quarter for review and testing. Some events deserve more than a week, some less. All of the worksheets, tests, and projects in the manual are clearly written, with instructions that are "user-friendly" for even the newest of homeschooling parents or school teachers.

The materials provided herein are intended to make the job of teaching easier. Since this program is designed to be used for a variety of ages, there is more material in it than one student could adequately cover in one year. We strongly encourage teachers to adapt the material to the needs of the student.

May your efforts contribute significantly to the raising of a godly generation.