

# *Rome to the Reformation*

## *Lesson Overview*

### History

#### **Week 1**

Founding of Rome  
The Roman Republic  
Punic Wars  
Fall of the Roman Republic

#### **Week 2**

Julius Caesar  
Cicero  
Roman Cities and Homes

#### **Week 3**

Dead Sea Scrolls  
Judas Maccabeus, Hanukkah

#### **Week 4**

Life in Ancient Rome  
Antony and Cleopatra

#### **Week 5**

Roman Social Classes  
Caesar Augustus  
Virgil and the Aeneid

#### **Week 6**

Arches and Aqueducts  
Farming, Trade and Transport

#### **Week 7**

Pax Romana

#### **Week 8**

Roman Army  
Germanic Tribes

#### **Week 9**

Tiberius

#### **Week 10**

#### **Week 11**

Caligula, Claudius

### Bible

*How the Bible Came to Us*

New Testament Overview

Old Testament Prophecies of  
Jesus

Birth of John and Jesus

Childhood of Jesus

Jesus' Life, Death, and  
Resurrection

Early Church

Paul

### Science

Cells

The Brain

Sense of Smell

Sense of Taste

Arches and Aqueducts

Sense of Hearing

Sense of Touch

Sense of Sight

Skeletal System

Teeth

**Week 12**

Nero, Vespasian, Titus  
Colosseum and Gladiators  
Jerusalem's Temple Destroyed

Revelation

The Brain

**Week 13**

Diocletian, Constantine  
Fall of Rome  
Roman Feast

Digestive System

**Week 14**

Byzantine Empire, Justinian

Luke

Respiratory System

**Week 15**

Birth of Islam

**Week 16**

Arab World  
Clovis, Charles Martel  
Islamic Invasion

Circulatory System

**Week 17**

Charlemagne  
Celtic Tribes of Britain

Urinary System

**Week 18**

Monasteries  
Vikings  
Leif Eriksson

Muscular System

**Week 19**

Alfred the Great  
The Battle of Hastings  
Feudalism

Reproductive System

**Week 20**

Castles, Knights  
Medieval Church

**Week 21**

Pilgrims, The Crusades  
King Richard and King John  
Magna Carta  
Robin Hood

Astronomy Overview

**Week 22**

Jews  
China

The Sun

**Week 23**

Japan  
Australia

Mercury

**Week 24**

Genghis Khan, Mongolians  
 Marco Polo  
 Russia, Ivan the Great, Ivan  
 the Terrible

Venus

**Week 25**

The Black Death  
 The Renaissance  
 France and England at War  
 Joan of Arc

Earth

**Week 26**

Constantinople Captured  
 Ferdinand and Isabella  
 Henry the Navigator

Philippians

The Moon

**Week 27**

Ancient Africa  
 Ghana, Mali, Songhay Empire,  
 Zimbabwe

Mars

**Week 28**

India  
 Columbus

1 John

Comets, Meteorites, Asteroids

**Week 29**

Vespucci, Magellan  
 Maya, Aztec, Inca

Jupiter

**Week 30**

Cortés and Montezuma  
 Renaissance Art

Saturn

**Week 31**

Martin Luther  
 King Henry VIII

Uranus

**Week 32**

Copernicus, Galileo  
 Queen Elizabeth

Pluto

**Week 33**

Shakespeare  
 Native North Americans

Stars

**Week 34**

Raleigh, Cartier  
 Spain and England at War

Memory Verse Review

Space Travel

*But when the time had fully come,  
God sent his Son,  
Born of a woman, born under law,  
To redeem those under law,  
That we might receive the full rights of sons.*  
Galatians 4:4-5

Welcome to an exciting year! *Rome to the Reformation* is part of a four-year, chronological, history-based study for students in grades 2-8. You will travel back to the time of the Romans, when Jesus walked on the earth. You will follow the development of the Church and study the Middle Ages, culminating with the Renaissance and the Reformation. We hope and pray that you will understand history and the Bible in a new way, and that God's kingdom will be affected by what you learn this year.

*Rome to the Reformation* is a complete curriculum for history, Bible, and science. You will only need to add language arts and math. Also consider adding foreign language and supplements from the Deluxe Package.

Highlights of the program include:

#### **Bible/History**

- The life of Jesus and the early church in historical context using *The Victor Journey through the Bible*, *Streams of Civilization: Volume I*, and *Trial and Triumph*.
- Readings from Luke, 1 John, Philippians, and other books of the Bible, and memory verses from the New Testament.
- How the Bible was written and preserved using *How the Bible Came to Us*.
- A focus on the Roman civilization, the Middle Ages, the Renaissance and the Reformation using *Ancient World*, *Augustus Caesar's World*, *Roman Empire*, and *Medieval World*.
- Map work, History Notebook, timeline, and hands-on projects.
- Library books provide enrichment for topics that are studied.

#### **Science**

- Human body—Participate in simple experiments and demonstrations, create paper models of body systems and parts, and appreciate the complexity of the amazing human body that God created, using *How Your Body Works*, *The Human Body for Every Kid*, *The Body Book*, and *The Wonderful Way Babies Are Made*.
- Astronomy—Explore the universe from a Christian perspective using *Exploring Creation with Astronomy*. Includes hands-on activities.
- Optional weekly nature walk and nature journal.

#### **Read Aloud**

- *The Bronze Bow* tells the story of the Roman oppression of the Jews, and one young man's encounter with Jesus, and *Twice Freed* is set at the time of the apostle Paul and the early church.
- *The Door in the Wall* is the tale of a young boy in medieval times, and *Dangerous Journey* is a beautiful retelling of the classic *Pilgrim's Progress*.

### Art and Music

- Hands-on history-related projects.
- Art lessons include drawing as well as Roman, early church, and Middle Ages themes from a godly perspective, using *God and the History of Art* (optional).
- The biography and music of Haydn, Beethoven, and Mozart, using our optional CD package.

### Math

- You may add any math curriculum to this program.

### Language Arts

- For vocabulary, we recommend a focus on Latin roots using *English from the Roots Up*.
- You may add any language arts resources to this program. Our recommendations are:  
Grade 2—*Primary Language Lessons* and *Spelling by Sound and Structure for Grade 2*;  
Grade 3—*Primary Language Lessons*, *Spelling Power*, and *Writing Strands Level 3*;  
Grade 4 to 6—*Intermediate Language Lessons*, *Spelling Power*, and *Writing Strands Level 3*;  
(All students in grades 3-7 begin *Writing Strands* at *Level 3*. If your child has completed this level, use the next level.)  
Grade 7 and 8—at the time this manual was printed, recommendations were still being developed.

### Foreign Language

- My Father's World highly recommends *Rosetta Stone* (optional).

#### ***Rome to the Reformation* Basic Package includes:**

	<i>Teacher's Manual</i>
<b>Bible/History</b>	<i>How the Bible Came to Us</i> <i>The Roman Empire</i> <i>Augustus Caesar's World</i> <i>Galen and the Gateway to Medicine</i> <i>The Story of the World, Volume 2</i> <i>Medieval World</i>
<b>Science</b>	<i>Trial and Triumph: Stories from Church History</i> <i>How Your Body Works</i> <i>The Body Book</i> <i>The Human Body for Every Kid</i> <i>The Wonderful Way Babies Are Made</i> <i>Exploring Creation with Astronomy</i>

NOTE: *Streams of Civilization Volume 1*, *Ancient World*, and *The Victor Journey through the Bible* were used in *Creation to the Greeks*, the previous year's study, and they are also required for *Rome to the Reformation*. If you do not already own these books, you will need to purchase them separately.

#### **Deluxe Package includes the above books plus:**

<b>Read Aloud</b>	<i>The Bronze Bow</i> <i>Twice Freed</i> <i>Dangerous Journey</i> <i>The Door in the Wall</i>
<b>Projects</b>	<i>Starting Chess</i> <i>Make This Model Medieval Castle</i>
<b>Music</b>	<i>Introduction to Haydn, Mozart, and Beethoven (seven-CD set)</i>

NOTE: *English from the Roots Up* and *God and the History of Art* are scheduled in *Rome to the Reformation* but must be purchased separately. They were also used in *Creation to the Greeks*.

## Week 17

<b>Charlemagne, Ruler of the Franks—768</b>	<b>Celtic Tribes of Britain</b>	<b>Barbarians in Britain; Beowulf</b>	<b>Augustine</b>	
<b>Memory Verse</b> 1 Corinthians 13:4-8a (see notes) <b>Luke 9:18-45</b> <i>Victor</i> p270-273 <i>Trial and Triumph</i> p65 Charlemagne	<b>Memory Verse</b> <b>Review 1 Corinthians 13:1-3</b> <b>Luke 9:46-62</b> <i>Victor</i> p276 <i>Trial and Triumph</i> p45 Patrick	<b>Memory Verse</b> <b>Review Romans Verses</b> (see notes) <b>Luke 10:1-24</b> <i>Trial and Triumph</i> p55 Pope Gregory I	<b>Memory Verse</b> <i>How the Bible Came to Us</i> p10 Spreading the Word; The Earliest Translations	
<i>English from the Roots Up</i> p77 magnus (see notes)	<i>English from the Roots Up</i> sentences	<i>English from the Roots Up</i> p19 prae	<i>English from the Roots Up</i> sentences and review	<i>English from the Roots Up</i> test
<b>Handwriting</b> copy 1 Corinthians 13:4	<b>Dictation</b> 1 Corinthians 13:4	<i>Writing Strands</i>	<i>Writing Strands</i>	
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	
<b>English</b>	<b>English</b>	<b>English</b>		
<i>Story of the World</i> p129 The Greatest King: Charlemagne <b>Advanced—Streams of Civilization</b> p233-236 Charlemagne (stop before Islam-A New Faith Emerges)	<b>History</b> (see notes) <i>Streams of Civilization</i> p250-251 (stop before The Saxon-Angles Invasion) <i>Ancient World</i> p78-79 Celtic Tribes <i>Story of the World</i> p25 The Celts of Britain	<i>Story of the World</i> p28 Barbarians Come to Britain p30 Beowulf <i>Streams of Civilization</i> p251-252 The Saxon-Angles Invasion (stop before Christianity Arrives in England) <i>Medieval World</i> p16 (not p17)	<i>Medieval World</i> p7 Return to Christianity <i>Story of the World</i> p35 Augustine Comes to England <i>Streams of Civilization</i> p252-253 Christianity Arrives in England (stop before Norsemen of Scandinavia)	
<b>Notebook</b> Charlemagne-768 (see notes) <b>Book Basket</b>	<b>Book Basket</b>	<b>Book Basket</b>	<b>Notebook</b> Book of Kells (see notes) <b>Book Basket</b>	
<i>The Body Book</i> p119 The Urinary System—Building Understanding <i>How Your Body Works</i> p42 How waste water gets out	<i>The Body Book</i> p119-120 Making the Model; Using the Model; More to Do and Learn #1 and #2	<i>The Body Book</i> p120-121 More to Do and Learn #3 and #4		
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<i>God and the History of Art</i> p195-196 Charlemagne - Romanesque Period (no project)	<b>Music</b> Mozart (see notes)	<i>God and the History of Art</i> p182 The Middle Ages (no project)	<i>God and the History of Art</i> p186 The Dark Ages; p183 Lesson #110 Being an Illuminator	
<b>Foreign Language</b>		<b>Foreign Language</b>	<b>Foreign Language</b>	<b>Nature Walk</b>
<i>Starting Chess</i> (see notes)	<i>Starting Chess</i> p8-13 then play a game with just pawns, king and queen	<i>Starting Chess</i> p14-15 then play a game with just pawns, rooks, king and queen	<i>Starting Chess</i> p18-19 then play a game w/ pawns, rooks, knights, king and queen	<i>Starting Chess</i> (see notes)

## Week 17

### Materials

- optional—beef or sheep kidney from your butcher for science (M)
- chess set for use with *Starting Chess* (M)

### Photocopies

- *The Body Book*, page 122 (T)
- The Clarinet (T)
- *The Body Book*, page 123 (W)
- Book of Kells (TH)

## Monday

### Memory Verse—1 Corinthians 13

For the next few weeks, memorize 1 Corinthians 13:4-8a. Add these verses to your 1 Corinthians wall chart. This week, discuss the meaning of verse 4. Remember to watch for ways to apply these truths in your lives.

#### 1 Corinthians 13

And now I will show you the most excellent way.

<sup>1</sup>If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal. <sup>2</sup>If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but have not love, I am nothing. <sup>3</sup>If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing.

<sup>4</sup>Love is patient, love is kind. It does not envy, it does not boast, it is not proud. <sup>5</sup>It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs.

<sup>6</sup>Love does not delight in evil but rejoices with the truth. <sup>7</sup>It always protects, always trusts, always hopes, always perseveres. <sup>8</sup>Love never fails.

### ***English from the Roots Up***

Today in history you will learn about Charles the Great, or Charlemagne (pronounced SHAR-la-main), who was a French king. Do you recognize the word *Charles* and the Latin *magnus* in the word Charlemagne?

### **Notebook—Charlemagne**

Create a notebook page titled “Charlemagne—768.” If you have Internet access, you may print a picture for your notebook page from [www.usborne-quicklinks.com/usa](http://www.usborne-quicklinks.com/usa). Type in the keyword “history” and then page 216, and select either *Pope crowning Emperor Charlemagne* or *Stained-glass portrait of Charlemagne*.

### ***Starting Chess***

NOTE: You will need a chess set beginning with today’s lesson.

There is a great deal of information to be mastered when first learning chess. The information is broken up into four days of lessons this week. If you prefer, you may go at a slower or faster pace.

Say, “Where did chess originate? According to *World Book Encyclopedia*, many historians think that chess first originated in India in the 600’s, and then spread to Persia. When the Muslims invaded Persia, they learned about chess and spread it to other countries. In the 700’s, when Muslims

invaded Spain, chess also spread there. Chess continued to expand across Europe and was probably played as far away as Scandinavia by the year 1000.”

Read and discuss pages 2-7. Then ask your child to identify the names of all the chess pieces and show you how to set up a game correctly. You will not play a game of chess yet.

## Tuesday

### History

NOTE: You will now study the history of Britain. Be sure the student understands that, to keep the flow of British history more understandable, you will jump back in time to before Charlemagne.

Read to the student:

It is thought that the legend of King Arthur was based on an early British leader who fought Anglo-Saxon invaders. This may have been Ambrosius Aurelianus, a British general, who defeated the Saxons who were invading Britain at a battle at Mount Badon in 470.

Stories about King Arthur were very popular in medieval times. They told how he pulled a magic sword from a stone (placed there by Merlin the wizard), proving that Arthur was to be king. He created the famous Round Table where brave, chivalrous knights joined him. The table was round to show that all the knights were equal. King Arthur’s kingdom was known as Camelot. Sir Lancelot was his most famous knight and very brave. Sadly, he fell in love with King Arthur’s wife, Queen Guinevere. (See the Appendix for suggested resources if you want to study this further.)

### Music—Mozart

When studying Haydn, in Week 6, you listened to his Cello Concerto in D Major. Today, you will listen to a clarinet concerto written by Mozart. Mozart not only wrote music, but he also was an excellent musician. He enjoyed playing the solo parts in his concertos. Remember, a concerto is a piece written for one or several instruments with orchestra accompaniment. Today, listen to:

#2 Clarinet Concerto in A Major [Adagio] (*The Best of Mozart*, brown CD)

The student may color The Clarinet sheet from the Appendix while listening to today’s music.

Optional background information for parent: *The Best of Mozart*—brown CD booklet, page 17 (second paragraph) through page 18 (first paragraph).

## Wednesday

### Review Romans Verses

Verses from the Book of Romans

For all have sinned and fall short of the glory of God.

But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.

And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

<sup>1</sup>Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God—this is your spiritual act of worship. <sup>2</sup>Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.

<sup>3</sup>For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in

accordance with the measure of faith God has given you. <sup>4</sup>Just as each of us has one body with many members, and these members do not all have the same function, <sup>5</sup>so in Christ we who are many form one body, and each member belongs to all the others. <sup>6</sup>We have different gifts, according to the grace given us.

Romans 3:23, 5:8, 8:28, and 12:1-6a

### **Thursday**

#### **Notebook—Book of Kells**

The Book of Kells is an amazingly beautiful manuscript made hundreds of years ago, probably in the late 600s or 700s. It contains the Four Gospels, illustrated with intricate hand drawings and richly colored letters. It was made by priests in a monastery in Ireland.

Refer to page 7 of *Medieval World* for a guide to the colors if you want to color this sheet from the Appendix.

### **Friday**

#### ***Starting Chess***

Read pages 20-21 and play a game of chess using all of the pieces.

Read the rest of *Starting Chess* at a comfortable pace for your family— pages 16-17 and page 22-end of book. These pages explain strategy that will help you develop your skills.

Consider planning a chess party. Decorate a cake with a chessboard theme. Invite grandparents, aunts and uncles, or someone who already knows how to play chess. This is a wonderful way for children to socialize with their elders. Or maybe you have a group of friends that would like to start a chess club. Chess is a great game for developing thinking skills.

## Week 18

<b>Monasteries</b>	<b>Vikings</b>	<b>Leif Eriksson</b>		
<b>Memory Verse</b> 1 Corinthians 13:4-8a (see notes) <i>How the Bible Came to Us</i> p11 Monks and Manuscripts (see notes)	<b>Memory Verse</b>  <b>Review 1 Corinthians 13:1-3</b> <b>Luke 10:25-42</b> <i>Victor</i> p282-285	<b>Memory Verse</b>  <b>Luke 11:1-13</b>	<b>Memory Verse</b>  <b>Luke 11:14-36</b>	
<i>English from the Roots Up</i> p92 scribo, scriptum (medieval monasteries had a scriptorium; see today's history lesson)	<i>English from the Roots Up</i> sentences	<i>English from the Roots Up</i> p20 ad	<i>English from the Roots Up</i> sentences and review	<i>English from the Roots Up</i> test
<b>Handwriting</b> copy 1 Corinthians 13:5	<b>Dictation</b> 1 Corinthians 13:5	<i>Writing Strands</i>	<i>Writing Strands</i>	
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>	
<b>English</b>	<b>English</b>	<b>English</b>		
<i>Story of the World</i> p38 Medieval Monasteries p40 Writing Books by Hand  <b>Activity—Grow a Medieval Herb Garden</b> (see notes)	<b>Advanced—Streams of Civilization</b> p253-254 The Norsemen of Scandinavia (stop before Norse Culture) <b>All ages read—Streams of Civilization</b> p254-256 Norse Culture (stop before Viking Raids in England) <i>Story of the World</i> p133 Viking Invasion	<i>Story of the World</i> p136 Eric the Red and “Eric’s Son” <i>Streams of Civilization</i> p258-261 Norse Explorations (stop before The Age of Chivalry) <i>Medieval World</i> p14-15 Vikings Abroad	<i>Medieval World</i> p12-13 Vikings at Home <i>Story of the World</i> p139 The Norse Gods  <b>Activity—Make a Viking Runestone</b> (see notes)	
<b>Notebook</b> Monk Copying the Bible (see notes)	<b>Timeline</b> Viking Raids 790-1100	<b>Notebook</b> Vikings (see notes) <b>Timeline</b> Leif Eriksson Sails to North America—1000		
<b>Book Basket</b>	<b>Book Basket</b>	<b>Book Basket</b>	<b>Book Basket</b>	
<i>How Your Body Works</i> p30-31 muscles p43 muscles <i>The Human Body for Every Kid</i> p177 Pullers (muscles)	<i>The Body Book</i> p124 Building Understanding		<i>The Body Book</i> p125 Making the Model; Using the Model (the rest of the chapter is optional)	
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
<i>God and the History of Art</i> p187 Lesson #112 Designing Fanciful Letters	<b>Music</b> Mozart (see notes)	<i>God and the History of Art</i> p188 Lesson #113 Making an Illuminated Manuscript		
<b>Foreign Language</b>		<b>Foreign Language</b>	<b>Foreign Language</b>	<b>Nature Walk</b>
<b>Read Aloud</b> <i>The Door in the Wall</i> (see notes)	<b>Read Aloud</b> <i>The Door in the Wall</i> p18	<b>Read Aloud</b> <i>The Door in the Wall</i> p26	<b>Read Aloud</b> <i>The Door in the Wall</i> p32	

## Week 18

### **Materials**

- supplies for herb garden—see below for specifics (M)
- uncooked chicken leg, thigh or wing with the skin removed but the muscles attached—optional for science (T)
- sugar cookie dough (homemade or store-bought) or self-hardening clay to make Viking Runestone (TH)

### **Photocopies**

- Monk Copying the Bible (M)
- *The Body Book*, page 127 (T)
- Vikings (W)
- Viking Runes (TH)
- *The Body Book*, page 128 (TH)

## **Monday**

### **Memory Verse—1 Corinthians 13**

Continue to memorize 1 Corinthians 13:4-8a. This week, focus on the meaning of verse 5. Remember to watch for ways to apply these truths in your lives.

#### 1 Corinthians 13

And now I will show you the most excellent way.

<sup>1</sup>If I speak in the tongues of men and of angels, but have not love, I am only a resounding gong or a clanging cymbal. <sup>2</sup>If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but have not love, I am nothing. <sup>3</sup>If I give all I possess to the poor and surrender my body to the flames, but have not love, I gain nothing.

<sup>4</sup>Love is patient, love is kind. It does not envy, it does not boast, it is not proud. <sup>5</sup>It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. <sup>6</sup>Love does not delight in evil but rejoices with the truth. <sup>7</sup>It always protects, always trusts, always hopes, always perseveres. <sup>8</sup>Love never fails.

### ***How the Bible Came to Us***

Follow the directions for “Make Your Own Decorated Psalm.” You may want to spread this out over several days. (If you are using *God and the History of Art*, you won’t need to do the decorated psalm in *How the Bible Came to Us* because it is very similar to this week’s art lessons.)

NOTE: The word *manuscript* comes from *manus* (Latin for *hand*) and *scriptum* (Latin for *write*). The word *illuminated* comes from *lumen* (Latin for *light*). Illuminated manuscripts in the Middle Ages were often illustrated with real gold or silver, which would shine and catch the light. The words *monk* and *monastery* are from *monos* (Greek for *alone* or *one*).

### **Activity—Grow a Medieval Herb Garden (In Your Windowsill)**

In medieval times, monasteries had herb gardens for food and medicinal purposes. (Monks often helped to care for the sick.) They even used some herbs to make ink and dyes for their manuscripts. Herbs were very important in the Middle Ages. Besides being used as food and medicine, they helped to mask odors in the house and were used to disguise the taste of old meat.

NOTE: You might find herb seeds or small plants or even a small herb gardening kit (complete with seeds and small pots) at a local nursery or a large home and garden center. However, it can be very hard to locate herb seeds or seedlings if it is not spring. You might postpone this activity until spring when seeds and seedlings are available locally. You might even want to try an outdoor herb garden this spring. (If you decide to postpone this activity, write yourself a reminder note now near the end of your lesson plans about growing herbs in the spring.)

If you want to grow herbs now and supplies are not available locally, you might order seeds from a company such as Burpee (1-800-333-5808) or ([www.burpee.com](http://www.burpee.com)). Burpee recommends these varieties for growing indoors: dwarf bush fineleaf basil, common chives, fernleaf dill, and common thyme.

The following general directions are for an indoor window box herb garden. (You will need to imagine that it is a larger plot of land next to the local monastery.) For more information, or to grow herbs outdoors, there are many excellent books at the library or at garden stores.

Try several different kinds and compare the growth of each. Diversifying also increases your chances for success! You might grow parsley from seeds and purchase sage, rosemary and thyme seedlings. Chives is also an easy herb to grow indoors. Spearmint or peppermint grow well indoors but should be started from seedlings or cuttings from grown plants rather than from seeds.

Select clay pots or a long window box planter. Put about an inch of small stones at the bottom to help with drainage, and then add potting soil. Follow the planting directions on your seed package or directions given with your seedlings. (You can begin with small clay pots but transplant your herbs into larger pots as they grow.)

Herbs will need a lot of sun so find a sunny window (south- or west-facing is best) that gets 6+ hours of sunlight per day. Herbs prefer good, well-drained soil. Keep the soil moist at first. Once your plants are growing well, allow the soil to dry somewhat between waterings but don't let the herbs begin to wilt between waterings. Give them enough water so that a little runs through the pot. But pour off any accumulation—never let them sit in a saucer of water.

After about three weeks, fertilize twice a month with half-strength plant fertilizer. Repot your herbs into larger pots as needed. You may need quite deep pots, up to 9" deep, as the plants grow. Snip off herbs and enjoy as desired.

### **Notebook—Monk Copying the Bible**

Have the student write information about the topic at the bottom of the Monk Copying the Bible sheet from the Appendix. Use information from today's Bible and history lessons.

### ***The Door in the Wall***

Today you will begin reading aloud from *The Door in the Wall*, which won the Newbery Medal.

Look at the illustration at the front of the book with Revelation 3:8. Read the verse from your Bible and discuss the context (the persecution of the early church). Discuss the meaning of this verse. As you read through this book, think about how the author uses this concept in her story.

Read the first chapter today. One chapter will be assigned for read-aloud each day.

## **Tuesday**

### **Music—Mozart**

For the next six weeks, you will listen to music from *The Best of Mozart* red CD. The booklet accompanying this CD has adult-level information, which is scheduled in the lesson plans. However, it may be too difficult for your child to understand. Read the information ahead of time and share it

with your child either by reading it aloud or by summarizing it if you think this is appropriate. You can also just enjoy the music!

Today, listen to:

#5 Quartet for oboe, violin, viola & violoncello in F major (*The Best of Mozart*, red CD)

Optional background information for parent: *The Best of Mozart*—red CD booklet, page 3 through page 9 (first paragraph).

### **Wednesday**

#### **Notebook—Vikings**

Use the Vikings sheet from the Appendix and add a summary of information about the Vikings. Refer to pages 14-15 in *Medieval World* for a guide to correct colors if you want to color the picture.

### **Thursday**

#### **Activity—Make a Viking Runestone**

Read and discuss the information from the Viking Runes sheet from the Appendix. Use the sheet for a reference for the following activity and then file it in your History Notebook.

You can make your own Viking runestone from cookie dough. (If you prefer, you can use self-hardening clay.) Roll out a large slab of sugar cookie dough in a flat stone shape. Use a table knife to carve your name in runes in the center. (You will need to be creative since some English letters have no Viking equivalent.) If you have room, you might add a decorative border. Bake your cookie runestone and enjoy!