

# **CREATION TO THE GREEKS**

Second Edition

A one-year program  
for 4<sup>th</sup> through 8<sup>th</sup> graders  
(and 2<sup>nd</sup> or 3<sup>rd</sup> graders with older siblings in the program)

**MY FATHER'S WORLD®**

Marie Hazell, M.A.

*For this is what the LORD says—  
he who created the heavens,  
he is God;  
he who fashioned and made the earth,  
he founded it;  
he did not create it to be empty,  
but formed it to be inhabited—  
he says:  
“I am the LORD, and there is no other. . . .  
Turn to me and be saved,  
all you ends of the earth;  
for I am God, and there is no other.”  
Isaiah 45:18,22*

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# *Creation to the Greeks*

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Sample



Love the Lord your God with all your heart  
and with all your soul and with all your strength.

These commandments that  
I give you today are to be upon your hearts.

Impress them on your children.  
Talk about them when you sit at home  
and when you walk along the road,  
when you lie down and when you get up.

Deuteronomy 6:5-7

Welcome to an exciting year! *Creation to the Greeks* is a chronological, history-based unit study for students in grades 2-8. You will travel back in time to Old Testament times, beginning with Creation. As you learn about the history and culture of Israel, you will participate in the feasts commanded by God that the Jewish people celebrated. The Old Testament will be the foundation of your study of history (His Story), integrated with the study of other civilizations such as Egypt, Greece, and Babylonia. 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.

*Creation to the Greeks* is a complete curriculum for history, Bible, science, art, and music. You will need to add language arts and math at the appropriate grade level. Highlights of *Creation to the Greeks*:

#### **Bible/History**

- Study Old Testament stories in depth using your Bible combined with other resources that contain helpful background information.
- Participate in the Jewish feasts celebrated in Old Testament times and learn how they point to Jesus, the Messiah, using *Celebrating Biblical Feasts*.
- Learn weekly memory verses.
- Integrate the history of other civilizations, such as Egypt, Assyria, Babylon, and Greece, with Old Testament history. Learn how the 10 plagues were a judgment against Egypt's gods, and why Israel and Judah feared Assyria. All of history is viewed from a Christian perspective, using *Streams of Civilization: Volume I* and other resources.
- Complete a timeline and create a history notebook, which includes a page for each major event or person, map work, and illustrated pages to color.
- Enjoy playing the ancient Egyptian game of Senet, writing in cuneiform on clay tablets (cookies), and sampling Old Testament times food. Hands-on projects from *Ancient Egypt* and other resources reinforce learning.
- Library books provide enrichment for topics that you study. We provide an extensive list of recommended books for independent reading, but none are required.

#### **Science**

- Focus on the six days of Creation with information and science experiments from *Science in the Beginning*.
- Study creation science using *Dinosaurs of Eden* and science related to the pyramids.
- Enjoy an optional weekly nature walk and nature journal.
- 7<sup>th</sup> and 8<sup>th</sup> graders use Apologia's *Exploring Creation with General Science* or *Exploring Creation with Physical Science* instead of the above (purchase separately).

#### **Art and Music**

- Enjoy hands-on crafts and art projects related to the Old Testament, Egypt, and Greece.

- Begin a four-year chronological study of art and art history, focusing this year on Egyptian and Greek art. Develop drawing and painting skills while gaining a godly perspective on art history using *God and the History of Art*.
- Begin a four-year chronological study of famous composers, focusing this year on the baroque composers Vivaldi, Bach, and Handel with CDs from the Deluxe Package.

### Read-Alouds

- Enjoy inspiring stories for family read-aloud in the evening or anytime!  
*The Tanglewoods' Secret*  
*Star of Light*  
*Treasures of the Snow*  
*The Trojan Horse; The Children's Homer* (the *Odyssey* and *Iliad* in a child-friendly format)  
*Aesop's Fables for Children*

### Vocabulary

- Focus on Greek roots this year and Latin roots next year to develop vocabulary using *English from the Roots Up*.

### Math and Language Arts (add for each student)

We recommend Singapore Math® *Primary Mathematics* for grades 2-6 and Saxon Math with Jacobs Geometry for grades 7-12. Our language arts recommendations are:

#### Grade 2

Language Lessons for Today Grade 2  
 Spelling by Sound and Structure  
 WORLDkids magazine

#### Grade 3

Language Lessons for Today Grade 3  
 Merriam-Webster's Elem. Dictionary  
 Spelling Power  
 Handwriting  
 WORLDkids magazine

#### Grade 4

Language Lessons for Today Grade 4  
 Merriam-Webster's Elem. Dictionary  
 Spelling Power  
 Spelling Power Activity Task Cards  
 Writing Skills for Today Level A  
 WORLDkids magazine

#### Grade 5

Language Lessons for Today Grade 5  
 Spelling Power  
 Spelling Power Activity Task Cards  
 Writing Skills for Today Level B  
 (Students new to *Writing Skills for Today* use Level A this year and Level B in 6<sup>th</sup> grade.)  
 WORLDkids magazine

#### Grade 6

Language Lessons for Today Grade 6  
 Spelling Power  
 Spelling Power Activity Task Cards  
 Writing Skills for Today Level C (Students who have completed only Level A use Level B; students new to *Writing Skills for Today* use Level A.)  
 WORLDteen magazine

#### Grade 7

Two literature guides from Progeny Press  
 Spelling Power (if needed)  
 Writing with Skill Level 1 (first half of book)  
 Merriam-Webster's Collegiate Thesaurus (used with *Writing with Skill*)  
 Applications of Grammar (Students with no previous basic instruction in nouns, verbs, etc., first complete *Language Lessons for Today Grade 6* in the first 8 weeks.)  
 WORLDteen magazine

#### Grade 8

Two literature guides from Progeny Press  
 Spelling Power (if needed)  
 Writing with Skill Level 1 (second half of book)  
 Merriam-Webster's Collegiate Thesaurus (used with *Writing with Skill*)  
 Easy Grammar Ultimate Series Grade 8  
 WORLDteen magazine

Note: *WORLDkids* and *WORLDteen* are print and digital current events magazines with a biblical worldview, ideal for Book Basket™ or reading aloud with parents. See [mfwbooks.com/magazine](http://mfwbooks.com/magazine).

### **Foreign Language** (optional)

We recommend *Rosetta Stone*® because of its excellent methodology and engaging, interactive format. My Father's World has developed a *Foreign Language Enrichment Guide* with cultural activities and other helps. These plans are useful for assigning high school credit or enriching a younger student's experience.

#### **Creation to the Greeks Basic Package**

*Teacher's Manual*  
*Student Sheets (one per student)*

**Bible/History:** *DK Illustrated Family Bible*  
*Celebrating Biblical Feasts*  
*Streams of Civilization, Volume 1 (Third Edition)*  
*World History from Ancient to Modern Times*  
*Ancient Egypt*  
*The Trojan Horse*  
*The Children's Homer*  
*Aesop's Fables for Children with CD*

**Vocabulary:** *English from the Roots Up*

**Science:** *Science in the Beginning*  
*Dinosaurs of Eden*  
*Pyramids*

#### **Deluxe Package (also includes the above books)**

**Music:** *Introduction to Vivaldi, Bach, and Handel (6-CD Set)*

**Art:** *God and the History of Art*  
*Acrylic Paint Set*

**Read-Alouds:** *The Tanglewoods' Secret*  
*Star of Light*  
*Treasures of the Snow*

## Week 10

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Cup Bearer and the Baker Life in Egypt</b>	<b>Pharaoh's Dreams</b>	<b>Joseph's Brothers in Egypt</b>	<b>Joseph's Brothers Return to Egypt</b>	<b>Joseph Makes Himself Known</b>
<input type="checkbox"/> <b>Memory Verse</b> Ten Commandments (see notes)  <b>Genesis 40</b> <i>DK</i> p60	<input type="checkbox"/> <b>Memory Verse</b> <b>Review 2 Timothy 3:16-17</b> (see notes) <b>Genesis 41</b> <i>DK</i> p61	<input type="checkbox"/> <b>Memory Verse</b>  <b>Genesis 42</b>	<input type="checkbox"/> <b>Memory Verse</b>  <b>Genesis 43</b>	<input type="checkbox"/> <b>Test Memory Verse</b> all commandments learned so far  <b>Genesis 44-45:15</b> <i>DK</i> p62-63
<input type="checkbox"/> <b>Vocabulary Card</b> syn p8	<input type="checkbox"/> <b>Handwriting</b> copy memory verse  <b>Vocabulary dictionary</b>	<input type="checkbox"/> <b>Vocabulary</b> sentences	<input type="checkbox"/> <b>Dictation</b> memory verse  <b>Review Vocabulary</b>	<input type="checkbox"/> <b>Test Vocabulary</b>
<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	
<input type="checkbox"/> <b>English</b> 28	<input type="checkbox"/> <b>English</b> 29	<input type="checkbox"/> <b>English</b> 30	<input type="checkbox"/> <b>Writing</b> 19	<input type="checkbox"/> <b>Writing</b> 20
<input type="checkbox"/> <b>Addition Drill</b>	<input type="checkbox"/> <b>Subtraction Drill</b>	<input type="checkbox"/> <b>Multiplication Drill</b>	<input type="checkbox"/> <b>Division Drill</b>	
<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>
<input type="checkbox"/> <b>World History</b> p41 Pharaoh's Court <b>Ancient Egypt</b> p16-17 From Pharaoh to Laborer	<input type="checkbox"/> <b>Ancient Egypt</b> p10-15 Clothing <b>Optional Activity— Make Costumes</b> (see notes)	<input type="checkbox"/> <b>Ancient Egypt</b> p34-37 weaving, clay pots <b>Optional Activity— Make a Clay Pot</b> see directions in above book	<input type="checkbox"/> <b>Ancient Egypt</b> p28-29 Food & Drink <b>Egyptian Meal</b> plan a meal of fish or cheese, pita bread, grape juice, cucumber slices dipped in yogurt, other fruits and vegetables, nuts and dried fruit for dessert, or make Fig Cakes ( <i>Ancient Egypt</i> p28-29)	
				<input type="checkbox"/> <b>Notebook</b> Joseph—write a brief summary of his life**
<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	
<input type="checkbox"/> <b>Science in the Beginning</b> p47 #16: Water and the Expanse			<input type="checkbox"/> <b>Science in the Beginning</b> p50 #17: Solids and Liquids	
<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>
<input type="checkbox"/> <b>God and the History of Art</b> p130 Lesson #83 Drawing the Eye	<input type="checkbox"/> <b>Music—The Best of Vivaldi</b> "Winter" (see notes)	<input type="checkbox"/> <b>God and the History of Art</b> p134-135 Lesson #86 Mural of My Life		
<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	
<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #9	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #10	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #11	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #12	

## Week 10 Notes

### Materials

- matches for science (M)
- old sheets or fabric for costumes—optional, see notes (T)
- self-hardening clay such as Crayola® Model Magic, 2.5 oz. to make a pot—optional (W)
- ingredients for Fig Cakes (*Ancient Egypt*, pages 28-29) and/or Egyptian meal (fish or cheese, pita bread, grape juice, cucumber slices dipped in yogurt, other fruits and vegetables, nuts and dried fruit for desert) (TH or weekend)
- plastic bottle (any size), balloon, candle, matches for science (TH)

### Monday

#### Memory Verse

Read Exodus 20:12 and discuss the meaning. Also read Ephesians 6:1-3. Notice the word “enjoy.”  
Exodus 20—The Ten Commandments

“I am the Lord your God ... you shall have no other gods before me.”

“You shall not make for yourself an idol.”

“You shall not misuse the name of the Lord your God.

“Remember the Sabbath day by keeping it holy.”

“Honor your father and your mother.”

### Tuesday

#### Memory Verse Review—2 Timothy 3:16-17

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.

#### Make Costumes—optional

In a few weeks, you will be reading the story of the Ten Plagues and the Exodus. This will take about a week as each plague will be read separately. If your family or group is interested, we recommend that you plan to act out the story. (Our 2<sup>nd</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders really enjoyed acting this out in costume, and our whole family listened to the story and participated in the plagues...we found frogs under our pillows, etc...but more about that later!) You might prepare by making costumes this week—which can be made quite simply from old sheets, etc.

Refer to pages 16-17 in *Ancient Egypt*. Depending on the size of your family and interest level, you can make costumes for Pharaoh (use the red and white crown you made earlier this year), his magician (priest), and Moses (shepherd). If you have a large family, you can also make a costume for Aaron, more magicians, Pharaoh’s wife, etc.

As part of his costume, Pharaoh carries a crook and flail. (Refer to the golden funeral mask on page 22 of *World History*.) The shepherd’s crook, symbolizing that Pharaoh protects his people like a shepherd, can be made from foil and a long cardboard tube or rolled stiff paper. The flail, symbolizing Pharaoh’s power to punish his people, can be made from a long cardboard tube or rolled stiff paper, with ropes attached.

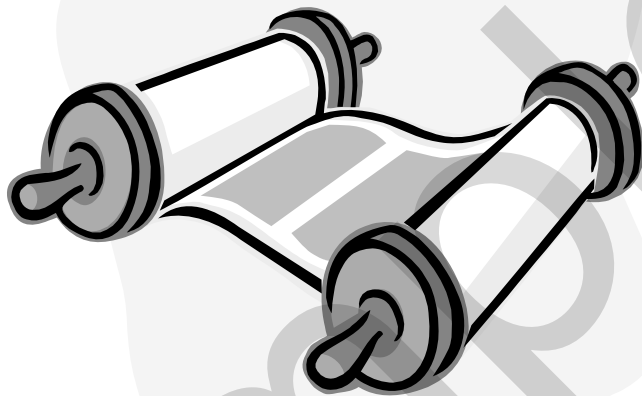
#### *The Best of Vivaldi*

Play “Winter” from *The Four Seasons*. As you listen to each of the three sections of Winter, describe them and ask the student to imagine the scenes. Older students may enjoy listening for how the

composer uses volume, tempo or speed, and his choice of instruments to convey certain moods and images. Tell him that next week, he will listen to this same music and paint, color, or draw a winter scene.

10. Allegro non molto—shivering because of the cold wind (listen for the violin solo); stamping feet and chattering teeth
11. Largo—sitting by a warm fire
12. Allegro—walking and skating on the ice with an icy wind

Sample



Sample

## Week 11

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Jacob's Family Moves to Egypt Hyksos Control Egypt—1785BC</b>	<b>The Old Babylonian Kingdom and Hammurabi—1760BC</b>	<b>The Hebrews Become Slaves Queen Hatshepsut Egypt's New Kingdom</b>	<b>Moses Is Born—1526BC</b>	<b>Moses Flees from Egypt</b>
<input type="checkbox"/> <b>Memory Verse</b> Ten Commandments (see notes) <b>Genesis</b> (see notes) <b>DK</b> advanced p64-65 <b>Pray for Egypt</b> (see notes)	<input type="checkbox"/> <b>Memory Verse</b>	<input type="checkbox"/> <b>Memory Verse</b>  <b>Exodus 1</b>  <b>DK</b> p66	<input type="checkbox"/> <b>Memory Verse</b>  <b>Exodus 2:1-10</b>  <b>DK</b> p67	<input type="checkbox"/> <b>Test Memory Verse</b> all commandments learned so far  <b>Exodus 2:11-25</b> <b>DK</b> p68-69
<input type="checkbox"/> <b>Vocabulary Card</b> thesis p9	<input type="checkbox"/> <b>Handwriting</b> copy memory verse  <b>Vocabulary</b> dictionary	<input type="checkbox"/> <b>Vocabulary</b> sentences	<input type="checkbox"/> <b>Dictation</b> memory verse  <b>Review Vocabulary</b>	<b>Test Vocabulary</b>
<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	<input type="checkbox"/> <b>Spelling</b>	
<input type="checkbox"/> <b>English</b> 31	<input type="checkbox"/> <b>English</b> 32	<input type="checkbox"/> <b>English</b> 33	<input type="checkbox"/> <b>Writing</b> 21	<input type="checkbox"/> <b>Writing</b> 22
<input type="checkbox"/> <b>Addition Drill</b>	<input type="checkbox"/> <b>Subtraction Drill</b>	<input type="checkbox"/> <b>Multiplication Drill</b>	<input type="checkbox"/> <b>Division Drill</b>	
<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Math</b>
<input type="checkbox"/> <b>World History</b> p40 <b>Streams of Civilization</b> p59-60 Egypt Invaded <b>Ancient Egypt</b> p48-49 chariots p50-51 warfare (projects not assigned)	<input type="checkbox"/> <b>World History</b> p38 <b>Streams of Civilization</b> p72-75 The Old Babylonian Kingdom (stop before The Aegean Civilization)	<input type="checkbox"/> <b>Streams of Civilization</b> p63-65 (stop before A Bitter Prince Becomes Pharaoh) Focus on Queen Hatshepsut for younger students. <b>Activity—Draw an Obelisk</b> (see notes)	<input type="checkbox"/> <b>Streams of Civilization</b> p65 A Bitter Prince Becomes Pharaoh Advanced—p65-66 Military Expansion, Cultural Growth <b>Ancient Egypt</b> p42-43 inventions <b>Activity—Water Clock</b> (see notes)	
<input type="checkbox"/> <b>Timeline</b> Israel in Egypt  Advanced—may make figure for Hyksos Control Egypt 1785BC	<input type="checkbox"/> <b>Notebook</b> copy one or more of Hammurabi's Laws from p38 <i>World History</i> <b>Timeline</b> Code of Hammurabi		<input type="checkbox"/> <b>Timeline</b> Moses 1526BC	
<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	<input type="checkbox"/> <b>Book Basket</b>	
<input type="checkbox"/> <b>Science in the Beginning</b> p53 #18: Why Things Float			<input type="checkbox"/> <b>Science in the Beginning</b> p56 #19: Will It Float?	
<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Reading</b>
<input type="checkbox"/> <b>God and the History of Art</b> p15-17 Lesson #14 Drawing a Tree	<input type="checkbox"/> <b>Music—The Best of Vivaldi</b> "Winter" (see notes)	<input type="checkbox"/> <b>God and the History of Art</b> p135 Lesson #87 Designing an Obelisk		
<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	<input type="checkbox"/> <b>Foreign Language</b>	
<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #13	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #14	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #15	<input type="checkbox"/> <b>Read-Aloud</b> <i>Star of Light</i> #16	



## Week 11 Notes

### Materials

- styrofoam cup (TH)
- can of Coke or Pepsi (off brand may not work), can of Diet Coke or Diet Pepsi (off brand may not work), candle, metal paper clip, onion, fresh orange or apple, potato for science (TH)

### Monday

#### Memory Verse

Read Exodus 20:13 and discuss the meaning. (NOTE: The Hebrew word for murder usually refers to a premeditated and deliberate act.) Also read and discuss Matthew 5:21-24.

Exodus 20—The Ten Commandments

“I am the Lord your God ... you shall have no other gods before me.”

“You shall not make for yourself an idol.”

“You shall not misuse the name of the Lord your God.

“Remember the Sabbath day by keeping it holy.”

“Honor your father and your mother.”

“You shall not murder.”

#### Genesis

Read the following sections:

Genesis 45:16-18

Genesis 45:25-46:7

Genesis 46:26-27

Genesis 47:11-12

Genesis 47:27

Explain: After Jacob dies, Joseph’s brothers feared that Joseph would pay them back for the wrong that they did to him. So they went to Joseph, saying, “We are your slaves.” Read his response in Genesis 50:19-21. Verse 50:20 is one of my favorite verses. “You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives.” Joseph saw that God had a marvelous purpose in the many trials he had faced, and that God was sovereign (in control) even when “bad” things happened to him.

Advanced: When Jacob is about to die, he calls his sons to himself and blesses them. Read the blessing for Judah in Genesis 49:8-12. Now read Revelations 5:5. Who is the Lion of Judah? When Jacob blessed Judah, he was prophesying that Jesus would be his descendent. There are many, many prophecies in the Old Testament that tell of the coming of Jesus.

#### Pray for Egypt

(Optional) If you have *Window on the World*, read the section about Egypt and pray for modern day Egypt this week.

### Tuesday

#### *The Best of Vivaldi*

Gather watercolor paints, colored pencils, or crayons. The student will create a winter scene while listening to Vivaldi’s “Winter” from *The Four Seasons*. You may want to remind the student of the scenes the composer intended as he created this piece (see below.) However, the student may draw or paint any winter scene that he feels represents the music.

10. Allegro non molto—shivering because of the cold wind (listen for the violin solo); stamping feet and chattering teeth
11. Largo—sitting by a warm fire
12. Allegro—walking and skating on the ice with an icy wind

### Wednesday

#### **Activity—Draw an Obelisk**

Queen Hatshepsut had an obelisk made to honor her reign. It was made of one immense block of granite that was cut from a quarry on the Nile River. You can see examples of obelisks on page 43 of *World History*. The authors of *Streams of Civilization* also created an obelisk on page 67 to depict the Ten plagues. If you are using *God and the History of Art*, follow the directions on page 135. Otherwise, draw and design an obelisk to commemorate someone, such as your parent, yourself, a famous person, etc.

### Thursday

#### **Activity—Water Clock**

Use the directions in *Ancient Egypt*, pages 42-43, as a guide to making a water clock. However, simplify as follows: Use a styrofoam cup, and poke a hole very close to the bottom with a toothpick or large sewing needle. Don't make the hole too large. You may need to experiment with the size of the hole. Mark one-minute time increments on the inside of your cup.

