

# **ANCIENT HISTORY AND LITERATURE**

High School  
Bible, History, and English

**MY FATHER'S WORLD<sup>®</sup>**

Marie Hazell, M.A.

*From one man he [God] made every nation of men,  
that they should inhabit the whole earth;  
and he determined the times set for them  
and the exact places where they should live.*

*God did this so that men would seek him  
and perhaps reach out for him and find him.*

*Acts 17:26-27a*

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# Lesson Overview

<b>Bible</b>	<b>Other Cultures</b>	<b>Literature/Composition</b>
<b>Week 1</b> Creation, Sin		Writing Lessons
<b>Week 2</b> Cain and Abel, Noah		Job
<b>Week 3</b> Tower of Babel, Abraham	Sumer	Job
<b>Week 4</b> Sodom and Gomorrah, Isaac, Jacob		<i>The Epic of Gilgamesh</i>
<b>Week 5</b> Joseph	Egypt	Writing Lessons, <i>The Cat of Bubastes</i>
<b>Week 6</b> Moses, Exodus, Ten Commandments	Egypt, Hammurabi	<i>The Cat of Bubastes</i>
<b>Week 7</b> Laws, Tabernacle, Golden Calf	Egypt	<i>The Cat of Bubastes</i>
<b>Week 8</b> Laws	Egypt	<i>Greek and Roman Mythology</i>
<b>Week 9</b> Exploring Canaan, Balaam	Egypt	<i>Greek and Roman Mythology</i>
<b>Week 10</b> Deuteronomy	Early Greek History	<i>Greek and Roman Mythology</i>
<b>Week 11</b> Joshua		<i>Greek and Roman Mythology</i>
<b>Week 12</b> Deborah, Gideon, Samson		<i>Greek and Roman Mythology</i> , Writing Lessons
<b>Week 13</b> Ruth, Samuel, Saul		Writing Lessons
<b>Week 14</b> David		Psalms
<b>Week 15</b> David		Psalms
<b>Week 16</b> Solomon		Proverbs

<b>Week 17</b>	Ecclesiastes, Song of Songs		Proverbs
<b>Week 18</b>	Divided Kingdom, Ahab, Elijah		Proverbs
<b>Week 19</b>	Elisha, Joel		Proverbs
<b>Week 20</b>	Jonah, Amos, Israel Exiled	Assyria	<i>Iliad</i>
<b>Week 21</b>	Hosea, Hezekiah	Archaic Greece	<i>Iliad</i>
<b>Week 22</b>	Isaiah		<i>Iliad</i>
<b>Week 23</b>	Isaiah	Ancient India	<i>Iliad</i>
<b>Week 24</b>	Isaiah	Ancient Africa, America, and Europe	<i>Iliad</i>
<b>Week 25</b>	Micah, Josiah, Nahum	Greece	<i>Iliad</i>
<b>Week 26</b>	Zephaniah, Habakkuk, Obadiah, King Jehoiachin Taken to Babylon, Fall of Jerusalem, Jeremiah	Greece, Neo-Babylonian Empire	<i>Iliad</i>
<b>Week 27</b>	Jeremiah	Greece	<i>Odyssey</i>
<b>Week 28</b>	Jeremiah		<i>Odyssey</i>
<b>Week 29</b>	Ezekiel		<i>Odyssey</i>
<b>Week 30</b>	Ezekiel		<i>Odyssey</i>
<b>Week 31</b>	History Review (1 & 2 Chronicles)		<i>Odyssey</i>
<b>Week 32</b>	History Review (1 & 2 Chronicles)	China	<i>Odyssey</i>

**Week 33**

History Review (1 & 2 Chronicles) Classical Greece

Writing Lessons, *Eric Liddell*

**Week 34**

Haggai, Zechariah

Persia

Writing Lessons, *Eric Liddell*

**Week 35**

Ezra, Esther

Classical Greece

Writing Lessons, *Eric Liddell*

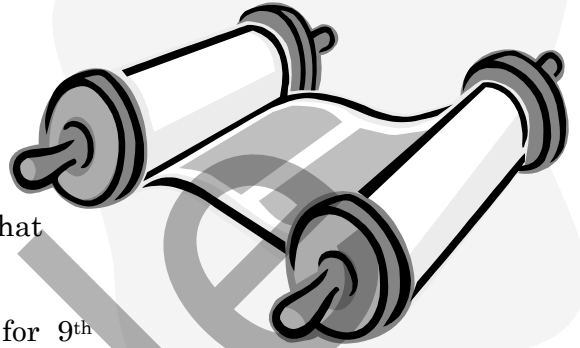
**Week 36**

Nehemiah, Malachi

Classical Greece

Writing Lessons

Sample



Welcome to an exciting year! 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.

*Ancient History and Literature* is a one-year curriculum for 9<sup>th</sup> through 12<sup>th</sup> graders that integrates history, English, and Bible. You will need to add science, math, and electives such as foreign language.

The student completes most work independently; the parent/teacher checks that daily work is completed. On Fridays, the student and the parent/teacher have a conference to discuss the week's topics and check that the week's work has been completed.

**Evaluation of student work:** The parent/teacher will assign grades for coursework based on informal discussions; vocabulary quizzes in the literature program; essays and projects for English and history; map work; and daily written questions for history, Bible, and literature. *Ancient History and Literature* does not have formal tests for history, Bible, or literature.

**If you have more than one student in high school:** Students may share most of the books in this program—this will involve establishing a workable time schedule for when each student may use each book, since the books are used for individual (not group) work. Lesson plans are designed to be written in by the student as a record of the school year; you may photocopy the plans for additional students in your family.

We recommend that an incoming student weak in formal grammar complete *Easy Grammar Ultimate Series – Grade 8* (over the summer or early in the school year). Likewise, a student who is weak in composition skills should complete at least half of *Writing with Skill Level 1*.

## *Ancient History and Literature*

Daily Lesson Plans (purchase one per student or photocopy for siblings)

### **Bible**

Taking the Old Testament Challenge (one per student recommended)  
The Baker Illustrated Guide to the Bible  
The New Answers Book  
Unwrapping the Pharaohs  
The Tabernacle (pamphlet)  
What on Earth Am I Here For? (one per student recommended)  
Daniel (Teen Inductive Bible Study) (purchase one per student)

### **English**

Ancient Literature Supplement (purchase one per student)  
The Epic of Gilgamesh: A Poetic Version (condensed version)  
The Cat of Bubastes  
Bulfinch's Greek and Roman Mythology  
The Holy Bible (not included)  
The Iliad (translated by Robert Fagles)\*  
The Odyssey (translated by Robert Fagles)\*  
Eric Liddell (by Catherine Swift)

### **History**

Encyclopedia of the Ancient World  
Exploring World History (Notgrass 2014 edition; includes In Their Words)  
Exploring World History Student Review Pack  
Ancient History Timeline Book (purchase one per student)  
Ancient History Timeline Figures (purchase one per student)  
The Student Bible Atlas, Revised Edition

\* The Fagles' versions of the *Iliad* and the *Odyssey* are required.

\* The 2014 edition of *Exploring World History* is required.

# Ancient History and Literature

## Bible and History

- Read through the entire Old Testament, with insightful questions designed to help you apply its truths in your life. *The Baker Illustrated Guide to the Bible* adds in-depth information.
- Study history from Creation through the time of the Greeks. Includes reading with comprehension questions and projects, in-depth information about Creation/early man and Egypt, and map work. Students also create a detailed timeline. The Old Testament readings are a central focus of the history lessons and are integrated chronologically with the other history studies.
- Participate in service projects chosen and/or developed by the student and the parent/teacher.

## English

- Enjoy and analyze (from a Christian perspective) literature written during or about the ancient period. This includes *The Holy Bible*, *The Epic of Gilgamesh* (condensed version), *The Cat of Bubastes*, *Bulfinch's Mythology*, the *Iliad*, and the *Odyssey*.
- Develop composition skills with comprehensive lessons for writing essays and a variety of other writing assignments.

## Other Subjects to Add

(For more information, see the high school section at [www.mfwbooks.com](http://www.mfwbooks.com).)

## Math and Science

- Saxon math with DIVE CDs, Jacobs Geometry, and Apologia science are recommended.

## Foreign Language and Other Electives

- We encourage you to add Introduction to Logic as a one-semester elective this year. Logic and critical thinking skills are important for all students, but the textbooks are often dry and intimidating. Finally, there is a solution! *The Fallacy Detective* and *The Thinking Toolbox* are written from a Christian perspective with a friendly, humorous style by two homeschooled brothers. A semester of credit for Introduction to Logic may be given upon completion of this easy-to-use two-book set.

*The Fallacy Detective* by Nathaniel Blueborn and Hans Blueborn (Christian Logic, 2003). Thirty-six lessons on how to recognize bad reasoning, covering the topics of opposing viewpoints, logical fallacies (such as red herring, *ad hominem*, and straw man), making assumptions, statistical fallacies, and propaganda techniques.

*The Thinking Toolbox* by Nathaniel Blueborn and Hans Blueborn (Christian Logic, 2003). Thirty-five lessons for building reasoning skills in the area of critical thinking, opposing viewpoints, and science.

Plan to complete one chapter a day, four times a week, for one semester. Begin with *The Fallacy Detective* followed by *The Thinking Toolbox*.

- *Rosetta Stone*® is recommended for foreign language because of its excellent methodology and engaging, interactive format. My Father's World has developed *Foreign Language Lesson Plans* which are helpful for students seeking high school credit. These daily lesson plans provide cultural activities and other helps.



## Assigning Credit

We recommend giving three full-year credits for completing all assigned work in *Ancient History and Literature*:

- 1 – Bible (“Old Testament Studies”)
- 1 – History (“Ancient History” or “World History I”)
- 1 – English (“Ancient Literature and Composition” or “\_\_th Grade English”—insert correct grade)

Research your state’s requirements for high school graduation and adjust our recommendations as needed. Plan ahead so that you meet all requirements by your projected graduation date.

## College Requirements

As you plan your four years of high school, it is important to be aware of college admissions requirements. Even if you are unsure of your future plans, we recommend following a college-prep program so that you have more options at the end of high school.

Colleges and universities vary in what they require for admission. We have listed some examples below. Also look at the admissions requirements for schools you might possibly attend. To be a strong applicant, aim beyond a school’s minimum requirements (i.e., if you are interested in pre-med and a school requires 3-4 years of science, you will be a stronger candidate if you complete 4 or more years). The information below may have been updated since this manual was printed; more complete information is available on each school’s website.

### Wheaton College

4 credits – English

3-4 credits – Mathematics

3-4 credits – Science

3-4 credits – Social Studies

2-3 credits – One Foreign Language

*Add electives to total a minimum of 18 credits. Health, P.E., choir, driver’s education, etc. do not count toward these 18 credits.*

### Harvard

4 credits – English (to include world literature classics)

4 credits – Mathematics

4 credits – Science (Biology, Chemistry, Physics, plus an advanced course)

3 credits – History

4 credits – One Foreign Language

*“There is no single academic path we expect all students to follow, but the strongest applicants take the most rigorous secondary school curricula available to them.” They also recommend “frequent practice in the writing of expository prose.”*

### University of Minnesota

4 credits – English

4 credits – Mathematics (3 credits for some majors)

3 credits – Science

3 credits – History

2 credits – One Foreign Language

1 credit – Fine Arts (visual and/or performing arts; including history and interpretation of the art form)

**Sample High School Coursework – My Father’s World**  
 (Math, science, and electives will vary; less challenging options are in parentheses.)

<b>9<sup>th</sup> Grade – Ancient History and Literature</b>	Credits
Bible: Old Testament	1
English: Ancient Literature	1
History: Ancient History	1
Math: Geometry (or Algebra 1)	1
Science: Biology (or Physical Science)	1
Foreign Language 1	1
Electives: Introduction to Logic	.5
	6.5

<b>10<sup>th</sup> Grade – World History and Literature</b>	Credits
Bible: New Testament and Church History	1
English: World Literature	1
History: World History	1
Math: Algebra 2 (or Geometry)	1
Science: Chemistry (or Biology)	1
Foreign Language 2	1
Electives: Fine Arts	1
	7.0

<b>11<sup>th</sup> Grade – U.S. History to 1877</b>	Credits
Bible: Biblical Worldview	1
English: American Literature	1
History: U.S. History to 1877	.5
Government	.5
Math: Advanced Math – first half (or Algebra 2)	1
Science: Advanced Biology – The Human Body	1
Foreign Language 3	1
Electives: Health	.5
	6.5

<b>12<sup>th</sup> Grade – U.S. History 1877 to the Present</b>	Credits
Bible: Spiritual Disciplines	1
English: Modern Literature and Speech	1
History: U.S. History 1877 to the Present	.5
Economics	.5
Geography – includes ¼ credit for maps completed earlier in <i>World History and Literature</i> ; may be expanded to a full-year credit with suggested additional activities	.5 (or 1)
Math: finish Advanced Math (or begin Advanced Math; some students’ goals will not require Advanced Math)	1
Science: Physics or other course (some students’ goals will not require science this year)	1
Foreign Language 4 – optional; consider a community course or other live speaker plan	1
Electives: Personal Finance	.5
	7.0

# Personal Plan – High School Coursework

(Revise and update yearly.)

<b>9<sup>th</sup> Grade – Ancient History and Literature</b>	Credits
Bible: Old Testament	1
English: Ancient Literature	1
History: Ancient History	1
Math:	
Science:	
Foreign Language:	
Electives:	

<b>10<sup>th</sup> Grade – World History and Literature</b>	Credits
Bible: New Testament and Church History	1
English: World Literature	1
History: World History	1
Math:	
Science:	
Foreign Language:	
Electives:	

<b>11<sup>th</sup> Grade – U.S. History to 1877</b>	Credits
Bible: Biblical Worldview	1
English: American Literature	1
History: U.S. History to 1877	.5
Government	.5
Math:	
Science:	
Foreign Language:	
Electives:	

<b>12<sup>th</sup> Grade – U.S. History 1877 to the Present</b>	Credits
Bible: Spiritual Disciplines	1
English: Modern Literature/Speech	1
History: U.S. History 1877 to the Present	.5
Economics	.5
Geography – includes ¼ credit for maps completed earlier in <i>World History and Literature</i> ; may be expanded to a full-year credit with suggested additional activities	.5 (or 1)
Math:	
Science:	
Foreign Language:	
Electives:	

# Personal Plan – High School Coursework

(Revise and update yearly.)

9 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

10 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Math:	
Science:	
Foreign Language:	
Electives:	

11 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Government	
Math:	
Science:	
Foreign Language:	
Electives:	

12 <sup>th</sup> Grade	Credits
Bible:	
English:	
History:	
Economics:	
Geography:	
Math:	
Science:	
Foreign Language:	
Electives:	

## Bible Grade

Base the grade on effort, completion of work, demonstration of higher level thinking when answering questions from *Taking the Old Testament Challenge*, discussions with the parent/teacher, etc. The service project is included in this grade.

## History Grade

- \_\_\_\_\_ Maps (25 points; 4 points each, first map 5 points) (accuracy, overall presentation, and effort)
- \_\_\_\_\_ Weeks 3 and 4—Ancient Near East
- \_\_\_\_\_ Week 7—Countries of the Ancient Near East Today
- \_\_\_\_\_ Week 20—Assyrian Empire
- \_\_\_\_\_ Week 26—Babylonian Empire
- \_\_\_\_\_ Week 33—Greek Empire
- \_\_\_\_\_ Week 34—Persian Empire
- \_\_\_\_\_ Greek Alphabet Quiz (Week 18) (5 points)
- \_\_\_\_\_ Kings of Israel and Judah Chart (begins Week 18) (10 points)
- \_\_\_\_\_ Timeline Book (20 points) (accuracy, overall presentation, and effort)
- \_\_\_\_\_ Review Questions from *Exploring World History* (10 points) (effort and/or percent correct)
- \_\_\_\_\_ Projects from *Exploring World History* (30 points; 5 points each)
  - \_\_\_\_\_ Week 3 (Unit 1)
  - \_\_\_\_\_ Week 6 (Unit 4)
  - \_\_\_\_\_ Week 7 (Unit 3)
  - \_\_\_\_\_ Week 10 (Unit 5)
  - \_\_\_\_\_ Week 32 (Unit 8)
  - \_\_\_\_\_ Week 34 (Units 7, 9)

## English Grade

\_\_\_\_\_ *Ancient Literature Supplement* Vocabulary Quizzes (20 points; quizzes are worth 20 points each—average the scores for all vocabulary quizzes to arrive at your point value.)

\_\_\_ Week 4 (*The Epic of Gilgamesh*)

\_\_\_ Week 9 (Mythology 1)

\_\_\_ Week 10 (Mythology 2)

\_\_\_ Week 11 (Mythology 3)

\_\_\_ Week 28 (*Odyssey* 1)

\_\_\_ Week 29 (*Odyssey* 2)

\_\_\_ Week 30 (*Odyssey* 3)

\_\_\_ Week 32 (*Odyssey* 4)

\_\_\_\_\_ Essays (70 points total; 10 points each) Our preference is to base this grade primarily on the amount of improvement over the year as well as the quality of papers written in the final months of the course.

\_\_\_ Week 1 (Writing Lesson Five: Argumentative Paper)

\_\_\_ Week 5 (*The Epic of Gilgamesh* – Argumentative Paper)

\_\_\_ Week 13 (Greek and Roman Mythology – Argumentative Paper)

\_\_\_ Weeks 14-15 (three original psalms)

\_\_\_ Weeks 17-19 (Proverbs project)

\_\_\_ Week 26 (*Iliad* – Argumentative Paper)

\_\_\_ Week 33 (*Odyssey* – Argumentative Paper)

\_\_\_\_\_ Daily work (10 points) This is similar to credit for class participation and is based on effort, completion of daily work, participation in discussions with parent/teacher, etc.

## Week 10

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<b>Deuteronomy</b>	<b>Early Greek History</b>			
<input type="checkbox"/> <i>The Baker Illustrated Guide to the Bible</i> p30-31 <input type="checkbox"/> Deuteronomy 1-5 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p32 FRIDAY and WEEKEND (question 1) <input type="checkbox"/> Psalm 105	<input type="checkbox"/> Deuteronomy 6-12 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p32 WEEKEND (questions 2-6), p33, p34 MONDAY (questions 1-2)	<input type="checkbox"/> Deuteronomy 13-19 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p34 MONDAY (questions 3-4), TUESDAY, and WEDNESDAY (question 1)	<input type="checkbox"/> Deuteronomy 20-26 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p34-35 WEDNESDAY (questions 2-4) and THURSDAY	<input type="checkbox"/> Deuteronomy 27-34 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p35 FRIDAY and WEEKEND <input type="checkbox"/> Psalm 90
<b>Exploring World History Lesson 22</b> <input type="checkbox"/> p105 The Exodus <input type="checkbox"/> review questions <b>In Their Words</b> <input type="checkbox"/> p22 Dayenu <input type="checkbox"/> review questions	<b>New Answers Book #7</b> <input type="checkbox"/> p77 Doesn't Carbon-14 Dating Disprove the Bible?	<b>New Answers Book #9</b> <input type="checkbox"/> p113 Does Radiometric Dating Prove the Earth Is Old?	<b>Exploring World History Lesson 23</b> <input type="checkbox"/> p109 Moses <input type="checkbox"/> review questions <b>In Their Words</b> <input type="checkbox"/> p23 from <i>Geography</i> <input type="checkbox"/> review questions	
	<b>Encyclopedia of the Ancient World</b> <input type="checkbox"/> p144-151 The First Greeks; The Minoans	<b>Encyclopedia of the Ancient World</b> <input type="checkbox"/> p152-155 Minoan Palaces; Minoan Religion	<b>Encyclopedia of the Ancient World</b> <input type="checkbox"/> p156-159 Explosions and Invasions; The Mycenaeans	<b>Service Project</b> <input type="checkbox"/>
<b>EWB Project</b> <input type="checkbox"/> choose a project from p100, <i>Exploring World History</i> —due Thursday			<b>EWB Project</b> <input type="checkbox"/> project due	
<b>Ancient Literature Supplement</b> <input type="checkbox"/> p97 <i>Greek and Roman Mythology</i> —Lesson Nine	<b>Ancient Literature Supplement</b> <input type="checkbox"/> p99 <i>Greek and Roman Mythology</i> —Lesson Ten <input type="checkbox"/> p185-186 <i>Greek and Roman Mythology</i> Vocabulary Quiz 2	<b>Ancient Literature Supplement</b> <input type="checkbox"/> p101 <i>Greek and Roman Mythology</i> —Lesson Eleven	<b>Ancient Literature Supplement</b> <input type="checkbox"/> p102 <i>Greek and Roman Mythology</i> —Lesson Twelve	
	<b>Reading</b> <input type="checkbox"/>	<b>Reading</b> <input type="checkbox"/>	<b>Reading</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>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</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>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
				<b>Parent/Teacher Conference</b> <input type="checkbox"/>

## Week 10 Notes

Thursday

### *Encyclopedia of the Ancient World*

As you read, remember that most history books, including *Encyclopedia of the Ancient World*, do not have a young earth perspective. For example, today's reading includes this: "Around 40,000 years ago, the first inhabitants started moving into the area."

Sample



## Week 11

<input type="checkbox"/> M	<input type="checkbox"/> T	<input type="checkbox"/> W	<input type="checkbox"/> TH	<input type="checkbox"/> F
<b>Joshua</b> <input type="checkbox"/> <i>The Baker Illustrated Guide to the Bible</i> p32-33 <input type="checkbox"/> Joshua 1-6 (see notes) <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p36, p37 MONDAY and TUESDAY (questions 1-3) <input type="checkbox"/> Psalm 114	<b>Trojan War c. 1250bc</b> <input type="checkbox"/> Joshua 7-11 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p37 TUESDAY (questions 4-5) and WEDNESDAY	<input type="checkbox"/> Joshua 12-14 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p37 THURSDAY  <i>The Student Bible Atlas</i> <input type="checkbox"/> look at Maps 6 and 7	<input type="checkbox"/> Joshua 15-19 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p38 FRIDAY	<input type="checkbox"/> Joshua 20-24 <input type="checkbox"/> <i>Taking the Old Testament Challenge</i> p38 WEEKEND
<b>Timeline</b> <input type="checkbox"/> Page 5	<i>New Answers Book #13</i> <input type="checkbox"/> p178 Why Don't We Find Human & Dinosaur Fossils Together?	<b>Greek Alphabet</b> <input type="checkbox"/> Alpha (see notes)	<b>Greek Alphabet</b> <input type="checkbox"/> Beta	
<i>Encyclopedia of the Ancient World</i> <input type="checkbox"/> p160-163 Mycenaean Royal Tombs; Warriors and Traders	<i>Encyclopedia of the Ancient World</i> <input type="checkbox"/> p164-165 Troy and the Trojan War; p186 The Birth of Literacy	<i>Encyclopedia of the Ancient World</i> <input type="checkbox"/> p166-168 Things Fall Apart; The Dark Ages	<i>Encyclopedia of the Ancient World</i> <input type="checkbox"/> p254-256 Greek Myths	<b>Service Project</b> <input type="checkbox"/>
<b>Ancient Literature Supplement</b> <input type="checkbox"/> p104 <i>Greek and Roman Mythology</i> —Lesson Thirteen	<b>Ancient Literature Supplement</b> <input type="checkbox"/> p106 <i>Greek and Roman Mythology</i> —Lesson Fourteen: The Trojan War (may finish tomorrow; see notes)	<b>Ancient Literature Supplement</b> <input type="checkbox"/> finish yesterday's lesson	<b>Ancient Literature Supplement</b> <input type="checkbox"/> p107 <i>Greek and Roman Mythology</i> —Lesson Fifteen: The <i>Odyssey</i> <input type="checkbox"/> p187-188 <i>Greek and Roman Mythology</i> Vocabulary Quiz 3	
<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>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>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</b> <input type="checkbox"/>	<b>Science</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>Foreign Language</b> <input type="checkbox"/>	<b>Foreign Language</b> <input type="checkbox"/>
				<b>Parent/Teacher Conference</b> <input type="checkbox"/>

## Week 11 Notes

### Materials

envelope to store Greek alphabet cards

### Monday

#### Joshua 1-6

Read these verses from Hebrews 11:30-37.

By faith the walls of Jericho fell, after the people had marched around them for seven days.

By faith the prostitute Rahab, because she welcomed the spies, was not killed with those who were disobedient.

And what more shall I say? I do not have time to tell about Gideon, Barak, Samson, Jephthah, David, Samuel and the prophets, who through faith conquered kingdoms, administered justice, and gained what was promised; who shut the mouths of lions, quenched the fury of the flames, and escaped the edge of the sword; whose weakness was turned to strength; and who became powerful in battle and routed foreign armies. Women received back their dead, raised to life again. Others were tortured and refused to be released, so that they might gain a better resurrection. Some faced jeers and flogging, while still others were chained and put in prison. They were stoned; they were sawed in two; they were put to death by the sword. They went about in sheepskins and goatskins, destitute, persecuted, and mistreated—the world was not worthy of them.

### Tuesday

#### *Ancient Literature Supplement*

Many scholars believe there was a war between the city of Troy and the Greeks around 1200 B.C. Archaeologists have discovered evidence to support such a war. Classical writers wrote about these events in epic poems—the *Iliad* and the *Odyssey* by Homer, a Greek, and the *Aeneid* by Virgil, a Roman. Of course, these epic poems and the brief summaries in *Bulfinch's Greek and Roman Mythology* should not be viewed as factual historical accounts.

Note: Roman names are used in Bulfinch's account; *Ulysses* is the Roman name for *Odysseus*.

### Wednesday

#### Greek Alphabet

Yesterday's reading in *Encyclopedia of the Ancient World* mentioned the Greek alphabet. For the next few months you will have an opportunity to learn the Greek alphabet. The *Iliad* and the *Odyssey* were written in classical Greek. By the time of Christ, the language had changed somewhat to "common" or Koine Greek—which as the name implies, was the type of Greek spoken by ordinary, common people. The alphabet you will learn is from Koine Greek, which is the language of the New Testament and the Septuagint (the Greek translation of the Old Testament used at the time of Christ).

This will be a simple introduction. You only learn the lower case letters and only one sound per letter, even though some letters have several sounds. Perhaps learning the alphabet will spark an interest in you to learn more!

Each day, you will learn one new letter—its name and sound—and how to write it. Follow these two steps:

1. Cut out the day's letter from the flashcard sheet. Print the name of the letter on the back of the card. Take some time to learn the letter name and sound. (Refer to the Greek Alphabet chart.) Store the letter in a small envelope. Beginning on the second day, review all of the letters in the envelope.

2. Practice writing the letter using the handwriting sheets provided. Use additional paper if needed.

**Pronunciation of Greek:** In modern “anglicized” usage, *Pi* is pronounced with a long “i” sound (pie). In classical (Attic) and Koine Greek, it is properly pronounced with a long “e” sound (pea). The same is true of *Xi* (ksee), *Phi* (fee), *Chi* (key), and *Psi* (psee).

**Did you know?** Even today you will see Greek letters, and not just in Greece! Greek letters are used in mathematics and science since both require many symbols. In the past, most scholars knew Latin and Greek, so the letters were not strange to them. The Greek letter you probably already know is pi ( $\pi$ ), used in circle formulas. Some other commonly used letters in higher-level mathematics are sigma ( $\Sigma$ ) used for summation (a pattern of adding), phi ( $\phi$ ) to indicate that a pattern is a function (an important idea in calculus), and epsilon ( $\epsilon$ ) used to indicate membership in a set. Greek letters are used in science to describe types of radiation: alpha ( $\alpha$ ) particles, beta ( $\beta$ ) particles, and gamma ( $\gamma$ ) particles.