

*Simply Charlotte Mason presents*

# *Matthew through Acts & Ancient Rome*



*History, Geography, Bible for Grades 1-12*

*A family study handbook*

## *Matthew through Acts & Ancient Rome is ...*

- **Family Friendly**

Combines all students, grades 1–12, in a family study.

- **Charlotte Mason in Its Approach**

Incorporates Bible study, living books, Book of Centuries, and narration.

- **Biblical in Its Emphasis**

Covers the events of the Life of Christ and the Early Church, including how they fit into Ancient Rome.

- **Comprehensive**

Provides additional assignments for older students, including Book of Centuries entries, written narration ideas, and extra independent reading.

- **Fun**

Gives optional hands-on activities that you can do all together or with only some of your students.

- **Helpful**

Includes handy tips and reminders of upcoming resources so you have time to collect them.

- **Recommended**

Gives the detailed lesson plans for our SCM Curriculum Guide's History/Geography/Bible Module 3 and shows how all the books fit together for all the grades.

Thank you for your interest in *Matthew through Acts & Ancient Rome*. This document contains the complete Contents pages, the full Introduction and How to Use section, plus nearly ten sample lessons. Feel free to duplicate and share this file with your friends.

**We hope you will enjoy this sample.**

**Visit [www.SimpleCharlotteMason.com](http://www.SimpleCharlotteMason.com) to order the complete *Matthew through Acts & Ancient Rome: A Family Study Handbook* today!**

# ***Matthew through Acts & Ancient Rome***

**A Family Study Handbook**

*Combining all your students (grades 1–12)  
for History, Geography, and Bible*

by  
Sonya Shafer

Matthew through Acts and Ancient Rome: A Family Study Handbook  
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# Contents

<i>Introduction</i> .....	9
<i>How to Use</i> .....	10
<i>Charlotte Mason Methods</i> .....	11
<i>A Word on Mythology</i> .....	13
<i>Resources Needed</i> .....	15
<b>Term 1</b> .....	<b>17</b>
Lesson 1: (Bible) John the Baptist Is Born .....	21
Lesson 2: (Bible) Jesus Is Born .....	21
Lesson 3: (Geography) Italy and Sicily .....	22
Lesson 4: (Ancient Rome) Romulus .....	22
Lesson 5: (Ancient Rome) Romulus (concluded) .....	22
Lesson 6: (Bible) Magi Present Gifts to Jesus .....	23
Lesson 7: (Bible) Preparation for Ministry .....	24
Lesson 8: (Geography) Corsica and Sardinia .....	24
Lesson 9: (Ancient Rome) Numa Pompilius .....	25
Lesson 10: (Ancient Rome) Numa Pompilius (concluded) .....	25
Lesson 11: (Bible) John the Baptist Announces Jesus .....	26
Lesson 12: (Bible) Jesus Turns Water to Wine; Nicodemus .....	26
Lesson 13: (Geography) Slovenia .....	27
Lesson 14: (Ancient Rome) The Horatii and the Curiatii .....	27
Lesson 15: (Ancient Rome) The Tarquins .....	28
Lesson 16: (Bible) The Woman at the Well .....	29
Lesson 17: (Bible) Jesus Heals the Nobleman's Son .....	29
Lesson 18: (Geography) Croatia .....	30
Lesson 19: (Ancient Rome) The Circus Maximus .....	30
Lesson 20: (Ancient Rome) The Tarquins (concluded) .....	31
Lesson 21: (Bible) Jesus Heals the Paralytic; Rejected at Nazareth .....	31
Lesson 22: (Bible) Jesus Continues to Heal; Calls Disciples .....	32
Lesson 23: (Geography) Bosnia .....	32
Lesson 24: (Ancient Rome) Junius Brutus .....	33
Lesson 25: (Ancient Rome) Junius Brutus (concluded) .....	33
Lesson 26: (Bible) Sermon on the Mount, part 1 .....	34
Lesson 27: (Bible) Sermon on the Mount, part 2 .....	34
Lesson 28: (Geography) Yugoslavia .....	35
Lesson 29: (Ancient Rome) Horatius .....	35
Lesson 30: (Ancient Rome) Mucius the Left-handed .....	36
Lesson 31: (Bible) Jesus Heals and Reassures .....	36
Lesson 32: (Bible) Jesus Challenges Unbelief .....	37
Lesson 33: (Geography) Albania .....	37
Lesson 34: (Ancient Rome) Coriolanus .....	37
Lesson 35: (Ancient Rome) Coriolanus (concluded) .....	38
Lesson 36: (Bible) Parables; Calms the Storm .....	38
Lesson 37: (Bible) Jesus' Power Over Demons and Death .....	39
Lesson 38: (Geography) Greece .....	39

Lesson 39: (Ancient Rome) The Fabii . . . . .	40
Lesson 40: (Ancient Rome) Cincinnatus . . . . .	40
Lesson 41: (Bible) Jesus Sends Out the Twelve; John Beheaded . . . . .	41
Lesson 42: (Bible) Jesus Feeds the Five Thousand. . . . .	41
Lesson 43: (Geography) Crete and Rhodes . . . . .	42
Lesson 44: (Ancient Rome) Camillus . . . . .	42
Lesson 45: (Ancient Rome) Camillus (continued) . . . . .	42
Lesson 46: (Bible) Jesus Disputes the Pharisees and Heals . . . . .	43
Lesson 47: (Bible) The Transfiguration; More Parables. . . . .	43
Lesson 48: (Geography) Mediterranean Islands. . . . .	44
Lesson 49: (Ancient Rome) Camillus (continued) . . . . .	44
Lesson 50: (Ancient Rome) Camillus (concluded). . . . .	45
Lesson 51: (Bible) Jesus Teaches at the Feast of Tabernacles . . . . .	45
Lesson 52: (Bible) Jesus Defends His Deity . . . . .	46
Lesson 53: (Geography) Review . . . . .	46
Lesson 54: (Ancient Rome) Manlius Torquatus. . . . .	46
Lesson 55: (Ancient Rome) Catch Up. . . . .	47
Lesson 56: (Bible) Exam or Catch Up . . . . .	47
Lesson 57: (Bible) Exam or Catch Up . . . . .	48
Lesson 58: (Geography) Review . . . . .	48
Lesson 59: (Ancient Rome) Exam, Project, or Catch Up. . . . .	49
Lesson 60: (Ancient Rome) Exam, Project, or Catch Up. . . . .	49

**Term 2 . . . . . 51**

Lesson 61: (Bible) Jesus Heals the Blind Man . . . . .	55
Lesson 62: (Bible) Jesus Sends Out the Seventy-Two. . . . .	55
Lesson 63: (Geography) Spain and France. . . . .	55
Lesson 64: (Ancient Rome) Appius Claudius Caecus . . . . .	56
Lesson 65: (Ancient Rome) Appius Claudius Caecus (concluded). . . . .	56
Lesson 66: (Bible) Jesus' Teaching on Prayer . . . . .	57
Lesson 67: (Bible) Warnings and Encouragement. . . . .	57
Lesson 68: (Geography) Portugal . . . . .	57
Lesson 69: (Ancient Rome) Aqueducts . . . . .	58
Lesson 70: (Ancient Rome) Clothes and Roads . . . . .	58
Lesson 71: (Bible) Healing on the Sabbath . . . . .	59
Lesson 72: (Bible) Jesus at the Pharisee's House; Parables . . . . .	59
Lesson 73: (Geography) Turkey . . . . .	59
Lesson 74: (Ancient Rome) Regulus. . . . .	60
Lesson 75: (Ancient Rome) Regulus (concluded) . . . . .	60
Lesson 76: (Bible) Teachings About This Life and the Next . . . . .	61
Lesson 77: (Bible) Jesus Raises Lazarus from the Dead . . . . .	61
Lesson 78: (Geography) Syria. . . . .	62
Lesson 79: (Ancient Rome) Scipio Africanus . . . . .	62
Lesson 80: (Ancient Rome) Scipio Africanus (concluded) . . . . .	62
Lesson 81: (Bible) Ten Lepers Healed; More Parables. . . . .	63
Lesson 82: (Bible) The Rich Young Ruler; Blind Bartimaeus . . . . .	63
Lesson 83: (Geography) Cyprus. . . . .	64

Lesson 84: (Ancient Rome) Cato the Censor	64
Lesson 85: (Ancient Rome) Cato the Censor (concluded)	65
Lesson 86: (Bible) Zacchaeus; Jesus Anointed at Bethany	65
Lesson 87: (Bible) The Triumphal Entry	66
Lesson 88: (Geography) Libya	66
Lesson 89: (Ancient Rome) The Gracchi	67
Lesson 90: (Ancient Rome) The Gracchi (concluded)	67
Lesson 91: (Bible) Parables and Teaching	68
Lesson 92: (Bible) Seven Woes; The Widow's Mite	68
Lesson 93: (Geography) Tunisia	68
Lesson 94: (Ancient Rome) Marius	69
Lesson 95: (Ancient Rome) Marius (concluded)	69
Lesson 96: (Bible) Jesus Predicts His Death	70
Lesson 97: (Bible) Signs of the End of the Age	70
Lesson 98: (Geography) Switzerland	71
Lesson 99: (Ancient Rome) Sulla	71
Lesson 100: (Ancient Rome) Sulla (concluded)	72
Lesson 101: (Bible) Parables of the End of the Age	72
Lesson 102: (Bible) The Last Supper	72
Lesson 103: (Geography) Austria and Belgium	73
Lesson 104: (Ancient Rome) Pompey the Great	73
Lesson 105: (Ancient Rome) Pompey the Great (concluded)	74
Lesson 106: (Bible) Jesus Washes the Disciples' Feet	74
Lesson 107: (Bible) Jesus Comforts His Disciples	75
Lesson 108: (Geography) Netherlands	75
Lesson 109: (Ancient Rome) The Arena and Gladiators	76
Lesson 110: (Ancient Rome) The Army	76
Lesson 111: (Bible) Jesus Prays for His Disciples	76
Lesson 112: (Bible) Jesus Is Arrested and Tried	77
Lesson 113: (Geography) Germany	77
Lesson 114: (Ancient Rome) Siege Engines	78
Lesson 115: (Ancient Rome) Camps and Officers	78
Lesson 116: (Bible) Exam or Catch Up	78
Lesson 117: (Bible) Exam or Catch Up	79
Lesson 118: (Geography) Review	80
Lesson 119: (Ancient Rome) Exam, Project, or Catch Up	80
Lesson 120: (Ancient Rome) Exam, Project, or Catch Up	80
<b>Term 3</b>	<b>83</b>
Lesson 121: (Bible) Jesus Is Crucified	87
Lesson 122: (Bible) Jesus' Resurrection	87
Lesson 123: (Geography) Macedonia	87
Lesson 124: (Ancient Rome) Julius Caesar	88
Lesson 125: (Ancient Rome) Julius Caesar (continued)	88
Lesson 126: (Bible) Jesus Appears to His Disciples	89
Lesson 127: (Bible) Jesus Ascends to Heaven	89
Lesson 128: (Geography) Bulgaria	90

Lesson 129: (Ancient Rome) Julius Caesar (concluded) .....	90
Lesson 130: (Ancient Rome) Cicero .....	91
Lesson 131: (Bible) Many Believe at Pentecost.....	91
Lesson 132: (Bible) Peter and John Preach .....	91
Lesson 133: (Geography) Lebanon and Israel.....	92
Lesson 134: (Ancient Rome) Augustus .....	92
Lesson 135: (Ancient Rome) Augustus (concluded).....	93
Lesson 136: (Bible) Ananias and Sapphira.....	93
Lesson 137: (Bible) Stephen Is Stoned .....	93
Lesson 138: (Geography) Egypt.....	94
Lesson 139: (Ancient Rome) Nero.....	94
Lesson 140: (Ancient Rome) Nero (concluded) .....	95
Lesson 141: (Bible) Philip and the Ethiopian.....	95
Lesson 142: (Bible) Saul Becomes a Believer.....	96
Lesson 143: (Geography) Sudan .....	96
Lesson 144: (Ancient Rome) Nero's Golden House.....	96
Lesson 145: (Ancient Rome) Titus.....	97
Lesson 146: (Bible) The Gospel Goes to the Gentiles.....	97
Lesson 147: (Bible) Peter's Explanation and Escape .....	98
Lesson 148: (Geography) Great Britain .....	98
Lesson 149: (Ancient Rome) The Baths and the Colosseum .....	99
Lesson 150: (Ancient Rome) Trajan .....	99
Lesson 151: (Bible) Barnabas and Paul Start Off .....	100
Lesson 152: (Bible) Reporting on God's Work.....	100
Lesson 153: (Geography) Algeria and Morocco.....	100
Lesson 154: (Ancient Rome) Marcus Aurelius.....	101
Lesson 155: (Ancient Rome) Marcus Aurelius (concluded) .....	101
Lesson 156: (Bible) Paul and Silas Travel.....	102
Lesson 157: (Bible) The Gospel in Greece.....	102
Lesson 158: (Geography) Czech Republic .....	102
Lesson 159: (Ancient Rome) Diocletian .....	103
Lesson 160: (Ancient Rome) Diocletian (concluded) .....	103
Lesson 161: (Bible) A Riot in Ephesus .....	104
Lesson 162: (Bible) Paul's Farewell .....	104
Lesson 163: (Geography) Hungary.....	105
Lesson 164: (Ancient Rome) Constantine the Great.....	105
Lesson 165: (Ancient Rome) Constantine the Great (concluded) .....	105
Lesson 166: (Bible) Paul Arrested in Jerusalem .....	106
Lesson 167: (Bible) Paul on Trial.....	106
Lesson 168: (Geography) Romania and Moldova .....	107
Lesson 169: (Ancient Rome) End of the Western Empire .....	107
Lesson 170: (Ancient Rome) City.....	108
Lesson 171: (Bible) Paul Appeals to Caesar Nero.....	108
Lesson 172: (Bible) Paul in Rome.....	109
Lesson 173: (Geography) Iraq.....	109
Lesson 174: (Ancient Rome) City (continued) .....	110
Lesson 175: (Ancient Rome) City (concluded) .....	110

Lesson 176: (Bible) Exam or Catch Up .....	110
Lesson 177: (Bible) Exam or Catch Up .....	111
Lesson 178: (Geography) Review .....	111
Lesson 179: (Ancient Rome) Exam, Project, or Catch Up .....	112
Lesson 180: (Ancient Rome) Exam, Project, or Catch Up .....	112



# Introduction

When I was growing up in Sunday School and church, I heard the stories of the Bible many times. I could tell you all the details of Who, What, Why, and How. But I never thought about the When. I knew those Bible accounts were true, just like the history accounts I read were true, but I never put the two subjects together to comprehend how Bible events fit into world history events.

I also never thought about how the different Bible stories fit together. For example, I knew the story of Joseph's being sold into slavery and eventually rising into the place of leadership in Egypt, and I knew the story of Moses and the Exodus, but I never connected the two mentally as a sort of cause and effect until I studied them with my children in chronological order. Suddenly all the pieces started fitting together!

After that experience, I knew how I wanted to teach my children the Bible: in chronological order alongside world history—and I wanted to make the Bible history most important. Charlotte Mason emphasized the priority Bible lessons should have in our curriculum: “Their Bible lessons should help them to realise in early days that the knowledge of God is the principal knowledge, and, therefore, that their Bible lessons are their chief lessons” (Vol. 1, p. 251). As our children study Bible accounts intertwined with world history, they learn to see God's hand of sovereignty moving in the events. They come to know God's character through His Word and begin to interpret world happenings through a Biblical worldview. They absorb God's truth and can discern and refute false beliefs that man has embraced throughout history.

So the lessons in this book will walk you through the Scripture passages we read, the books we used (or wish we had used), and suggest possible hands-on activities as you work your way through the Bible—from Matthew through Acts, including Ancient Rome. You'll also find narration ideas, teaching tips, and Book of Centuries dates to help you see how the Bible accounts fit into world history events.

One of my main goals is to show you how you can teach the same historical time period to all of your children at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your children will grow together in community as they learn together and help each other.

Please keep in mind that this study is just a record of what one family did. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.

Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these family studies of God's Word and History.

# How to Use

## ***Pace***

The lessons are divided into three Terms. If you do five lessons each week, you should be able to cover a Term in about twelve weeks. Each week is divided into two days of Bible, one day of Geography, and two days of Ancient Rome. We have tried to save the final week of each Term for exams or to finish up any projects or assignments.

The chart below gives an overview of what is covered each Term. You will find more detailed charts, outlining work week by week, at the beginning of the Terms' lesson plans.

	Bible (2 days/week)	Geography (1 day/week)	Ancient Rome (2 days/week)
Term 1	Life of Christ	A Traveller in Rome; Mediterranean Region	Founding of Rome to Manlius Torquatus (753 to 384 B.C.)
Term 2	Life of Christ	A Traveller in Rome; Mediterranean Region	Appius Claudius Caecus to Pompey the Great (384 to 48 B.C.)
Term 3	Jesus' Death and Resurrection; The Early Church	A Traveller in Rome; Mediterranean Region; Paul's Journeys	Julius Caesar to End of Western Empire (48 B.C. to A.D. 476)

## ***Assignments***

This book contains assignments and activities for every grade level so you can combine all your students into one family study. The "Family" instructions are for everyone to do together, then additional assignments are given for various grade levels to complete either independently or with the parent.

Hands-on activities are optional. Feel free to skip them, substitute different ones, or add more. You will find hands-on activity suggestions, lots of helpful instructions, information, and Internet links on the Links and Tips page for this book on our Web site at <http://SimplyCharlotteMason.com/books/matthew-acts-ancient-rome/links-tips>

## ***Resources Needed***

A complete list of resources is given on pages 15 and 16 for all three Terms. Each Term's resources are listed in the lesson plans. Reminders are sprinkled throughout the lessons that will help you look ahead a week or two in order to give yourself enough time to locate the books you will need, especially if you are borrowing them as you go.

## ***Map Drill***

One part of most Geography lessons will be a map drill. Here's how we do map drills. Keep lessons short, no longer than ten or fifteen minutes. Once a week, give each child a blank map of the region you are studying and provide a detailed and labeled map of the same region. Instruct the child to label a few areas of the region, being careful to copy the names correctly from the detailed map. The next week, give the child another blank map of the same region and instruct her to label as many areas as she can remember. Once she has labeled all that she knows, display the detailed map and check for accuracy, then have her label a few more areas carefully. Continue this routine each week, and over the course of the year she will become quite familiar with the regions studied using this gentle method.

The map drills for this study are designed to show the expansion of the Roman Empire. Specific countries will be covered in order. See the lesson plans for details.

# A Word about Charlotte Mason Methods Used in This Study

## ***Living Books***

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

*Bible Readings:* The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons the Scripture passages to read aloud directly from the Bible.

Rather than focus on only one Gospel's account of the life of Christ, we have tried to harmonize the four Gospels in order to give a full picture and comprehensive account. Any corresponding passages from the other Gospels are mentioned in addition to the day's reading in the lesson plans. Do not feel that you must read the same account from all the Gospels; the corresponding passages are listed simply for your information.

## ***Narration***

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn— whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about \_\_\_\_" or "Describe \_\_\_\_."

*Oral Narration with Many Children:* Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

*Written Narration:* Older children can be expected to take the next step and write their narrations. If your older child is not used to doing narration, give him several weeks or months to get used to the idea and have practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the children express what they learned in various ways. We have a list of narration ideas on the Web site that might help you: <http://SimplyCharlotteMason.com/timesavers/narration/>

## ***Book of Centuries***

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording

historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual. You can also add written narrations, illustrations from the Internet, or titles of books you've read that are set in that time period. As they add more history to the book, they begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at <http://SimplyCharlotteMason.com/timesavers/boc/>

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose. Dates are taken from *All Through the Ages*, revised second edition. If you are using a reference book that presents alternate dates, feel free to use those instead in your Book of Centuries. The purpose of this book is not to defend or refute certain dating, but to try to place Bible events in the broad context of world events. (Note: A c beside a date stands for *circa*, which means "about" or "approximately.")

## A Word on Mythology

When studying Ancient History, you will inevitably encounter mythology. Be careful about allowing young children to fill their minds with stories about false gods and goddesses. They need to know that these people who lived in ancient times worshiped false gods and invented stories about them, but they do not need to spend large amounts of time studying those false gods and learning every detail about those stories. Instead, make sure your children have a firm foundation in the truth about the one true God and interpret mythology through what Scripture says about it.

We often refer to Romans 1:20–25 when studying mythology. God’s power, attributes (characteristics), and divine nature (the fact that He is the one true God) are clearly seen in His creation. The ancients saw His handiwork but they chose not to honor Him or give Him thanks. Instead, they chose to turn their worship to gods in the form of men and beasts (v. 23). They exchanged the truth of God for a lie and worshiped and served things that He created rather than the Creator Himself (v. 25).

Usually, I explain mythology something like this: “Myths are pretend stories these people made up instead of believing in God. Reading them can give us a good peek inside these people’s hearts, because they often imagined their gods to be the same way they were themselves (moody, revengeful, selfish, etc.). Just keep in mind that the stories are pretend.”

If you are following the Simply Charlotte Mason Curriculum Guide’s suggestions for History and Bible, your child will have a good foundation in Scripture and truth before he is exposed to Greek and Roman mythology. The children in grades 1–3 may hear about some of the Roman gods in the context of the history readings, but we are careful to point out the difference between truth and myth, and we try to keep mythology exposure to a minimum. Older children can learn more about mythology details than younger children, but still beware of how much mythology they are filling their minds with. I try to make sure that the children are getting as much (or more!) Bible into their minds as they are getting myths inside them during these Ancient History studies.



## Resources Needed

- Bible
- *Famous Men of Rome* by John H. Haaren and A. B. Poland, edited by Cyndy and Robert Shearer of Greenleaf Press
- *Oxford First Ancient History* by Roy Burrell  
Some of the illustrations picture nudity, as was the culture in many ancient civilizations. However, keep in mind your child's modesty and purity goals and determine whether you want to cover those illustrations.
- *City: A Story of Roman Planning and Construction* by David Macaulay  
In typical Macaulay style, the story of planning and constructing a fictional Roman city is presented and detailed with lots of illustrations. Fascinating for all ages.
- *Then and Now Bible Maps* from Rose Publishing  
This book is a phenomenal resource. It contains maps of the Middle East and Mediterranean regions labeled as they were in Bible Times. It also has clear plastic overlay pages that lay on top of the Bible Time map to show how the present-day countries compare.
- *Uncle Josh's Outline Map Book* or CD (or search the Internet for outline maps that you can print and use)
- Labeled map of the countries along the Mediterranean Coast  
You can find a large labeled world map at many inexpensive department stores or school supply stores.
- *A Traveller in Rome* by H. V. Morton  
I have tried to narrow down the 400 pages of narrative in this book with two criteria in mind: first, to make the readings a manageable length; second, to select those most closely associated with Ancient Rome and with present day. The author does a wonderful job of relating history as he tours the city of Rome. Those who have already studied the Renaissance, as well as those interested in Roman Catholicism, will enjoy the rest of the book too.

### Grades 1–3

- *Pompeii: Buried Alive!* by Edith Kunhardt

### Grades 4–6

- *Detectives in Togas* by Henry Winterfeld
- *Mystery of the Roman Ransom* by Henry Winterfeld
- *Cleopatra* by Diane Stanley
- *Galen and the Gateway to Medicine* by Jeanne Bendick

### Grades 7–9

- *Augustus Caesar's World* by Genevieve Foster  
Though the author does a wonderful job giving a sense of all that was happening in the world during Augustus Caesar's lifetime, she does present all of the religious beliefs as equal. If your child is able to discern as he or she reads, this book should prove valuable and provide good discussion material. If your child is not as grounded in truth, you may want to use the alternate books listed next.

OR *Beric the Briton* by G. A. Henty and *For the Temple* by G. A. Henty

- *The Bronze Bow* by Elizabeth George Speare
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer
- *Discovering Doctrine* by Sonya Shafer
- *Book of Centuries*

### Grades 10–12

- *Augustus Caesar's World* by Genevieve Foster  
Though the author does a wonderful job giving a sense of all that was happening in the world during

Augustus Caesar's lifetime, she does present all of the religious beliefs as equal. Encourage your child to read with a discerning mind and discuss this author's worldview.

- *Plutarch Roman Lives* by Plutarch
- *Ben Hur* by Lew Wallace
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer
- *Discovering Doctrine* by Sonya Shafer
- *Book of Centuries*

### **Optional Resources**

- *Growing Up in Ancient Rome* by Mike Corbishley (grades 1–3)  
This title is out of print, but if you can find it, use it to give the children a picture of life in Ancient Rome. The illustrations and peek into culture will help the children have a context for all the other readings throughout the year. If you cannot find this book, much of the same information is included in *Oxford First Ancient History*.
- *Life in Ancient Rome* coloring book by John Green, from Dover Publications (grades 1–9)  
These pictures are quite detailed with a brief explanation on each one. Older students might want to use colored pencils or even watercolor paints.

### **Other Materials**

If you would like to include optional hands-on activities throughout this study of Ancient Rome, visit the Links and Tips page for this book on our Web site at <http://SimplyCharlotteMason.com/books/matthew-acts-ancient-rome/links-tips>

It contains great ideas and information that will add to your study of Matthew through Acts and Ancient Rome. We have inserted an optional hands-on activity time at the end of each Term, but feel free to incorporate them throughout the weeks as you desire.

**Visit our CM Bookfinder at <http://apps.simplycharlottesmason.com/>  
for more information on each book, including where to find it.**

# Term 1

(12 weeks; 5 lessons/week)

## Resources

- Bible
- *Famous Men of Rome* by John H. Haaren and A. B. Poland, edited by Cyndy and Robert Shearer of Greenleaf Press
- *Oxford First Ancient History* by Roy Burrell
- *Then and Now Bible Maps* from Rose Publishing
- *Uncle Josh's Outline Map Book* or CD (or search the Internet for outline maps that you can print and use)
- Labeled map of the countries along the Mediterranean Sea
- *A Traveller in Rome* by H. V. Morton

## Grades 1–3

(No extra reading unless you choose to do an optional book listed below.)

## Grades 4–6

- *Detectives in Togas* by Henry Winterfeld

## Grades 7–9

- *Augustus Caesar's World* by Genevieve Foster OR *Beric the Briton* by G. A. Henty
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer
- *Discovering Doctrine* by Sonya Shafer
- Book of Centuries (one for each student)

## Grades 10–12

- *Augustus Caesar's World* by Genevieve Foster
- *Plutarch Roman Lives* by Plutarch
- *Foundations in Romans: A Romans Bible Study* by Sonya Shafer
- *Discovering Doctrine* by Sonya Shafer
- Book of Centuries (one for each student)

## Optional Resources (See notes on page 16.)

- *Growing Up in Ancient Rome* by Mike Corbishley (grades 1–3)
- *Life in Ancient Rome* coloring book by John Green, from Dover Publications (grades 1–9)

## Other Materials

If you would like to include optional hands-on activities throughout this study of Ancient Rome, visit the Links and Tips page for this book on our Web site at <http://SimplyCharlotteMason.com/books/matthew-acts-ancient-rome/links-tips>

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 1</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. I	(opt.) Growing Up in Ancient Rome, pp. 4–7	Detectives in Togas, ch. 1, 2	Augustus Caesar's World, pp. xi–13 or Beric the Briton, ch. 1, 2	Augustus Caesar's World, pp. xi–13 and Plutarch's Caesar, 5 pages
<b>Week 2</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. II	(opt.) Growing Up in Ancient Rome, pp. 8–11	Detectives in Togas, ch. 3, 4	Augustus Caesar's World, pp. 14–28 or Beric the Briton, ch. 3, 4	Augustus Caesar's World, pp. 14–28 and Plutarch's Caesar, 5 pages
<b>Week 3</b>					
<b>Bible</b>	Life of Christ from the Gospels			Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. III; IV: I, II	(opt.) Growing Up in Ancient Rome, pp. 12–15	Detectives in Togas, ch. 5, 6	Augustus Caesar's World, pp. 29–40 or Beric the Briton, ch. 5, 6	Augustus Caesar's World, pp. 29–40 and Plutarch's Caesar, 5 pages
<b>Week 4</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Oxford First Ancient History, pp. 288, 289; Famous Men of Rome, ch. IV: III, IV	(opt.) Growing Up in Ancient Rome, pp. 16–19	Detectives in Togas, ch. 7, 8	Augustus Caesar's World, pp. 41–49 or Beric the Briton, ch. 7, 8	Augustus Caesar's World, pp. 41–49 and Plutarch's Caesar, 5 pages
<b>Week 5</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. V	(opt.) Growing Up in Ancient Rome, pp. 20–23	Detectives in Togas, ch. 9, 10	Augustus Caesar's World, pp. 50–58 or Beric the Briton, ch. 9, 10	Augustus Caesar's World, pp. 50–58 and Plutarch's Caesar, 5 pages
<b>Week 6</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. VI, VII	(opt.) Growing Up in Ancient Rome, pp. 24–27	Detectives in Togas, ch. 11, 12	Augustus Caesar's World, pp. 59–70 or Beric the Briton, ch. 11, 12	Augustus Caesar's World, pp. 59–70 and Plutarch's Caesar, 5 pages

	Family	Grades 1–3	Grades 4–6	Grades 7–9	Grades 10–12
<b>Week 7</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. VIII	(opt.) Growing Up in Ancient Rome, pp. 28–31	Detectives in Togas, ch. 13, 14	Augustus Caesar's World, pp. 71–79 or Beric the Briton, ch. 13, 14	Augustus Caesar's World, pp. 71–79 and Plutarch's Caesar, 5 pages
<b>Week 8</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. IX, X		Detectives in Togas, ch. 15, 16	Augustus Caesar's World, pp. 80–92 or Beric the Briton, ch. 15, 16	Augustus Caesar's World, pp. 80–92 and Plutarch's Caesar, 5 pages
<b>Week 9</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. XI:I–III		Detectives in Togas, ch. 17, 18	Augustus Caesar's World, pp. 93–106 or Beric the Briton, ch. 17, 18	Augustus Caesar's World, pp. 93–106 and Plutarch's Caesar, 5 pages
<b>Week 10</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. XI:IV–VII		Detectives in Togas, ch. 19, 20	Augustus Caesar's World, pp. 107–116 or Beric the Briton, ch. 19, 20	Augustus Caesar's World, pp. 107–116 and Plutarch's Caesar, 5 pages
<b>Week 11</b>					
<b>Bible</b>	Life of Christ from the Gospels		Mark Study	Romans Study	Romans Study
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Famous Men of Rome, ch. XII; Catch Up		Detectives in Togas, ch. 21, 22	Augustus Caesar's World, pp. 117–128 or Beric the Briton, ch. 21	Augustus Caesar's World, pp. 117–128 and Plutarch's Caesar, finish
<b>Week 12</b>					
<b>Bible</b>	Exam or Catch Up Week				
<b>Geography</b>	A Traveller in Rome; Map Drill				
<b>History</b>	Exam or Catch Up or Project Week				



## Lesson 1: John the Baptist Is Born

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Read together Luke 1:1–80 and ask for an oral narration.

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*Tip: For younger children, you may want to break up the reading into two or more shorter sections and ask for a narration for each section.*

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**Grades 7–12:** Students in grades 7–9 have two ongoing Bible projects throughout this year. First, they should work their way through an inductive study of the book of Romans with *Foundations in Romans*. See the *Foundations in Romans* book for details. A pace of two weeks per lesson is outlined in this handbook, with a couple of extra weeks to catch up, if needed, at the end of each Term. Begin working on lesson 1.

Second, they should be looking for any doctrinal truths in the passages read. The Gospels and Acts contain wonderful truths that students in grades 7–12 could record in their *Discovering Doctrine* books.

## Lesson 2: Jesus Is Born

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Read together Matthew 1:18–25 and Luke 2:1–38 and ask for an oral narration.

**Grades 7–12:** Continue working on *Foundations in Romans*, lesson 1, and watching for truths to record in *Discovering Doctrine*.

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*Tip: Encourage older students to work on the Foundations in Romans lesson each day throughout the two weeks it is mentioned, not just on the days that Bible is scheduled. A full two weeks per lesson will give them more time to concentrate and enjoy the Romans Bible study.*

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*Tip: Matthew 1:18-25 contains some important truths about Jesus Christ for the Discovering Doctrine notebook.*

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*Jesus Christ born in Bethlehem  
(4 B.C.)*

Romulus founds the city of Rome  
(753 B.C.)

## Lesson 3: Italy and Sicily

### Materials Needed

- *A Traveller in Rome*
- Blank outline map of Mediterranean (from *Uncle Josh's Outline Map Book* or the Internet); labeled map of the Mediterranean

**Family:** Read together *A Traveller in Rome*, chapter 1, sections 1 and 2.

**Map Drill:** Give each student a copy of an outline map of the Mediterranean area. Explain that this year they will be learning the countries that are on the land that Ancient Rome conquered and ruled in its day. Today have them label Italy and Sicily, being careful to spell them correctly.

## Lesson 4: Romulus

### Materials Needed

- *Famous Men of Rome*
- (Optional) *Growing Up in Ancient Rome* (grades 1–3)
- *Detectives in Togas* (grades 4–6)
- *Augustus Caesar's World* OR *Beric the Briton* (grades 7–9)
- *Augustus Caesar's World* (grades 10–12)

**Family:** Read together *Famous Men of Rome*, chapter I, parts I, II, and III, and ask for an oral narration.

**Grades 1–3:** (Optional) Read together *Growing Up in Ancient Rome*, pages 4 and 5.

**Grades 4–6:** Assign as independent reading *Detectives in Togas*, chapter 1.

**Grades 7–9:** Assign as independent reading *Augustus Caesar's World*, pages xi–xiii, OR *Beric the Briton*, chapter 1, and ask for a narration.

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*Tip: Narrations can be done in many ways. You may want to assign older children to do written narrations. Or visit our Web site at <http://SimplyCharlotteMason.com/timesavers/narration> for many more creative ideas that encourage students to narrate.*

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**Grades 10–12:** Assign as independent reading *Augustus Caesar's World*, pages xi–13, and ask for a narration.

## Lesson 5: Romulus (concluded)

### Materials Needed

- *Famous Men of Rome*
- (Optional) *Growing Up in Ancient Rome* (grades 1–3)

- *Detectives in Togas* (grades 4–6)
- *Augustus Caesar's World* OR *Beric the Briton* (grades 7–9)
- *Plutarch Roman Lives* (grades 10–12)

**Family:** Review last time's reading by saying something like, "Last time we read about two brothers who began to build a city. What do you remember about what happened?"

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*Tip:* You don't need to require another full narration in this preparatory stage. You simply want them to recall the most recent event or idea so they can mentally connect today's reading to it. If they want to review details, let them, but don't require it.

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Read together *Famous Men of Rome*, chapter I, part IV, and ask for an oral narration.

**Grades 1–3:** (Optional) Read together *Growing Up in Ancient Rome*, pages 6 and 7.

**Grades 4–6:** Assign as independent reading *Detectives in Togas*, chapter 2.

**Grades 7–9:** Assign as independent reading *Augustus Caesar's World*, pages 5–13, OR *Beric the Briton*, chapter 2, and ask for a narration.

**Grades 10–12:** Assign as independent reading about five pages of Plutarch's biography of Caesar and ask for a narration.

## Lesson 6: Magi Present Gifts to Jesus

### Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they remember from last time's reading about Jesus' birth. Read together Matthew 2:1–23 and Luke 2:39–52 and ask for an oral narration. Together locate Jerusalem and Nazareth on the Holy Land - New Testament map in *Then and Now Bible Maps*. See if students can determine how far Jesus walked during his trip to the Temple.

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*Note:* Israelite men were expected to make the trip to a central location (which became the Temple at Jerusalem) three times a year to celebrate the Feasts of Passover, Shavuot (Pentecost), and Tabernacles. (See Exodus 23:14–17; 34:22–24; Deuteronomy 16:16.)

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**Grades 7–12:** Continue working on *Foundations in Romans*, lesson 1, and watching for truths to record in *Discovering Doctrine*.

## Lesson 7: Preparation for Ministry

### Materials Needed

- Bible
- *Foundations in Romans* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

**Family:** Ask students what they recall from last time’s reading about Jesus’ trip to the Temple at Jerusalem. Explain that today’s reading takes place eighteen years later. Read together Mark 1:1–13 and Matthew 4:1–11 and ask for an oral narration.

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**Note:** *These events are also recorded in Matthew 3:1–17; Luke 3:1–23; Luke 4:1–13.*

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**Grades 7–12:** Finish *Foundations in Romans*, lesson 1, this week and keep watching for truths to record in *Discovering Doctrine*.

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**Tip:** *Mark 1:1–13 and Matthew 4:1–11 contain some truths about Jesus Christ and angels for the Discovering Doctrine notebook.*

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## Lesson 8: Corsica and Sardinia

### Materials Needed

- *A Traveller in Rome*
- Blank outline map of Mediterranean (from Uncle Josh’s Outline Map Book or the Internet); labeled map of the Mediterranean

**Family:** Read together *A Traveller in Rome*, chapter 1, section 3.

**Map Drill:** Give each student a copy of a blank outline map of the Mediterranean area. Encourage them to label the countries that they know from last time: Italy and Sicily.

Compare their labeled countries with a completed map and make any necessary corrections. Then have them label Corsica and Sardinia, being careful to spell them correctly.

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**Tip:** *If the idea of individual maps is creating conflict or anxiety among your students, feel free to have them work together to label one family map.*

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## Lesson 9: Numa Pompilius

### Materials Needed

- *Famous Men of Rome*
- (Optional) *Growing Up in Ancient Rome* (grades 1–3)
- *Detectives in Togas* (grades 4–6)
- *Augustus Caesar's World* OR *Beric the Briton* (grades 7–9)
- *Augustus Caesar's World* (grades 10–12)

**Family:** Ask the students to tell a little about the founding of Rome from last time's reading. Explain that today's reading will tell what happened after Romulus disappeared. Read together *Famous Men of Rome*, chapter II, parts I and II, and ask for an oral narration.

**Grades 1–3:** (Optional) Read together *Growing Up in Ancient Rome*, pages 8 and 9.

**Grades 4–6:** Assign as independent reading *Detectives in Togas*, chapter 3.

**Grades 7–9:** Assign as independent reading *Augustus Caesar's World*, pages 14–21, OR *Beric the Briton*, chapter 3, and ask for a narration.

**Grades 10–12:** Assign as independent reading *Augustus Caesar's World*, pages 14–28, and ask for a narration.

## Lesson 10: Numa Pompilius (concluded)

### Materials Needed

- *Famous Men of Rome*
- (Optional) *Growing Up in Ancient Rome* (grades 1–3)
- *Detectives in Togas* (grades 4–6)
- *Augustus Caesar's World* OR *Beric the Briton* (grades 7–9)
- *Plutarch Roman Lives* (grades 10–12)

**Family:** Ask the students to tell a little about good King Numa. Remind them how Roman legend says that the woman he married, Egeria, was a goddess. Explain that the Romans rejected the one true God and made up stories about many false gods and goddesses to worship instead. Read together *Famous Men of Rome*, chapter II, part III, and ask for an oral narration. If you prefer not to describe Rome's false gods to younger children, you can read only the first two paragraphs and the final two paragraphs of part III to them.

**Grades 1–3:** (Optional) Read together *Growing Up in Ancient Rome*, pages 10 and 11.

**Grades 4–6:** Assign as independent reading *Detectives in Togas*, chapter 4.

# *Matthew through Acts & Ancient Rome*

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