

# Chronicles to Malachi

Scripted Lesson Plans



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## INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who, what, where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who, what, where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

## GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

| <u>Grade</u>    | <u>Bible</u>                       | <u>History</u>                           |
|-----------------|------------------------------------|--|
| 2 <sup>nd</sup> | Genesis through Joshua             | Old Testament and Ancient Egypt          |
| 3 <sup>rd</sup> | Judges through Kings               | New Testament, Greece and Rome           |
| 4 <sup>th</sup> | Chronicles through Malachi and Job | Middle Ages, Renaissance and Reformation |
| 5 <sup>th</sup> | The Gospels                        | Explorers to 1815                        |
| 6 <sup>th</sup> | Acts through Revelation            | 1815 to the Present                      |

## BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at [www.veritaspress.com](http://www.veritaspress.com).
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

## ADDITIONAL THOUGHTS

### Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

### Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

### Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

### Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

### Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

### Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

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Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

### **Historical Literature**

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

## Elijah Destroys the Prophets of Baal

### BOOKS

Chron.–Mal. Bible Cards, #65 Elijah Destroys the Prophets of Baal  
Chron.–Malachi Enhanced CD  
*History Through the Ages Suggested Placement Guide*  
*History Through the Ages Record of Time Notebook*  
*Timeline Figures CD*  
Bible

### MATERIALS

Copy Chron.–Mal. Song Lyrics  
Worksheet on pgs. 7 and 8 from the enhanced CD

### OBJECTIVE

To introduce the child to the essential elements in the story of Elijah and the Prophets of Baal.

### TEACHING

*Hook: Say to the children, “We have much to look forward to this year! God has so many things to show us as we set out together on an adventure into the past. Although we are separated by many years from the events of the Old Testament, God wants us to understand them just as if we lived during that time. God’s word is for us today! While we can’t go back in time physically, we are able to ‘visit’ Israel during the great time of the prophets. We can do this because God used great men to record important events; events which tell us about God and his unfolding plan of salvation. As we go back in time, remember that God protected the words of the Bible so that we might read them today and trust that they are true. As you go through the lessons, try to put yourselves in the sandals of the prophets; try to imagine what it was like to walk on dusty roads and sleep on beds of straw. As we journey back in time never forget that our lives are, in so many ways, like those of the ancients—they have much to teach us!”*

1. Introduce the children to the Chron.–Mal. Song Lyrics. Read through the first sixteen together. Explain to the children that the purpose of the song is to help them to understand, in a fun way, the events that they will be studying this year. In a few weeks there will be tests in which they are to write down the events that they have studied. These songs will help them to remember the events. Take this time to help them to understand what the chronology tests are. Ask the children if they know what “chronology” means. Answer: *the ordering of things according to time.* Tell them that their lives are like the events that they are studying—they have a chronology. Explain to them the chronology of important events in their lives (birth, learning to walk, etc.). For example, say to the children: “Do you know why we celebrate your birthday every year?” Give them time to respond. Answer: *We want to remember the special day that you were born.* Say to the children: “There are many special times and events that God wants us to remember. They are recorded for us in the Bible. This year we will study many of those events.”

2. Listen to the whole song together. Explain to them that today you will only be singing the first sixteen events and that you will move on to the rest later. Follow along with the lyrics while singing the song.

3. Ask the children to take out their Bible cards. Have them turn to card #65 (Elijah Destroys the Prophets of Baal). Give the children a tour of the card. Point out that each card has a title and Scripture reference on the front. Tell them that the events on the card can be found in the Scripture reference listed on the front. Tell the

children that the pictures represent some aspect of the event and that they can help us to imagine some of the important elements of the event. Explain that each of the cards is numbered in order. Have them turn to the back and find the number of the card in the upper right hand corner. Also, have the children find the date on the back of the card. Let them know what the “c.” stands for (circa, which means “about” or “around”). Let them also know what B.C. stands for (“before Christ”). So explain that “c. 870 B.C.” means that the event on the card happened “around” 870 years before Christ.

4. Skip down to the Resources box at the bottom. Have the children point to it. Explain to them that this box contains the titles of books that have more information about the card. Let them know that they will be reading these books on a regular basis. Hold up *Journey Through the Bible*. Have them open to the pages that correspond to the information in the box (pgs. 142–143).

5. Next, have them look at the large yellow box on the back of the card. Explain that this is where they will find information about the event that the card refers to.

6. Have the children read through the text in the box. Have the children read the sentences with you, out loud. Once they have finished, ask them if they know what a prophet is. Say to them: “A prophet is a person who spoke for the Lord—who brought the word of the Lord to the people.” Ask the children if they know what a “drought” is. Say to the children: “A drought is a time in which there is little or no rain. During this time it is difficult to find food and have enough water to drink.” Next, see if the children have any questions about other elements of the story.

7. Have the children cut out the printed Elijah figure from their *Timeline Figures CD*. Now open to pg. 10 of the *Suggested Placement Guide*. Following the instructions for placement, have the children place the figure in the appropriate spot in their *Record of Time Notebook*.

## ASSIGNMENT

1. Worksheet

COMPLETED  GRADED

Do the worksheet on pgs. 7–8 of the Enhanced CD. Grade the *Elijah* worksheet so that it can be reviewed with the children during the next lesson.

ALERT: We will only say this once, but it is quite important: Have the children answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. Help the children to understand that these assignments will not only help them to understand the content of the Bible, but will also help them to become better writers. Explain to them that they will be receiving three grades on each paper, a content grade (to make sure that they understand what they are learning), a linguistics grade (spelling), and a grammar grade (their correct use of words and punctuation). Look at the “How to use this manual” section at the very beginning of your *Chronicles through Malachi and Job* teacher’s manual for an explanation of the procedures for grading. Have them work on the following example for an explanation of the grading procedure. Question: What is the Scripture reference for Elijah Destroys the Prophets of Baal? Answer: *The Scripture reference for Elijah Destroys the Prophets of Baal is I Kings 18*. When providing answers to questions, have the child repeat the relevant portion of the question (“The Scripture reference for Elijah Destroys the Prophets of Baal is...”). If your children have a hard time with this procedure or don’t seem to understand it, use the following device. Begin by presenting the question: “What is the Scripture reference for Elijah Destroys the Prophets of Baal?” Then, write down “The Scripture reference for Elijah Destroys the Prophets of Baal is \_\_\_\_.” Have them fill in the answer until they become comfortable with the format. You may want to rehearse this method with them for a few lessons until they become comfortable with the system.

## Elijah Destroys the Prophets of Baal

### BOOKS

Bible  
Chron.–Mal. Bible Cards, #65 Elijah Destroys the Prophets of Baal  
Chron.–Mal. Enhanced CD

### MATERIALS

Copy of the Chron.–Mal. Song Lyrics  
Copy of graded worksheet from previous lesson  
Copy of project 1 on pg. 9 of the Enhanced CD

### OBJECTIVE

To have the children understand the point of Elijah’s contest on Mt. Carmel.

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### TEACHING

#### REVIEW

Have the children take out their copy of the Chron.–Mal. Song Lyrics. Sing through the first sixteen events while following along with lyrics.

#### INSTRUCTION

1. Review the graded worksheet together with the children, correcting any mistakes and filling in any information that they missed.
2. Read through the card together, having the children take turns reading the sentences (or alternating with them if you are teaching just one child).
3. Have the children turn to their copy of Project 1 (Bible Reading) from the Enhanced CD. Follow the instructions at the top of the page. Work through the project with the children. Answer the questions with them interactively—give them guidance where needed. Focus especially on the second question. Make certain that they understand the central point of the contest on Mt. Carmel. The central point of the contest on Mt. Carmel is: *Idols are not real and the God of Israel honors those who believe in him.* Ask the children if they know what an “idol” is. Say to them: “An idol is a false god or a pretend god that people make up to worship. God’s Word commands us never to worship pretend or made up gods. The event Elijah Destroys the Prophets of Baal shows that Elijah’s God is the real God and that the prophets of Baal were worshipping a false god.”
4. For older children: Turn to pgs. 146–147 in *Journey Through the Bible*. Together read aloud the sections on Ahab and Vineyards. Focus especially on the summary of Ahab’s reign. Explain the concept of “false gods” to the children. Ask the children if they know what a “false god” is. Answer: *A pretend god that people make up to worship. These gods are not real.* See if they understand why Jezebel was so dangerous to Israel. Say to them: “Jezebel was so dangerous to Israel because she tried to get Israel’s king to worship a pretend god. Israel’s king had a lot of power, and he could influence many people to follow Jezebel and to follow false gods.” Review the First and Second Commandments (Ex. 20:3–4) and see if they understand what Jezebel was tempting Ahab (and thus Israel) to do.

Answer: *She was tempted Ahab, and through Ahab Israel, to break the two most important commandments of the Ten Commandments.* [Ed: end older children]

## **ASSIGNMENT**

None

## Elijah Destroys the Prophets of Baal

### **BOOKS**

Bible  
Chron.–Mal. Bible Cards, #65 Elijah Destroys the  
Prophets of Baal  
Chron.–Mal. Enhanced CD

### **MATERIALS**

Copy of the Chron.–Mal. Song Lyrics  
Copy of Graded Elijah Destroys the Prophets of  
Baal worksheet

### **OBJECTIVE**

To help the children to become proficient with the facts reviewed in the first two lessons.

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### **TEACHING**

#### **REVIEW**

Have the children take out their copy of the Chron.–Mal. Song Lyrics. Sing through the first sixteen events while following along with lyrics.

#### **INSTRUCTION**

1. Drill the worksheet questions with the children. Do this using the following format. Question: What are the Scripture reference and date for Elijah Destroys the Prophets of Baal? Answer: *1 Kings 18, c. 870 B.C.*
2. Drill all 8 questions until you feel they have reasonable familiarity with the answers.

### **ASSIGNMENT**

None

## Elijah Destroys the Prophets of Baal

### BOOKS

Chron.–Mal. Bible Cards, #65 Elijah Destroys the Prophets of Baal

### MATERIALS

Copy of the Chron.–Mal. Song Lyrics  
A Soft Ball  
Indoor basketball hoop or some type of basket to be used as a hoop

### OBJECTIVE

To review and reinforce the essential facts from the Elijah Destroys the Prophets of Baal lesson.

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### TEACHING

#### REVIEW

Have the children take out their copy of the Chron.–Mal. Song Lyrics. Sing through the first sixteen events while following along with lyrics.

#### INSTRUCTION

1. In your next lesson the children will be taking their test on Elijah Destroys the Prophets of Baal. Today we will do a test-specific review.
2. First, read through the card with the children. Don't let them look at their cards. When you reach a key phrase or word read the sentence and then say "blank" for the word that you want them to insert. Here's an example: "*Blank* wanted to kill Elijah because God's prophet said that there would be a drought." Answer: *Ahab*... Have the children answer in complete sentences. So their answer would be as follows: "Ahab wanted to kill Elijah because God's prophet said that there would be a drought." As you proceed, include more than one "blank" per sentence. For example: Elijah met with Ahab and they sent for all *blank* to gather at Mount *blank*. Their answer: *Elijah met with Ahab and they sent for all Israel to gather at Mount Carmel*. Go through the card, doing this until you feel that they have a relatively firm grasp on all of the key points.
3. Play a review game with the children. Give the first child a soft ball. Set up a basket or indoor basketball hoop several yards away. Ask the child a question from the back of the card. If he answers it correctly, he receives one point and then gets to take a shot at the basket. If he makes the shot, then he receives another point. If he does not answer the question correctly, he must sit down and receives no points. Have the children take turns, and the one with the most points at the end wins. Note: If there is just one child, use the same rules, but have them go until they reach a set amount of points (like 10).

### ASSIGNMENT

None

## Elijah Destroys the Prophets of Baal

### **BOOKS**

### **MATERIALS**

Copy of Elijah Destroys the Prophets of Baal Test found on pgs. 12–13 of the Enhanced CD.

### **OBJECTIVE**

To test the children's knowledge of the essential facts for the lessons covering I Kings 18 (card #65).

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### **TEACHING**

1. Have the children take the test on Elijah Destroys the Prophets of Baal. You should grade the test and review it immediately (or go over it first thing during the next class period).

### **ASSIGNMENT**

Complete the Elijah Destroys the Prophets of Baal test.

COMPLETED  GRADED

## Elijah Confronts Ahab

### BOOKS

Chron.–Mal. Enhanced CD  
*Journey Through the Bible*  
Chron.–Mal. Bible Cards, #66 Elijah Confronts  
Ahab  
Bible

### MATERIALS

Copy of the Worksheet found on pgs. 14–15 of the  
Chron.–Mal. Enhanced CD  
An old t-shirt or sheet that can be torn

### OBJECTIVE

To begin to familiarize the children with the facts concerning Elijah’s confrontation with Ahab.

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### TEACHING

*Hook: Gather the children together. Have them put on an old t-shirt or an old sheet with holes cut for arms and head. Help the children to tear a small rip into the t-shirt or sheet. Tell the children that the Israelites would often tear their clothing when they were sad or felt sorry for their sins. Ask the children if they know what “repentance” means. Tell them that repentance means that one is sorry for his sins and that he has asked God for forgiveness. Ask them if they have ever repented before. Provide some anecdote from your own life if one comes to mind.*

### INSTRUCTION

1. Have the children take out their Bible cards.
2. Have them take turns reading the card, one sentence at a time.
3. Ask the children if they know what a vineyard is. Turn to *Journey Through the Bible*, pgs. 146–147. Read through the section on vineyards and show them the picture of the vineyard on pg. 147. Also, refer them to the section on the king’s seal and the blue-colored box entitled “Seals” on pg. 147. Read through that section together having the children alternate sentences.
4. Ask the children to come up with a motive for Jezebel’s actions. When the children are done say to them the following: “Jezebel wanted power and she didn’t want to obey God’s laws. She wanted to be able to take anything she wanted for herself. She also wanted her husband to take anything for her that she wanted. She didn’t respect God’s law.” Ask the children if they know what God’s law says about taking things that are not yours. Answer: *Exodus 20:15 tells us that we should not steal. It is one of God’s Ten Commandments.*

### ASSIGNMENT

1. Worksheet

COMPLETED  GRADED

Do the worksheet on pgs. 14–15 of the Chron.–Mal. Enhanced CD.

## Elijah Confronts Ahab

### **BOOKS**

Chron.–Mal. Enhanced CD  
Bible

### **MATERIALS**

Elijah Confronts Ahab project 1 worksheet from pg. 16 of the Enhanced CD  
Copy of the Chron.–Mal. Song Lyrics

### **OBJECTIVE**

To introduce the children to the facts of I Kings 21 through a Bible reading assignment.

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### **TEACHING**

#### **REVIEW**

Have the children take out their copy of the Chron.–Mal. Song lyrics. Sing through the first sixteen events while following along with the lyrics.

#### **INSTRUCTION**

1. Go over the graded worksheet with the children. Make them aware of any corrections as necessary.
2. Read through I Kings 21 in the Bible. Alternate reading with the children reading two or three verses at a time.
3. Go through the project 1 assignment on pg. 16 of your Enhanced CD. Do the assignment with the children.
4. For older children: Have the older children do the project 1 assignment on their own, without any assistance.  
[Ed: end older children]

### **ASSIGNMENT**

1. Project 1 Assignment  COMPLETED  GRADED
2. Complete the project 1 assignment on pg. 16 of your Enhanced CD.

## Elijah Confronts Ahab

### BOOKS

Chron.–Mal. Bible Cards, Card #66 Elijah Confronts Ahab  
Chron.–Mal. Enhanced CD

### MATERIALS

Completed project 1 worksheet  
Project 2 worksheet from pg. 17 of the Enhanced CD  
Chron.–Mal. Song Lyrics

### OBJECTIVE

To reinforce the information presented in the previous two lessons.

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### TEACHING

#### REVIEW

Have the children take out their copy of the Chron.–Mal. Song lyrics. Sing through the first sixteen events while following along with the lyrics.

#### INSTRUCTION

1. Read through the Elijah Confronts Ahab card with the children. Using the method you've used before, have the children fill in *blanks* as you see fit.
2. Review the project 1 worksheet from yesterday with the children. Drill the children on the worksheet using the graded worksheet. Use the following method. Read to them the prompt. For example: "Ahab wanted \_\_\_\_." Answer: *Ahab wanted Naboth's vineyard for a vegetable garden.* Have them fill in the blanks as you've done previously.
3. Have the children fill out the project 2 worksheet from pg. 17 of the Enhanced CD. Using your answer key, help the children to fill out the worksheet properly.
4. For older children: Have the older children fill out the project 2 worksheet without any assistance. [Ed: end older children]

### ASSIGNMENT

1. Project 2 Worksheet  COMPLETED  GRADED
2. Have the children fill out the project 2 worksheet from pg. 17 of the Enhanced CD. Using your answer key, help the children to fill out the worksheet properly.

## Elijah Confronts Ahab

### BOOKS

Chron.–Mal. Enhanced CD  
Chron.–Mal. Bible Cards, #66 Elijah Confronts  
Ahab

### MATERIALS

Graded Elijah Confronts Ahab worksheet from pgs.  
14–15 of the Enhanced CD  
A Soft Ball  
Indoor basketball hoop or some type of basket to be  
used as a hoop

### OBJECTIVE

To help the children review for the upcoming test in the next lesson.

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### TEACHING

#### REVIEW

Have the children take out their copy of the Chron.–Mal. Song lyrics. Sing through the first sixteen events while following along with the lyrics.

#### INSTRUCTION

1. In your next lesson, the children will be taking a test on Elijah Confronts Ahab. Make sure that they know the date on the back of the card, the Scripture reference, and the information on the back of the card.
2. Read through the card, stopping and saying *blank* on all of the key words by leaving the key word or words out of the sentence you are reading. Go through the card several times leaving out more words each time through.
3. Now play a review game with the children. They played this game for lesson 4, so they should be more familiar with it this time. Give the first child a soft ball. Set up a basket or indoor basketball hoop several yards away. Ask the child a question from the back of the card. If he answers it correctly, he receives one point and then gets to take a shot at the basket. If he makes the shot, then he receives another point. If he does not answer the question correctly, he must sit down and receives no points. Have the children take turns, and the one with the most points at the end wins. Note: If there is just one child, use the same rules, but have them go until they reach a set amount of points (like 10).

### ASSIGNMENT

None

## Elijah Confronts Ahab

### **BOOKS**

### **MATERIALS**

Copy of the Elijah Confronts Ahab test on pgs. 18–19 of the Enhanced CD

### **OBJECTIVE**

To test the children's knowledge of the lesson covering I Kings 21, Elijah Confronts Ahab.

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### **TEACHING**

1. Have the children take the test on Elijah Confronts Ahab. You should grade the test and review it immediately (or go over it first thing during the next class period).

### **ASSIGNMENT**

1. Complete the Elijah Confronts Ahab Test.

COMPLETED  GRADED