

Middle Ages, Renaissance & Reformation

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 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	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.
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

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.

St. Augustine Converts to Christianity

BOOKS

Middle Ages, Renaissance, and Reformation
(MARR) Flashcards; Card #1, “St. Augustine
Converts”
Middle Ages, Renaissance, and Reformation
(MARR) Teacher’s Manual
History Through the Ages Suggested Placement
Guide, Timeline CD and Notebook
Augustine: The Farmer’s Boy of Tagaste (older)
The Kingfisher History Encyclopedia

MATERIALS

Copy of St. Augustine Converts worksheet, pgs. 10
and 11 in the MARR Teacher’s Manual

OBJECTIVE

Introduce children to the Medieval time period, its place in history, and the physical location of Medieval Europe.
Introduce the use of history cards and worksheets.
Introduce the children to the historical figure of St. Augustine.

TEACHING

ALERT: Throughout the year you will be using the figures on the History through the Ages Timeline CD. On Disk 1, choose Resurrection to Revolution, Notebook-Sized Figures, with Text.) and print pages 4–19 (one set for each child). Also print pages 2 and 3 of the Bonus Figures. Print these pages out now and store them in a folder for easy access in future lessons. When instructed during the lesson, give the children the timeline figure print-outs and allow them to color them. Cut out the figures and text and look in the Suggested Placement Guide to see where to glue the figures in the notebook. Feel free to use some of the surrounding events as well if you desire, but realize that some of them may be used when studying future flashcards. Familiarize yourself ahead of time with the Suggested Placement Guide, especially reading the instructions on pgs. 4 and 5.

HOOK: Say to the children: The first part of this school year we will be studying an exciting and complicated period of time called the Middle Ages, or Medieval Period. Although there were important events happening all over the world during the Middle Ages, we will be focusing on one part of the world for our study. Right now I am going to show you some pictures and tell you some things that will explain where and when the events of the Middle Ages took place.

1. Show the students “The World at a Glance,” pgs. 98–99 of *The Kingfisher History Encyclopedia*. Ask if they remember or know what a continent is.

A continent is a large area of land surrounded by a combination of oceans, sea, or other continents. There can be more than one, even many, countries or nations on one continent.

2. Point out the continents shown on the map. Have them find the continent on which they live.
3. Say to the children: During the time of history that we will be studying, here is what was happening near where you live today.
4. Read to the children the information about the continent in which they live.
5. Say to the children: However, our study mostly will be about the continent of Europe. Can you find Europe on the map?
Europe is shown in yellow and labeled.
6. Read to the children the information given about Europe during the Middle Ages.
7. Say to the children: Now that you know *where* the events of the Middle Ages took place, let's find out *when* they took place.
8. Show the children the book entitled History through the Ages Timeline Notebook.
9. Say to the children: This book is a timeline in a book. If you took out the pages of this book and hung them, in order, along the wall, you would see a line of time—of all of history. We would call the line a *timeline*.
10. Ask the children: What is the first event in the history of man?
The first event in the history of man is God's creation of Adam and Eve.
11. Show the children the event of Creation, Adam, and Eve, etc., on pg. 6 of *History through the Ages Suggested Placement Guide*. Flip through the pages pointing out events which might be familiar to them. Explain that this is what their notebook will look like when completed.
12. Explain that centuries are sets of one hundred years, and that as each century passes by, the number changes. Show these dates on some of the pages of *History through the Ages Suggested Placement Guide*.
13. On pg. 18, point out the date of the birth of Jesus. Explain the difference between BC and AD, and that the birth of Jesus is the “center” of history.
14. Ask the children in what year they are now living. Turn to pg. 64, 2005 AD.
15. Say to the children: This represents when you live.
16. Explain the significance of the Iraq War symbol or some other recent event with which the children are familiar.
17. Turn to pg. 21, and show them the century of 400 AD. Point out item M, *Augustine*.
18. Say to the children: Augustine is the first person we will study in our history cards. But before we talk about him, I want to explain a little about the events that happened before Augustine's life.
15. Say to the children: By the time of Jesus' life on earth, the Roman Empire (also called *Rome*) had conquered and ruled Israel, where Jesus lived, as well as most of the Middle East and Europe. (Refer to pg. 99 of *The Kingfisher History Encyclopedia*.) The Roman Empire was very powerful at that time. (Show the children pgs. 64–67 of *The Kingfisher History Encyclopedia* for pictures of Roman life.) After Jesus was crucified, resurrected, and ascended into heaven, the Christian church began to grow and was persecuted, (mistreated or killed), by the Romans. Roman

persecution then stopped, Christianity began to spread to parts of the Middle East and Europe, and the Church became more organized with strong leaders who made sure that the scriptures were taught in the local churches. However, three hundred years after Christ, the Roman Empire began to not be as powerful. More Romans were Christians, but the government of Rome was weak. Other groups of people from Europe and Asia, who were not Christians, began to settle in Roman lands, and sometimes, even, to make war against the Roman Empire in order to take over the lands the Romans had controlled. These invaders were called *barbarians*.

16. Say to the children: During that time of war, Christian leaders, were making sure correct teachings were being taught, and some men began to spend more time alone, praying, reading scripture, and hand copying manuscripts of the Bible and other Christian writings. There were no printed books in that day, so all writings had to be hand copied day after day. Men who lived their lives for prayer, scripture reading and writing were called *monks*. Some monks were also leaders in the churches, and, so, were called *priests* or *bishops*, as well as *monks*. Augustine, the first person we will study, was a monk and a bishop. He was also a theologian. A *theologian* is a person who studies the Bible carefully and writes about what the Bible teaches us and how God and His Word should be taught in the local churches.

17. Ask the children to look at the first history card, “St. Augustine Converts to Christianity”. Give them a “tour” of the card, as follows, explaining that each history card will be similar to this first one. Say to the children the information listed in items #18–22, below.

18. Each history card has a title on the front with a famous painting or other picture showing subject of the card. Turn your card over.

19. Each card is numbered on the back in the upper right hand corner of the card.

20. Also on the back of each card is a date which you will memorize along with the title of the card.

21. In the big yellow box in the middle there is some information about the subject of the card. This box contains all of the information you will need to remember about the subject of the card. Each week that we study history we will read and study a new card and answer question about it.

22. At the bottom of the card is a list of resources (books) that we will read in order to learn more interesting facts about the subject of the card.

23. Say to the children: Now we will read the first card together.

24. Read the card with the children, taking turns reading.

ALERT: The first time you read the card with the children, break down the information into small pieces, defining terms and asking background questions, some of which do not appear on the worksheet for that week’s card. Prior to teaching the lesson, you may want to read the resource material listed in the “Books” section in the header of each lesson. (Scan lesson to find pertinent page numbers.) Doing this will enable you to know better how to break down the information. In subsequent lessons, background questions and answers such as the following may not be provided for you.

25. After reading the card, discuss these questions about the card in order to give the children a better understanding of the information on the card:

What do you know about Augustine’s life when he was a young man?

Augustine was a student and a professor (teacher) who had a wild (sinful) life. His mother, Monica, was a Christian who prayed for him.

The card says Augustine had a “dramatic conversion”. What is a *conversion*?

A conversion is a turning to Christ. A person who has had a conversion has turned away from sin and toward Christ. He has become a Christian.

What would a *dramatic* conversion be?

A dramatic conversion would be one that would really surprise someone or be exciting.

We will find out this week if Augustine’s conversion was dramatic.

The card says that Augustine became three things. What were the three things?

*Augustine became a monk, a priest, and a bishop of Hippo in North Africa. (Hippo was a city in North Africa. See map pg. 80 of *The Kingfisher History Encyclopedia*.)*

What two books did Augustine write?

*Augustine wrote *Confessions* and *City of God*.*

The card says that *Confessions* was Augustine’s spiritual autobiography. What is an *autobiography*?

The root auto- means self. The root bio- means life, and the root graph- can mean writing. So an autobiography is a writing about the life of yourself. That is, it is a book you write about your own life.

So, what would a spiritual autobiography be?

A spiritual autobiography is a book you write about your own relationship with Christ.

Augustine shared his spiritual autobiography with others so that they could learn how a person comes to repent, believe in God, and grow in godliness.

What was the subject of his book *City of God*?

*The book *City of God* says that two groups live in the world at the same time. One group is made up of people who live apart from God. The other group consists of those who live with Him, as Christians. Sometimes these groups disagree, but in the end, they will separate when Christians go to heaven. The Bible calls these two groups the wheat and the tares. Matthew 13 says that it is sometimes hard to know to which group a person belongs; therefore, church leaders should not make a person leave a local church just because those leaders don’t think the person is a Christian.*

With what British monk did Augustine disagree?

Augustine disagreed with Pelagius.

What did Pelagius believe?

Pelagius believed that man is not born sinful. He believed that babies are not sinful until they learn to sin by watching older people sin.

What did Augustine believe that was different from Pelagius’s belief?

Augustine believed what the Bible says, which is that man is sinful from the time he is made in his mother’s womb. A person can only be saved from his sin by the grace of God.

Why are St. Augustine’s writings so important?

Augustine’s writings are important because they have been studied and relied upon for centuries.

The card says that St. Augustine was a great theologian. Do you remember what I said a theologian is?

A theologian is a person who studies the Bible carefully and writes about what the Bible teaches us and how God and His Word should be taught.

26. After this discussion, the children should have received a good introduction to the historical figure of St. Augustine.

27. While you are still working with the children, have them begin the assignment described below, taking care to see that it is done correctly. Please read the following ALERT before beginning the assignment.

ALERT: As often as possible, have the children answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. The more they practice this, the more proficient they become. Help the children understand that the reason for this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define “comprehension”: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the Getting Started file for an explanation of how to grade.

ALERT: Use the example below to help your children understand how to answer each question in complete sentences. If your children are not familiar with this type of questioning, take a weaning approach. On the first worksheet have the children answer the questions out loud and you write the answers down on another sheet of paper, then have the children copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, “What is the date given for Saint Augustine Converts to Christianity?” You would write down, “The date given for Saint Augustine Converts to Christianity ...” and then let them finish the rest (“is 386”). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system before to master this technique.

The correct way to answer the questions is as follows:

EXAMPLES from this week’s worksheet:

Question #2: What was Augustine’s religious background before his conversion? Children should underline key words and phrases in the question in order to copy them in their answers.

Answer #2: Use key words/phrases already underlined in question. Before his conversion, Augustine studied and tried different philosophies and religions. (Note: the children should not use *he*, but instead should use the name of the person about whom they are writing. Pronouns should be avoided unless the person’s name has been used in a previous sentence in the SAME ANSWER.)

Question #3: In what year did Augustine convert to Christianity?

Answer #3: Augustine (not *he*) converted to Christianity in the year 386.

Please note that the answers to worksheets and tests, given in the back of the Teacher’s Manual, are not in the complete sentence form we have described here. These answers in the back of the teacher’s guide are only for your quick reference in grading content of history answers.

28. Have children answer questions on the worksheet entitled “St. Augustine Coverts to Christianity”. They should provide all answers in complete sentences, as defined above.

HISTORICAL LITERATURE

ALERT: There are two groups of historical literature in this curriculum—one for younger children and one for older children. If your family has both older and younger children, you have probably received historical literature for both age groups. The books for older children are more numerous and lengthy than those for the younger children. Therefore, the older children will need more time to read a book and to get through the book list in one year. Because we will schedule the assignment of historical literature

to coincide with the study of a current or soon-current history card, there will be periods of time when the children will not be assigned historical literature to read.

For older children: Begin the historical literature assignments by reading *St. Augustine: The Farmer's Boy of Tagaste*. Say to the children: This year you will be able to read historical books about the time period you are studying in history. Some of the books will be biographies. The word *biography* is similar to the word *autobiography* which we discussed earlier in the lesson. You know that *bio-* means *life* and that *graph-* can mean *writing*. A biography is a book written about someone's life, but it is not written by the person who is the subject of the book.

Introduce the children to the biography *St. Augustine: The Farmer's Boy of Tagaste*. Begin by reading aloud the back cover of the book, and then read the Introduction right before chapter 1. Assign the older students to read chapters 1 and 2 before the next history lesson.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the St. Augustine Converts to Christianity worksheet.

St. Augustine Converts to Christianity

BOOKS

MARR Flashcards; Card #1, “St. Augustine Converts”
MARR Teacher’s Manual
Augustine: The Farmer’s Boy of Tagaste (older)
The Church in History
The Kingfisher History Encyclopedia

MATERIALS

Completed worksheet
Copy of Memory Song Lyrics, Page 431 in the MARR Teacher’s Manual
Copy of Project 2, pgs. 14–16 in the MARR Teacher’s Manual
Copy of Project 3, pg. 17 in the MARR Teacher’s Manual
Copy of instructions, pg. 9 in the MARR Teacher’s Manual
Copy of map, pgs. 470–484 in the MARR Teacher’s Manual

OBJECTIVE

Introduce MARR Memory Song. Continue to familiarize children with facts about St. Augustine.

TEACHING

HOOK: Say to the children: Yesterday we talked a lot about the Middle Ages, and there is more to learn. We will also learn about the times in history called the Renaissance and the Reformation. Later this year you’ll learn more about what the words Renaissance and Reformation mean. There is a song we can learn this year that will help us remember what we read on our history cards. Would you like to hear it now?

INSTRUCTION

1. Give each child a copy of the lyrics to the MARR Memory Song.
2. Play the song. Simply let the children read along, listen, and enjoy.
3. After the song has played one time, play it again and let the children try to sing along. Let them enjoy the song, without requiring them to memorize any part of it yet.
4. After the song has played twice, say to the children: Who is the first person that the song mentions?
St. Augustine
5. What do you already know about St. Augustine?
Let them answer from memory; or if they want to get out their worksheets, let them do so. Let them give answers they have gleaned from the card, their worksheets, or the materials read aloud in the last lesson. Don’t be too structured with this discussion.

6. After the children mention some facts that they remember, begin to review the worksheet questions and answers, being sure to cover them all. Allow each child to answer at least one question. The children should answer in complete sentences, even if they must read the answers from their worksheets.

7. Say to the children: These questions and answers make up most of the information which will be on your test at the end of our study of St. Augustine.

8. Say to the children: Today I will read to you a little more about Augustine.

9. Read aloud the section entitled “7. ‘A Son of So Many Prayers Cannot Be Lost’”, pgs. 35–37, of *The Church in History*.

ALERT: Prior to any reading project activity (such as the one you are about to do with the children), you must determine in advance the vocabulary necessary for your children to learn or review. Learning or reviewing the vocabulary must be done before the reading activity begins. It may or may not be necessary for you to teach or review all of the vocabulary prior to the reading of the reading project paragraphs. Please read Page 550 of the Teacher’s Manual, entitled “Writing Exercises, Teacher’s Instructions.”

10. Say to the children: Now we will read and study a little more about the time when the Roman Empire became weak and was taken over by barbarians. I mentioned these ideas yesterday. The time period when Rome lost power and was taken over, and at times, even attacked, is called *The Fall of the Roman Empire* or *The Fall of Rome*. When we say Rome *fell*, we mean it fell from the power it had before, and it did not rule over so much of the world as it did before. Remember that *barbarians* were non-Christian, or *pagan*, groups of people from Europe, the Middle East, or even Asia.

11. Show the children again pgs. 98–99 of *The Kingfisher History Encyclopedia* to remind them where these places are.

12. **For older children:** Say to the children: The paragraphs we will read in a moment will tell some more about this.

If teaching or review of vocabulary in the reading project is necessary (see above ALERT), give each child a copy of “Project 2, Page 14” which lists vocabulary words from the reading project. Have them look up the unfamiliar vocabulary words in a dictionary and write the definitions on their papers. Children who are not proficient in the use of a dictionary, may look up selected words, or you may read aloud a definition, have them think of a simple definition or synonym, and write it on their papers.

After vocabulary words have been sufficiently reviewed, give each child a copy of “Project 2” vocabulary list and read aloud paragraph I, or have one of your children read it aloud. Discuss the ideas briefly stressing the fear and uncertainty Romans would feel as their lives change.

Repeat for paragraph II.

Additional activity: Explain the instructions on Page 550 concerning key word outlines and apply them to paragraphs I and II. Give each of the older children a copy of “Project 2, Page 4, Key Word Outline”, which gives a structure for the key word outline assignment. Have them begin the key word outline while they are still with you.

You may decide this is too much for the first week of school. If so, just read the material.

13. **For younger children:** Have the children color the coloring page of the Bishop of Hippo, pg. 17 of the MARR Teacher’s Manual.

14. Hand out the copy of the MARR map to the children.

15. Follow the instructions (pg. 9) for assembling the map pages. Once assembled, instruct the children to color the map before laminating. (It may take more than one class period to finish coloring the map.) As you are assembling the map, tell the children that this is going to be exciting as they are going to be able to see on the map where all the events they are studying took place.

HISTORICAL LITERATURE

For older children: Read chapters 3–6 of *Augustine: Farmer’s Boy of Tagaste*.

ASSIGNMENT

1. Key word outlines

COMPLETED GRADED

For older children: Complete key word outlines of paragraphs I and II.

2. Coloring page

COMPLETED GRADED

For younger children: Color Project 3, the coloring page of the Bishop of Hippo

St. Augustine Converts to Christianity

BOOKS

MARR Flashcards; Card #1, “St. Augustine Converts”
MARR Teacher’s Manual
History Through the Ages Suggested Placement Guide, Timeline CD and Notebook
100 Most Important Events in Christian History
Augustine: The Farmer’s Boy of Tagaste (older)
The Church in History

MATERIALS

Graded worksheet
Copy of Memory Song Lyrics
Copy of timeline page, pg. 485 in the MARR Teacher’s Manual
St. Augustine figure printout from Timeline CD
Colored pencils
Scissors
Glue
Copy of Project 2 used yesterday

OBJECTIVE

Continue to review and teach children information about St. Augustine.
Begin timeline project.

TEACHING

REVIEW

Have the children take out their Memory Song Lyrics. Sing through the first 16 events.

INSTRUCTION

1. Drill the worksheet questions with the children. Ask the questions orally and allow them to answer orally and in complete sentences. Explain any corrections you made to the worksheets when you graded them.
2. Read over the map timeline description on “St. Augustine Converts” on pg. 485 of the Teacher’s Manual.
3. Instruct the children to color and glue their medallion in the appropriate spot on the map.
4. **For older children:** Ask the older children the following question about their reading of *Augustine: Farmer’s Boy*, chapters 3–6:

At the beginning of Chapter 3, Monica is worried because her son has come home as a “complete pagan” (Chap. 3, *Augustine: Farmer’s Boy*). Give some examples from chapters 3–6 of ways in which Augustine behaves as a pagan. (Any of the following ideas are correct. Children do not have to cover all of these items nor quote them directly. The idea is to learn the meaning of the word pagan.) “Befriended wrong boys ... constantly up to no good ... gambling ... deceiving girls ... let father worry about money and mother pray and worry over him while he continued living for fun and pleasure” (chap. 3); father’s salvation before his death did not interest him ... didn’t go to church to hear sermon, but to be near girl he liked ... unrepentant for wrongdoing ... joined club of immoralists (chap. 4); joined in playing trick on, and beating, deaf professor ... “had no intention of becoming a

Christian” (chap. 5); became a Manichaean, a religion which “taught that both good and evil have an equal right to existence”... “lived like a heathen” ... gave speeches “full of ungodly ideas ... directly against Christ’s teachings” ... haughty and mocking to mother (chap.6)

Ask: What do you think a pagan is?

Answers may vary, but help children to understand that it isn’t just behaviors, but also ideas and philosophies, that make one a pagan. A pagan can be described as one who does not put God at the center of his own life and at the center of how our society should be run.

Ask: Why did Monica, his mother, grieve about Augustine’s pagan ideas, and why did she require him to leave her home in Chapter 6?

Answers may vary, but help children understand that Monica had to put God and His ways before her own son and her own desires, and that the ability to do this is one of the things that separates a pagan from a Christian. (This will be important when you talk about St. Augustine’s *City of God*.)

Remind the children of the ideas in *City of God* about two groups of people in the world—those who live apart from God and those who live with Him, as Christians.

Say to the children: As Rome began to be overtaken by barbarians, some Romans were afraid that their way of life was disappearing. Some Romans had put their trust in the Roman government and law. They had rights as Roman citizens that they didn’t have now that the barbarians ruled, especially the richer, more important, Romans. St. Augustine wrote in his book *The City of God* that a better kingdom than the Roman Empire was coming—the kingdom of God.

5. Read with the children Paragraph 3 of “Project 2, The Fall of Rome and the City of God” reading sheet used yesterday. Explain how this paragraph has to do with the preceding discussion about pagans (the barbarians were pagans) and about the superiority of the kingdom of God over the Roman Empire or any other earthly government. If there is time, follow the instructions for key word outline.

6. **For older and younger children:** Give the *younger children* the timeline figure printouts for St. Augustine and allow them to color them while *older children* do key word outline. *Older children* begin coloring figure after finishing key word outline. OR You may elect to skip key word outline for *older children* today and have *all the* children begin coloring the timeline figure.

7. After the older children finish the key word outline, play the history memory song in the background as the children work on the timeline figure.

8. Cut out the figures and text and look in the suggested placement guide to see where to glue the figures in the notebook. Feel free to have them color some of the surrounding figures as well, but realize that some of them may be used when studying future history cards. As the children are working on assembling the timeline, talk to them about the fact that a timeline is a visual aid to help us understand the concept of time. It paints a visual picture of our past. (If the children do not finish today, there will be some time to finish after the test on lesson 5.)

HISTORICAL LITERATURE

For older children: Read chapters 7–10 of *Augustine: Farmer’s Boy of Tagaste*

ALERT: Lessons 8 and 9 will include the Viking ship craft project in MARR Teacher’s Manual, pg. 55. Have materials ready on the day of Lesson 8

ASSIGNMENTS

Timeline

COMPLETED GRADED

Complete timeline activity. (Younger children may need help.)