

Acts to Revelation

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.

Pentecost

BOOKS

Acts-Rev. Enhanced CD
Acts-Rev. Bible Cards (Card #129, Pentecost)
Journey through the Bible

MATERIALS

Copy of Pentecost worksheet on pgs. 7–8 of Acts-Rev. Enhanced CD
Copy of Acts-Rev. Song Lyrics

OBJECTIVE

Familiarize the children with the essential events of Pentecost.

TEACHING

HOOK: Say to the children: We have much to look forward to because this is going to be an exciting year! God has many things to show us as we together set out on an adventure into the Bible. Experiencing the power of the Holy Spirit through marvelous tongues of fire in the upper room with the disciples, walking alongside Saul on the road to Damascus where he was miraculously blinded by the Lord with a bright light, and setting sail across the high seas of the Mediterranean are just a glimpse into what lies ahead on this exciting voyage into the Bible. Although these events happened long ago, they are nevertheless alive to us today. God's Word is for all ages, including our own.

1. Introduce the children to the Acts-Rev. Song Lyrics. Read through it together. Explain that the purpose of learning this song is to help them understand, in a fun way, the events that they will be studying this year. Tell them that in a couple of weeks they will start to have weekly chronology tests where they will write out all of the events they have learned up to that point in the year. The song will help them do well on these chronology tests. Ask them if they know what *chronology* means? It means “the ordering of things according to time.” Tell them that their lives have a chronology. The chronology of their lives includes events like when they were born and when they had their birthday.
2. Listen to the whole song together. Explain to them that today you will only be singing about the first sixteen events but will move on to the rest later. Follow along with the lyrics when singing the song.
3. Ask the children to please take out their Bible cards. Have them turn to card #129, entitled Pentecost. The numbers are in the top, right corner of the back. Explain to them that there are five sets of Bible cards, and that this is the number of the card when it is laid out with all the rest of the sets. Give them a tour of the card by pointing out that each card has a title and scripture reference on the front. Tell them that the event on the card can be found in the scripture reference listed on the front. Also, draw their attention to the picture and the caption under the picture.
4. Instruct them to turn the cards over and have them point to the number in the top, right corner on the back. Explain that each card is numbered and that they are all arranged in order. Also, draw their attention to the date on the back of the card at this time. Explain that c. stands for *circa*, which means “about” or “around.” So, c. A.D. 30 means that Pentecost happened around the year 30 A.D. If there is a *circa* in front of the date, we are not sure exactly when the event happened, but know that it happened around that year.

5. 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. Tell them that you will be reading these books on a regular basis. Hold up *Journey through the Bible*. Open to pgs. 244 and 245. Show them how you found these page numbers next to where it says *Journey through the Bible* in the Resources box.
6. Finally, draw their attention to the big, purple box in the middle of the back of the card. Explain to them that in this box is found all of the information that they will need to know about each card.
7. Now read through all the text in the box, having the children take turns reading sentences out loud. Once they have finished, ask them if they know what the *Holy Spirit* is. The Holy Spirit is the Spirit of God. Tell them that Jesus had promised to send his people a helper after He died and rose again. This helper would be the Holy Spirit. God is made up of three people: Father, Son, and Holy Spirit.
8. Ask the children if they know what *controversial* means. Explain that something is controversial if people disagree about it a lot. A trip to the store would be controversial if a brother wanted to go and his sister didn't. Similarly, Pentecost is controversial because not everyone agrees about it. The card explains some of the disagreements about Pentecost.
9. Finally, ask the children if they know what *ethnicity* means. Ethnicity is a person's country, language, religion, etc. Explain that someone from Ireland and someone from China have different ethnicities.

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 (correct use of words and punctuation). Look at the "How to use this Manual" instructions on pg. 4 of Acts-Rev. Enhanced CD for an explanation of how to grade.

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, and 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 scripture reference for this card?" (question #1). Then you would write down, "Acts 2 is the..." and then let them finish the rest ("scripture reference for this card"). 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.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the Pentecost worksheet

Pentecost

BOOKS

Student Bible Atlas
Survey of the Bible
New King James Bible
Acts-Rev. Bible Cards (Card #129, Pentecost)
Acts-Rev. Enhanced CD

MATERIALS

Copy of the Acts-Rev. Song Lyrics
Colored Pencils
Copy of graded Pentecost worksheet
Copy of Project 2, “Map of Languages,” on pg. 10 of Acts-Rev. Enhanced CD

OBJECTIVE

Continue familiarizing children with the essential facts of Pentecost.

TEACHING

1. Have the children take out their copy of the Acts through Revelation Song lyrics. Sing through the first sixteen events while following along with the lyrics.
2. Look over the graded worksheet together with the children, correcting anything that they missed.
3. Read through the card together, having the children take turns reading the sentences.
4. Have the children look at the Resources box at the bottom of the card. If you intend to use *Survey of the Bible* with your older children, take it out and turn to pg. 175. Read orally through pg. 177 after you get the children started on the following project.
5. Turn to Project 2, “Map of Languages,” in the Acts-Rev. Teacher’s Manual found on the Enhanced CD. Hand out a copy of the map to each child. Read the paragraphs above the map as well as Acts 2:5–12 in your Bible. Then have the children color the map according to the instructions above the map, specially marking Jerusalem because it was, in a sense, the center of the world at the time of Pentecost. These locations can be found in your *Student Bible Atlas*.

ALERT: The Survey of the Bible book is a relatively advanced book that you may or may not feel is suitable for the academic level of your children. It is ultimately meant to serve as a reference guide for you as the teacher. However, it can be used as a resource for the children as well. The decision is yours as to whether you read it to them or not. For the most part, time will not be devoted to reading it during class in the lesson plans, but you may always feel free to insert it where desired.

ASSIGNMENT

None

Pentecost

BOOKS

Journey through the Bible
New King James Bible
Acts-Rev. Bible Cards (Card #129, Pentecost)
Acts-Rev. Enhanced CD

MATERIALS

Drawing paper
Colored Pencils
Copy of Project 3, "Whitsunday," on pg. 11 of Acts-Rev. Enhanced CD
Copy of graded Pentecost worksheet
Copy of the Acts-Rev. Song Lyrics

OBJECTIVE

Continue familiarizing children with the essential facts of Pentecost.

TEACHING

1. Have the children take out their copy of the Acts-Rev. Song Lyrics. Sing through the first sixteen events while following along with the lyrics.
2. Drill the graded worksheet questions with the children. Ask them the following questions and allow them to answer orally but still in complete sentences:

Question: What is the scripture reference for this card?

Answer: *Acts 2*

Question: What is the date for Pentecost?

Answer: *c. A.D. 30*

Question: What happened on the seventh Sunday after Easter?

Answer: *The sound of a rushing wind shook the building, tongues of fire settled on the heads of the disciples, and they began to speak in other languages, signifying the coming of the Holy Spirit.*

Question: What surprised the people visiting Jerusalem from other countries?

Answer: *They were shocked to hear God being praised in their own native tongue.*

Question: How many people were added to the Church on Pentecost?

Answer: *3,000*

Question: Did people in the Old Testament have the Holy Spirit?

Answer: *Yes*

Question: Who has the Holy Spirit?

Answer: *Anyone who truly believes in Jesus Christ.*

Question: What did the speaking in other languages at Pentecost show?

Answer: *God was not going to work only among the Jews in this age, but He was going to call His people from every language and ethnicity.*

3. Read Acts 2 together with the children, having them take turns reading verses.
4. Read through the card together, having the children take turns reading aloud.
5. Pass out copies of Project 3, “Whitsunday,” to the children. After reading the prayer and finding all of the symbols for the words (Christ, the Holy Spirit, the number of Disciples, God the Father, and baptism), have the children incorporate these elements into a drawing of their own. They can color them if you wish them to do so. Get them started by helping them think of a symbol for the first word, Christ. Symbols like the cross for His death, a heart for His love, people for His followers, or sandals for His travels could be used. After they start working on their own, read to them from *Journey through the Bible* (pgs. 344–345). Read the Pentecost card to them once finished with this.

ALERT: Review the materials list for Lesson 8. The children will need a cardboard box (or sheet of card board), paint chips or cardstock from the decorating store, decoupage medium, and gesso.

ASSIGNMENT

None

Pentecost

BOOKS

Acts-Rev. Bible cards (Card #129, Pentecost)
Acts-Rev. Enhanced CD

MATERIALS

Copy of the Acts-Rev. Song Lyrics
Soft ball
Indoor basketball hoop or household basket

OBJECTIVE

Review and reinforce the essential facts of Pentecost.

TEACHING

1. Have the children take out a copy of the Acts-Rev. Song Lyrics. Sing through the first sixteen events while following along with the lyrics.
2. In your next lesson, the children will be taking their test on Pentecost. Make sure that they know the date, scripture reference, and the facts on the back of the card.
3. Read through the card, stopping and saying, “blank,” on all of the key words. Start off by leaving out just one of the keywords in each sentence. For example, leave out “Holy Spirit” on sentence 1, “Easter” on sentence 2, “Jerusalem” on sentence 3, “tongue” on sentence 4, and “3,000” on sentence 5. Continue in this way through the second paragraph. Go through the card several more times, leaving out more and more words each time through. Do this until you feel that they have a firm grasp of all the main points.
4. Play a review game with the children. Set up a basket or indoor basketball hoop several yards away from the children. Give the first child a soft ball. Ask the child a question from the back of the card. If the child answers it correctly, he or she receives one point and then gets to take a shot at the basket. If the child makes the shot, then he or she receives another point. If the child does not answer the question correctly, the child must sit down and receives no points. Have the children take turns and the one with the most points at the end wins. If there is just one child, use the same rules, but have the child go until a set amount of points is reached.

ASSIGNMENT

None

Pentecost

BOOKS

Acts-Rev. Enhanced CD

MATERIALS

Copy of Pentecost Test on pgs. 12–13 of the Acts-Rev. Enhanced CD

OBJECTIVE

Test the children’s knowledge of the essential facts concerning Pentecost.

TEACHING

1. Have the children take the test on Pentecost. You should grade the test and go over it immediately, or go over it in your next class period.
2. If you still have time after the test, have the students finish the “Whitsunday” drawings if they are not yet completed.

ASSIGNMENT

Test

COMPLETED GRADED

Take test on Pentecost

The Early Church

BOOKS

Acts-Rev. Enhanced CD
Acts-Rev. Bible Cards (Card #130, The Early Church)
New King James Bible

MATERIALS

Copy of The Early Church worksheet on pgs. 14–15 of the Acts-Rev. Enhanced CD
10–15 dominoes or hardback books
1 Ball

OBJECTIVE

Present to and familiarize the children with a general overview of the Early Church.

TEACHING

HOOK: Gather together a ball and 10–15 dominoes or hardback books. On a flat surface, stand the dominoes or books upright in a row. Then give the ball to one of the children and have them roll it gently head-on at the row. Watch the dominoes or books fall, one after another, until the whole row has fallen down. Tell the children that Pentecost, which you learned about last week, is like the ball that they just rolled. Although the ball was just one object, it caused things to happen to many more objects. Pentecost sparked many more events after it. Because of the Holy Spirit's working at Pentecost, the gospel spread rapidly throughout Judea. Many were coming to faith in Christ (many dominoes were falling one after another). These were the people that formed the Early Church, about which we will now learn.

1. Have the children take out their Bible cards.
2. Have them take turns reading through the card, one sentence at a time.
3. Ask the children if they know what the second sentence means by “apostles’ message.”
Tell them that the apostles’ message is that Jesus Christ is God’s Son. They did not just tell people this message, however. They performed many amazing miracles in Jesus’ name to prove that their message was really true.
4. Ask the children to name a few of the miracles that the disciples performed. In addition to the one mentioned on the card, you could suggest some of the following miracles to them: the healing of Aeneas, a paralytic for eight years (Acts 9:33–35), the resurrection of Tabitha/Dorcas (Acts 9:36–42), or Paul’s miraculous healing from a poisonous snake bite (Acts 28:3–6). Look up and read together the passages of the miracles that you talk about with the children.
5. Discuss some of these miracles with the children and tell them that they helped show the truth of the apostles’ message.
6. Ask the children if they know what a *Diaconate* is.
Tell them that a Diaconate means “a group of deacons.” Deacons are people in the church who are officially given the role of helping with practical jobs. They visit sick people, help the elderly and needy, and perform other similar tasks. Remind the children of anyone they might know who is a deacon at a church. Tell them that on the next card they will learn about one of the very first deacons, Stephen.

7. Ask the children if they know what *persecution* is.

Tell them that persecution means “harm or cruelty shown to a specific person or group of people.” The Early Church was persecuted (shown cruelty or done harm) by others who did not believe that Jesus was God’s Son.

8. Pass out copies of the worksheet, and instruct the children to complete it.

ALERT: Remind the children to answer the questions on the worksheet in complete sentences and by using correct punctuation and capitalization. Remind them of the three grades that they will be receiving on each paper. If you are continuing to ease the children into this technique, reread the instructions for doing so at the end of Lesson 1 under the “ALERT” section.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the Early Church worksheet

The Early Church

BOOKS

Acts-Rev. Enhanced CD
Acts-Rev. Bible Cards (Card #130, The Early Church)
New King James Bible
Student Bible Atlas

MATERIALS

Copy of the Acts-Rev. Song Lyrics
Copy of the graded Early Church worksheet
Copy of Project 1, “Bible Reading,” on pg. 16 of the Enhanced CD

OBJECTIVE

Present to and familiarize the children with a general overview of the Early Church.

TEACHING

REVIEW

Have the children take out their copy of the Acts-Rev. Song lyrics. Sing through the first sixteen events while following along with the lyrics.

INSTRUCTION

1. Look over the graded worksheet together with the children, correcting anything that they missed.
2. Then read through the Early Church card with the children, reminding them from last time what the apostles’ message, persecution, and the Diaconate are. Also, have them turn to Map # 23 in their *Student Bible Atlas*. Remind them that sentence 1 on the card mentions the country of Judea. Have them point to where Judea is on the map, just south and west of Jerusalem, taking notice of the surrounding lands and countries like Samaria to the north.
3. Now ask the children to please take out their New King James Bible.
4. Hand them a copy of Project 1, “Bible Reading.”
5. Read Acts 3–6 together. Point out to the children that this is the scripture reference found on the front of the card. Have them take turns reading verses in the first two chapters and then have them read the last chapter on their own.
6. When finished reading, sort out the phrases on Project 1, placing them under the headings to which they belong.
7. Finally, have the children once again look at Map # 23 in their copy of *The Student Bible Atlas*. Ask them if they remember the illustration in lesson 6 where they threw the ball at the books/dominos. Ask them if they remember what the illustration meant?

Tell the children that Pentecost, which you learned about last week, is like the ball that they had rolled in lesson 6. Although the ball was just one object, it affected many more objects. Likewise, Pentecost, although it was just one event, sparked many more events after it. Because of the Holy Spirit’s working at Pentecost, the gospel spread rapidly throughout Judea. Many people were coming to faith in Christ.

8. Have them look at Map #23, and tell them that this map demonstrates the rapid spread of the gospel throughout the land. Point out all of the arrows going from Jerusalem. The gospel was spreading throughout Judea, going from one place to another just like the dominoes/books fell down one after the other in the illustration.

ASSIGNMENT

None

The Early Church

BOOKS

Journey through the Bible
Survey of the Bible
Acts-Rev. Enhanced CD
Acts-Rev. Bible Cards (Card #130, The Early Church)

MATERIALS

Copy of the Acts-Rev. Song Lyrics
Copy of graded Early Church worksheet
Copy of Project 2, “Mosaic Icthus,” on pg. 17 of the Enhanced CD
Cardboard box (or sheet of cardboard)
Paint chips or cardstock from the decorating store
Decoupage medium
Gesso

OBJECTIVE

Present to and familiarize the children with a general overview of the Early Church.

TEACHING

REVIEW

Have the children take out their copy of the Acts-Rev. Song lyrics. Sing through the first sixteen events while following along with the lyrics.

INSTRUCTION

1. Read through the Early Church card with the children.
2. Drill the worksheet questions with your children. Ask the worksheet questions orally and allow them to answer orally and in complete sentences.
3. Explain to the children that Christians in the Early Church oftentimes faced great enemies of their faith. Many were even put to death. Because of this, they were forced to come up with secret symbols to communicate with each other. One of these symbols was the fish.
4. Ask the children if they have ever seen a fish symbol on the back of a car. Ask them if they know what it means? *Tell them that this symbol has been around ever since the Early Church, and it is meant to communicate to others a person's faith in Jesus.*
5. Read the paragraph at the top of Project 2 aloud. Once the children start working on the project, read to them pgs. 346–351 of *Journey through the Bible* and pgs. 175–179 of *Survey of the Bible*.
6. Pass out the supplies for Project 2. (You can cut up small pieces of colored cardstock paper if you are unable to get paint chips.) They do not have to finish it now (they probably will not) because there will be more time devoted to it in Lesson 10.
7. Coat the cardboard with one coat of gesso.