

Level 1

(Grade 1 - Ages 6-8)

The Ancient World



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Introduction to Build Your Library Curriculum

Thank you for choosing to use Build Your Library curriculum. I have created this curriculum based on the idea that children learn best through reading and hearing great literature. So sit down with your children, snuggle up and enjoy the stories and memories!

I am a homeschooling mom like you, and I tried a LOT of different curricula. I knew I wanted to read great stories with my children. I loved the philosophy behind the Charlotte Mason method, but I had a hard time finding a prepackaged curriculum that fit my needs. So, after tinkering and tweaking several different programs, I decided to just create my own. What you are now reading is based on my years of experience. I hope it will save you many hours of research and reading so you can just relax and teach your children.

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Booklist

These are the books that are scheduled as part of the curriculum. I highly recommend purchasing the books that are used more than a few weeks. It will save you much aggravation to not have to deal with library fees and such. I will also include a list of optional books that will add some enrichment but aren't absolutely necessary. You may also be asking yourself why there aren't any readers scheduled. I chose to not include readers at this level because children's reading levels can vary so much at this age. Instead I would recommend you let your child choose whatever they'd like to read and not worry about following a reading schedule. This will encourage them to read for pleasure and help them learn to love reading. Just require that they read for 15 - 20 minutes each day.

All of these books are also listed with hyperlinks at the Build Your Library website on the Level 0 Product Page: <https://buildyourlibrary.com/purchase-level-1-curriculum/>

History:

History Quest: Early Times by Lisa Hawkins (can be purchased through Pandia Press) (Spine)
Archaeologists Dig for Clues by Kate Duke (Week 1)
Usborne Internet-linked World History Encyclopedia (Spine)
A Child Through Time: The Book of Children's History by Phil Wilkinson and Steve Noon (Spine)
Gilgamesh the King by Ludmila Zeman (Week 6)
Hieroglyphs by Joyce Milton and Charles Micucci (Week 9)
The Librarian Who Measured the Earth by Katheryn Lasky (Week 20)
Cleopatra by Diane Stanley (Week 26)
Pompeii...Buried Alive! by Edith Kunhardt (Week 29)
The Great Wall of China by Leonard Everett Fisher (Week 34)

Mythology:

World Mythology for Children by Sarah and Robbie Cook (Spine)
Indian Children's Favorite Stories: Fables, Myths, and Fairy Tales by Rosemarie Somaiah and B. Ranjan Somaiah (Week 22)

Poetry:

National Geographic Book of Nature Poetry (spine)

Literature:

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread by Kate DiCamillo (week 1)
The Golden Bull by Marjorie Cowley (week 4)
Egyptian Diary: The Journal of Nakht by Richard Platt (week 7)

Poppy by Avi (week 9)
Capyboppy by Bill Peet (week 12)
Charlotte's Web by E.B. White (Week 13)
Tales from the Odyssey, Part 1 (Trade Bind-up) by Mary Pope Osborne (Week 16)
Tales from the Odyssey, Part 2 by Mary Pope Osborne (week 19)
Aru Shah and the End of Time by Roshani Chokshi (week 22)
The House at Pooh Corner by A.A. Milne (week 25)
Roman Diary by Richard Platt (Week 27)
Nim's Island by Wendy Orr (Week 29)
Zoey and Sassafrass: Dragons and Marshmallows by Asia Citro (Week 32)
Mulan: Before the Sword by Grace Lin (Week 33)

Science:

The Nature Connection: An Outdoor Workbook by Clare Walker Leslie (Spine)
Natural World: A Visual Compendium of Wonders from Nature by AJ Wood (Spine)
Heroes of the Environment: True Stories of People Who are Helping to Protect Our Planet by Harriet Rohmer (Spine)
One Small Square: Backyard by Donald Silver (week 1)
One Small Square: Woods by Donald Silver (week 9)
The Peregrine's Journey: A Story of Migration by Madeleine Dunphy (week 11)
The Tarantula in My Purse: and 172 Other Wild Pets by Jean Craighead George (week 15)
One Small Square: Pond by Donald Silver (week 25)
Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli (Week 32)
One Beetle Too Many: The Extraordinary Adventures of Charles Darwin by Kathryn Lasky (Week 33)

Art:

13 Artists Children Should Know by Angela Wenzel (Spine Weeks 2 – 14)
13 Art Techniques Children Should Know by Angela Wenzel (Spine Weeks 17 – 33)

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Week 1

	Day 1	Day 2	Day 3	Day 4	Day 5
History <i>History Quest: Early Times</i> <i>Archaeologists Dig for Clues</i>	Introduction		Pg. 4 – 17		Pg. 18 – 32
Mythology					
Poetry <i>National Geographic Book of Nature Poetry</i>		Pg. 6 – 7		Pg. 10 – 11	
Literature <i>The Tale of Despereaux</i>	Chapters 1 – 3	Chapters 4 – 6	Chapters 7 – 9	Chapters 10 – 11	Chapters 12 – 15
Science <i>The Nature Connection</i> <i>Natural World</i> <i>One Small Square: Backyard</i>	Pg. 4 – 7	Pg. 8 – 11	Month-by-Month guide Pg. 10 – 11	Pg. 3 – 7	Pg. 8 – 9
Art		Design your Family Tree			
Language Arts	Copy work	Narration Card	Copy work	Narration Card	Copy work
Math					

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Week 1 - Day 1

History Reading:

History Quest: Early Times – read the Introduction

Key Idea – History is the study of people through time. This year you will be learning about ancient history: things that happened a very, very long time ago.

History Activity:

Use the Interview a Relative activity page (found on page 236 of this guide) and interview an older family member.

Optional Book: If you haven't studied Prehistory (I highly recommend using our [Prehistory Unit Study](#)) and want to include a brief overview of the subject, *Life Story* by Virginia Lee Burton is a phenomenal resource. It is beautifully illustrated and explains the various time periods in a way that young children can understand. Read a few sections at a time over the course of the week. If you want something a little simpler, this picture book is delightful: *Annabelle & Aiden: The Story of Life* by J.R. Becker.

Literature:

The Tale of Despereaux – read Chapters 1 – 3

Notes and Vocabulary:

speculation – to make guesses or wonder about something.

obscene – offensive and not decent.

Indignant – feeling or showing anger about something considered to be unfair.

- Why shouldn't Despereaux's eyes be opened when he is born?
- What does it mean to conform?
- How does Despereaux NOT conform to mouse society?

Copy work:

"They are obscenely large ears."

Memory Work:

Begin memorizing the poem *from Childe Harold's Pilgrimage* by George Gordon, Lord Byron (found on page 11 of the Nat Geo Book of Nature Poetry).

Science:

The Nature Connection – read Pg. 4 – 7

This introduction will familiarize you with the purpose of this book.

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Week 1 - Day 2

Literature:

The Tale of Despereaux – read Chapters 4 – 6

Notes and Vocabulary:

indulge – to give in to a desire or whim.

adhere – to follow or obey

executing – to put into action, to carry out

staccato – made up of rapid disconnected elements or sounds.

- Can music have a smell? What about a color? Listen to some beautiful music and close your eyes. Can you see a color? Smell a particular smell?
- Can you draw what the music “looks” like?

Have your student choose a narration card. You can either let them draw from the deck or you can choose one for them. Complete the assignment.

Poetry:

National Geographic Book of Nature Poetry – read the poems on pages 6 – 7

Memory Work:

Continue memorizing the poem *from Childe Harold's Pilgrimage* by George Gordon, Lord Byron.

Science:

The Nature Connection – read Pg. 8 – 11

Today you will create an outdoor kit including the supplies your child will need to study and draw nature.

Art:

Have your child draw a family tree. Since this is an art activity, let them get as creative as they want with this assignment. Start with the child (and siblings) at the bottom of the tree. Then branch out and include their parents, aunts, uncles and cousins above them. Then branch out again and include their grandparents, great aunts and uncles. They can draw a tree to represent their family, and use photographs for their family members, or if they like, draw them.

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Week 1 - Day 3

History Reading:

Archaeologists Dig for Clues – read Pg. 4 – 17

To discuss: What are archaeologists trying to learn about when they dig? What sorts of things might they find?

Literature:

The Tale of Despereaux – read chapters 7 – 9

Notes and Vocabulary:

dismal – full of gloom, sad.

renounce – to give up, refuse or resign, usually by public declaration.

perfidy – the quality or state of being faithless or disloyal.

- What does it mean to honor someone?

Copy work:

“He was, alas, a mouse deeply in love.”

Memory Work:

Continue memorizing the poem *from Childe Harold’s Pilgrimage* by George Gordon, Lord Byron.

Science:

The Nature Connection – Turn the current month in the month-by-month guide. Choose an activity to complete. I didn’t schedule these out exactly so that you will be free to begin and end this curriculum at any time of year without feeling tied to any specific calendar.

Natural World – read Pg. 10 – 11

Talk with your child about what makes something alive. Make a list of things that you can find in and around your home that are alive.

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Week 1 - Day 4

History Activity:

Have a “pretend” archeological dig. Dig a small hole in your yard. Choose a few small items, such as a fork, golf ball, pencil, happy meal toy, etc. and place them in the hole in different layers.

Fill the hole back in and let your child dig the items back up as if he were an archaeologist. What can your child learn about the culture of these people by the items they discovered?

Literature:

The Tale of Despereaux – read chapters 10 – 11

Notes and Vocabulary:

egregious – very noticeable, glaringly bad.

Have your child choose a narration card and complete the assignment.

Poetry:

National Geographic Book of Nature Poetry – read the poems on pages 10 – 11

Memory Work:

Continue memorizing the poem *from Childe Harold's Pilgrimage* by George Gordon, Lord Byron.

Science:

One Small Square: Backyard – read page 3 – 7.

Choose a site in your yard to be your square.

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Week 1 - Day 5

History Reading:

Archaeologists Dig for Clues – read Pg. 18 – 32

To discuss: What is the difference between an artifact and a feature? You might like to talk about some of the different jobs that fall under the umbrella of archaeology.

History Activity:

Create a time capsule. Help your child to choose items that will be helpful to future archaeologists to understand more about their culture. You can use a shoebox and just place the items inside. Some ideas – a DVD or video game, small toy, item of clothing, etc.

Literature:

The Tale of Despereaux – read chapters 12 – 15

Notes and Vocabulary:

abyss – a gulf so deep or a space so great it cannot be measured

beleaguered – to subject to troublesome forces

- How does Despereaux help himself to become brave?
- Why do you think it helped him?
- What would you do in that situation?
- What do you think will become of Despereaux?

Copy work:

"Farewell is a word that, in any language, is full of sorrow. It is a word that promises absolutely nothing."

Memory Work:

Recite the poem *from Childe Harold's Pilgrimage* by George Gordon, Lord Byron either in front of a small audience or make a recording (either a voice recording or a video).

Science:

One Small Square: Backyard – read Pg. 8 – 9

Have your child examine a flower. Then have them sketch and label the flower in their nature journal.

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SAMPLE WEEK