



# GL3 HISTORY TEACHER TEXT

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*GL3 History Teacher Text*

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**Front Cover**

Title: The Nicolaus Copernicus Monument in Torun, the home town of astronomer Nicolaus Copernicus (1473-1543)

Location: Torun, Poland

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# Table of Contents

How to Use GL3 History Teacher Text.....	5
Chapter 1 Lesson 1: The Beginnings of Civilization.....	7
Chapter 1 Lesson 2: Life as a Sumerian Citizen.....	17
Chapter 1 Lesson 3: The March of Nations: Egypt, Assyria, Israel, Babylon, and Persia.....	25
Chapter 1 Lesson 4: Greece and Alexander the Great.....	33
Chapter 1 Lesson 5: All Roads Lead to Rome.....	53
Chapter 2 Lesson 6: Rome’s Rise, Rulers, and Ruin.....	59
Chapter 2 Lesson 7: High-Five!.....	65
Chapter 3 Lesson 8: Jesus and His Journeymen.....	71
Chapter 3 Lesson 9: The Persecuted and the Persecutors!.....	77
Chapter 3 Lesson 10: Truth and Authority.....	83
Chapter 4 Lesson 11: C-O-N-S-T-A-N-T-I-N-E.....	89
Chapter 4 Lesson 12: Favor or Folly?.....	95
Chapter 4 Lesson 13: Control, Con Men, and Chaos.....	103
Chapter 4 Lesson 14: Tug o’ War.....	109
Chapter 4 Lesson 15: Augustine of Hippo.....	117
Chapter 4 Lesson 16: Western Empire—Invaded, Besieged, Collapsed!.....	123
Chapter 5 Lesson 17: Byzantine Blanks.....	129
Chapter 5 Lesson 18: Blanks and Franks.....	133
Chapter 5 Lesson 19: Blanks for Bishops.....	137
Chapter 5 Lesson 20: Justinian and Theodora.....	141



# How to Use GL3 History Teacher Text

## Weekly Class Schedule

1. Plan to teach history two (2) days a week. Introduce and teach the lesson on the first day; review, and finish the lesson on the second day. This can vary according to activities, crafts, projects, or assessments that complete the lesson.
2. Activities, crafts, or projects are a part of most lessons. Sometimes children will do these along with the teacher and as the lesson is being taught. Other times, children will complete these as follow-up, review, or assessment after the lesson has been taught. At times, these can be used as after-school work, seat work while other students are finishing up another assignment, or even homework. The teacher has the freedom to decide the best use of these learning activities for her individual class.

## Teacher Preparation

1. Read carefully the **Student Objectives, Worldview Integration, and Introduction** a few times at one sitting. *Why?* This is how you learn what the lesson is about, how it ties in to the biblical truths students are learning, and where you find out exactly what you want your students to be able to do during or after the lesson has been taught. **Note:** Remember from *The Seven Laws of Teaching*—“What do I want my pupils to know? feel? do? What kind of choices do I want my pupils to make? What kind of character should my pupils manifest?”
2. Refer to **Vocabulary** as needed to learn or look up words that are new to you or that will be to your students. **Note:** Remember the Law of the Language from *The Seven Laws of Teaching*— “The language used in the lesson must be common to both the teacher and the children.”
3. If listed in **Materials** or **Introduction**, read carefully and two to three times, the assigned pages from the *GL8 History Student Text*. Example:  
“Teacher should read pages 51-54 from *GL8 History Student Text*, having students listen for familiar names, jotting down new ones.”  
*Why?* This is the big story behind the lesson you will teach to your children. It fills in details, makes connections across the world and time, and teaches you wonderful things about the works of God, his people, and the events of history. **Note:** Recall from *The Seven Laws of Teaching*—“The teacher must know the content of the lesson.”
4. Read the **Methods** section all the way through one time to get an overview of how you will teach the lesson. Read it again, writing down key words and supplies to remind you of the steps. Read it a third time to know well what you will do and when in the teaching of the lesson.

*Why?* The confidence you gain by careful preparation will increase the joy you and your students will have in learning. **Note:** Recall from *The Seven Laws of Teaching*—“The teacher must prepare to communicate the content and message of the lesson.”

5. Collect all items on **Materials** list the day before you plan to teach the lesson. This gives you time to think of substitute supplies if you do not have exactly what is listed.
6. Read through **Modifications** if you think the lesson is too difficult, too easy, or too time-consuming for your class.
7. Read through **Extensions** to find ways to connect and integrate the things taught in this lesson with the other subjects: Bible, Literature, Science, Maths, Language Arts, and even P.E. (recess or play time).
8. Read **Assessments** to be sure you teach the material to be assessed. Assessments help the teacher find out if he achieved the goals set out in Student Objectives. Assessments also encourage students with the progress and learning they have gained.

### **Student and Teacher Resource Pages**

You will see resources listed in **Materials** that look like this:

- *Seven Wonders of the Ancient World (photograph)*
- *Fun Facts about the Seven Wonders of the Ancient World, teacher resource at end of lesson (optional)*

Take time to read the teacher resources during your lesson preparations. If you see *optional for students* after a resource, make student copies if the resources are available but this is not necessary. If you see *copies for each student* after a resource, each student needs a copy of the resource. Plan to make these no later than the day before you teach the lesson.

## Chapter 1 Lesson 1

# The Beginnings of Civilization



### STUDENT OBJECTIVES

- Identify the locations of the Fertile Crescent, the Tigris and Euphrates Rivers, the Persian Gulf, the Red Sea, the Mediterranean Sea, the ancient nation of Sumer, and the cities of Ur, Babylon, and Nineveh.
- Compare map locations above with current names, locations, and cities.
- Create a timeline onto which significant historical events will be recorded through the year.
- Create a notebook in which to archive and record significant names, vocabulary, and store student pullout timeline (above) through the year.
- Listen to, practice, and then retell the Biblical account of the dispersion at Babel using a key word outline or bullet point notes.
- Examine architectural evidence of the Tower of Babel event.
- Explain the progression of the creation of the Sumerian civilization recording steps in notebook for future study and comparisons.
- Discuss and examine personal cultures and customs, including family life, architecture, religion, government, celebrations (holidays, funerals, marriages, births, etc.), greetings (formal and casual), business (e.g. the market), transportation, education, etc.
- Create towers of cups discussing symbolism of temples, ziggurats, mounds, and pyramids seen in the ancient world as well as any physical ones from today discussing how spiritual structures may be found in the human heart in any culture.
- Create picture drawings, from memory, of a familiar, local structure.
- Turn and Talk working cooperatively within a small group or with a partner.
- Memorize and recite Genesis 1:28 (ESV).
- Sing "Ancient Times", an introductory song, to the tune of "Three

Blind Mice.”

- One copy for each student of GL3 History Keyword Outline Story-telling Rubric, *for teacher use* in Assessments.



## WORLDVIEW INTEGRATION

God created man to live in community and fellowship with him from the beginning of Creation. Despite the first family’s sin of pride and murder, God’s plan has always been, from eternity past, for man’s restoration of relationship with his Creator and his fellow man. Man’s dispersion at Babel, by God’s hand, was an act of love and grace affording mankind the opportunity to grow as community members with the potential for true and restored fellowship with him. As human civilizations develop, sin is always a factor. But God’s redemptive and restorative plan through Jesus Christ is always calling mankind to choose to be engaged citizens and prayerful ambassadors on earth, working through the Church, on behalf of the Triune Creator and Redeemer God with a view toward living eternally in his Holy Jerusalem, the true City of God.



## MATERIALS

- labeled maps of Ancient Mesopotamia that include: the Fertile Crescent, the Tigris and Euphrates Rivers, the Persian Gulf, the Red Sea, the Mediterranean Sea, the ancient nation of Sumer, and the ancient cities of Ur, Babylon, and Nineveh
- blank maps of Ancient Mesopotamia
- current map of the world specifically affording details of the Middle East
- pencils, crayons, and markers
- scissors
- Bible
- plain, white paper; note cards, if available
- paper cups
- photos or pictures of ziggurats, pyramids, and temple mounds
- notebook for each student, or assembled and bound copy paper
- copy of song



## INTRODUCTION

For preparation, read pages 5-6 of the *GL8 History Student Text*. Consider that this first lesson is intended to serve as a starting point for understanding the context of all ancient civilizations. Many future activities will build upon those established in these first few lessons.

On a world map, point to the part of the world where Ancient Mesopotamia once existed. Explain that in this area, known today as the Middle East, man began to establish the first civilizations after the Flood. Introduce the term *civilization*, a settling of a large group of people in a certain time and place and developing for themselves a culture that forms their own identity.

Show that in Genesis 1:28, God commanded man to “*be fruitful and multiply and fill the earth.*” In describing the meaning of this command, be sure to point out that man is to scatter, settle, and multiply, growing families and communities around the world. Relate this command to those found in the Ten Commandments, explaining that God’s Word is to be trusted and obeyed. Help students realize that going against this command (Genesis 1:28) or any of God’s commands would be foolish, as well as dangerous. God is always good and always provides for those who place their trust in him. He also takes sin very seriously.

## ESTABLISHING HISTORY CLASS PATTERNS AND HABITS

### Student Notebooks

Throughout the year, in the assembled notebook, have students write the chapter and lesson numbers, then create their list of vocabulary words and definitions, drawing picture reminders beside each word as a helpful recall or symbol of the word’s meaning. (For example, **p**ride could be written in lower case except with a bold, accentuated capital **I** reminding them around whom a proud person feels the world should revolve). Students should use this growing list of vocabulary words more confidently and accurately as the days, weeks, and months go by. Teacher should use and encourage student usage of these words throughout the day in other lessons, as is possible and appropriate. For example, *worship, fellowship, community, gulf, disperse, babble* could also be used during Bible study, science, and language arts lessons. Also the notebook pages will contain the collection of maps, pictures, assessments, or any other student or teacher-generated materials so as to have an archive of this course by the end of the year.

### Turn and Talk

Review how to Turn and Talk with a neighbor on either or both sides—Guide students to take a few seconds to practice saying their thoughts out loud once or twice with neighboring classmates, courteously and cooperatively—then return to full-class discussion with a simple verbal or musical cue (“One, two, three, all eyes on me.”)

**Vocabulary**

**civilization:** a settling of a large group of people in a certain time and place, developing for themselves a culture that forms their own identity

**gulf:** a deep inlet of the sea or ocean almost fully surrounded by land

**Ur:** an ancient Sumerian city on the banks of the Euphrates River; the birthplace of Abram (Abraham)

**pyramid:** a construction with a square base and four sloping, triangular sides

**ziggurat:** a pyramid-shaped, stepped temple tower

**disperse:** to spread or scatter in many directions

**babble:** to speak words or sounds without meaning

**worship:** reverence or devotion to a deity; extreme devotion or intense love or admiration of any kind

**pride:** an exaggerated opinion of oneself; conceit; arrogance

**community:** a group of people living together as a social unit having interests, work, etc. in common

**fellowship:** a group of people with a friendly association and mutual sharing of interests (think beyond simply Christian fellowship perhaps to reading or sewing clubs, sports groups, or grade-level classmates)

**customs:** social conventions, habitual behaviors carried on by traditions (individual or communal)

**METHODS****Map Activity**

1. Provide each student with a labeled map of Ancient Mesopotamia, and a blank map of the same region. Instruct students to use the labeled map to identify the locations of the following items, and then include them on their own unlabeled map; the Fertile Crescent, the Tigris and Euphrates Rivers, the Persian Gulf, the Red Sea, the Mediterranean Sea, the ancient nation of Sumer, and the ancient cities of Ur, Babylon, and Nineveh.
2. Once labeling is complete, demonstrate how students can outline the Fertile Crescent using the color green. Explain that green is a suitable color for marking the Fertile Crescent, as it was at one time very fertile, or rich and abundant in vegetation and life. Have students trace the Tigris and Euphrates Rivers using orange, pointing out the advantages of living near a river, including the life-giving waters and a source for transportation.
3. Instruct the class to color the Persian Gulf, the Red Sea, and the Mediterranean Sea blue, recognizing the large bodies of water that surrounded this area. Students should then draw a circle around Sumer, which represents the site of the first civilization.
4. Using a current world map, students should compare the names that are still used today.

**Song Activity**

Teach “Ancient Times” song to class (to the tune of “Three Blind Mice”)

An-cient times!  
An-cient folk!  
See how they come.  
See how they go.  
They settle and grow near the source of life.  
Though the Water of Life is not in their sight.  
Imagine life then without Truth to hold tight, those  
An-cient times.  
An-cient folk.

**Key Word Outline Activity**

1. Students need to be very familiar with the story of the dispersion at the Tower of Babel, so have them listen to the account daily for several days, and then retell what they can remember to a classmate.
2. Using contributions from the class and reference to the Biblical account by a “secretary,” teacher will put a “key word outline” or make bullet points on the board for students to copy into their notebook or on note cards.
3. Students should practice retelling events to a partner or within small groups, so that by the end of the week, this story, and most importantly, God’s command (Gen 1:28) is told accurately. Additionally, students must tell the story in their own words and quote the verse word-for-word.

**Tower of Babel Game**

1. Give students about five minutes to examine pictures of ziggurats, pyramids, and temple mounds. Talk about their likenesses and differences.
2. Using unbreakable cups play a game that illustrates the appearance of sudden civilizations after the dispersion at Babel. Have the class work together to build a tower out of cups.
3. Before the class can finish the temple, destroy the tower and invite the students to collect as many cups as they can, find their own location in the classroom, and build their own temple.
4. Explain that the first person to start a “civilization” with a tower made out of at least six cups wins.
5. Use this activity to help students realize that new civilizations, in various locations, started soon after the Tower of Babel event occurred. As in the game, the first “civilization” to be established would be the oldest.

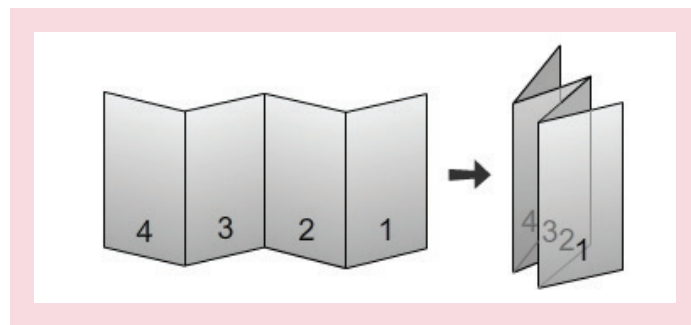
**Architectural Evidence Conversation**

1. Using pencils, crayons, or markers, have students draw the outside of a Rafiki village building from memory. Make sure students do not look at other students’ drawings while creating their artwork.
2. Afterwards, compare and contrast all of the created structures. Ask what is similar about them. Why are they similar? What is different about them? Why are they different?

3. Help students realize that the drawings have similarities because they are all familiar with these structures because they have had a specific experience with them. Also, the drawings may be different since they come from memory and from various points of view.
4. Read the Biblical account of the dispersion at the Tower of Babel (Genesis 11:1-9). Allow the class to imagine what it must have been like to be scattered into groups of about 70-90 different language families.
5. Describe the need for these various groups to settle and begin new civilizations around the world.
6. Discuss answers to the following question: If these new civilizations decided to build places of worship, such as a temple, what might they look like? Remind the students that they created their drawings from memory. Relate this activity experience to the ancient attempts to build new temples.
7. Investigate different images of ancient ziggurats, pyramids, and temple mounds from around the world. Discuss how they are similar and yet different. Explain that the similarities point to an original structure. Could this be evidence of the real Tower of Babel?

### Constructing the Classroom Time Line (a progressive work throughout the year)

1. Using white copy paper, have each student cut two pieces in half lengthwise, assembling a classroom timeline of connected  $\frac{1}{2}$  sheets. For our purposes, begin with the date at 5500 B.C.
2. With a black marker, title it "First Settlements in Northern Mesopotamia." **[Note:** Students will be adding dates or time periods throughout the year, labeling not only the dates but also important events or people, stringing the extended work-in-progress across the walls of the classroom OR students create their own timeline, accordion-style (pictured below), to be kept in the back of their copy or notebook archive.]
3. Label the second date 3000 B.C. and title it "Sumerian Civilization in Southern Mesopotamia."



### **Modern Day Cultural and Personal Idolatry Conversation**

People are no different today from those who lived thousands of years ago. Scripture tells us that the heart of man is deceitful and that none are without sin. Mankind still constructs internal temples and worships many idols other than the one true God. Discuss with the students, as honestly and relevantly as possible, elements of their own culture and customs that might be examples of idolatry and worship of created things rather than of The Creator. Guide students to consider and evaluate where these might fall short and more importantly, where their own personal thoughts and practices might need to be changed and challenged. As you draw students into this conversation, consider and allow for the promptings of the Holy Spirit and the unarguable straight edge of Scripture.

## **ASSESSMENT**

Evaluate the map of Ancient Mesopotamia, looking for neatness, accuracy, and effort.

Encourage, appreciate, and evaluate the effort of each student's verse recitation, with the goal of confident, fluent, and word-for-word recitation.

Using GL3 History Keyword Outline Story-telling Rubric, assess students in the telling of the Tower of Babel using their written cues. In the comments section, write in helpful feedback such as *needs more effort, or will improve with more practice or preparation, or give more attention, posture, hands, expression, speaking clearly or loudly*. Comments must give student something objective to work on.

Observe, encourage, and evaluate cooperative and engaged participation in Turn and Talk, small groups or partner practices, and whole-class participation.

Make sure student notebooks have been correctly started for C1L1, including all vocabulary. Also note neatness and spelling and listen for student usage of these words throughout chapter discussions and naturally in other subjects. Ongoing evaluations can be made through the course of the year: chapter-by-chapter, weekly, bi-weekly, quarterly, or summative end-of-year. Discuss the most appropriate assessment plan with the Headmaster and explain it clearly to the students. They will thrive once they know what is expected of them.

Evaluate timeline, whether classroom or individual, noting neatness, thoroughness, spelling, and accuracy of copying.

## **EXTENSIONS**

### **Geography and Agriculture**

Show images of fertile lands and desert lands. Discuss how fertile lands allow for civilization to exist (water source, vegetation, farming, animal life). Explain that the fertile areas of Mesopotamia are disappearing and that the desert areas are growing. In the beginning, as discovered in Genesis, God had provided a perfect home for man in the Garden of Eden. Therefore, consider the following question: *If Adam's sin in the Garden of Eden brought death into the world, what would be a good explanation for the gradual disappearance of the Fertile Crescent?*

**Theology and Worship**

Consider the Second Adam (1 Corinthians 15:45-49), Jesus Christ, and his redemptive work on behalf of sinful man. Through his death and resurrection, Christ gained for his people a restored relationship with the Creator, Father God; a future new Heaven and new earth—a return to the Garden. Imagine and be in awe, praising Jesus for this great gift. Also take time to re-read the Genesis account of creation and stop to appreciate each day's events and gifts to the world, realizing the beauty of it all, the significant blessing for mankind, and especially for all who believe and choose to give their Creator honor, glory, and praise. Students might add written prayers of thanksgiving and praise in their student notebooks

**Examining My Culture**

Read Philippians 4:8: *“Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things.”* Invite children to share many of their ideas about things—created or man-made, actions, spiritual gifts, or any aspects of their culture—that might qualify as examples of what Paul is describing here. Consider such things as a mother's sacrificial care for a sick child, the beauty of the sunset on the water, a rainy-season cloud advancing then pouring life-giving rain on parched earth or dusty leaves, the brilliant burst of that first taste of a ripe mango, an auntie's soothing or powerful singing voice.

**Create-a-Culture**

Students will benefit by grouping into small groups (“communities”) of 3-4, privately creating their own cultural rules or ways, including such things as: a greeting and departing word or motion, an action that is taboo or NEVER done, what approval should look like and to whom it should be given, how clothes should be worn, what might cause a snub or scorn or bring an acknowledgment of praise as well as what that snub or praise would look like, etc. After enough creative time, these mini-civilizations should mix and mingle with each person strictly staying true and obedient to her community's “customs.” After this experience, have students review each other's “rules to live by,” appreciating all, whether confusing, hurtful, funny, or like their own groups.’ In the end, determine whose rules work the best for any and every culture. Discuss why God's rules (the Ten Commandments and the greatest commandment) would apply to any and every people group on the face of the earth at any time in history. Have students suggest as many of those rules, commands, or precepts to live by as they can recall; find some that have specific promises attached. Close the discussion by reading Romans 1, noting that God has put eternity in each man's heart but that, because of sin, man chooses to ignore his common grace in creation and too often his specific grace in the Person of the Lord Jesus Christ. The result is both physical and spiritual death. Find verses from Scripture which offer a solution to man's terrible problem of sin.

**Modifications**

Depending on the class make-up, size, inclinations, and background from GL2 History, each of the above methods could be modified:

Create student groups only for those students who might need more exposure to the concepts.

The length of time devoted to any given discussion or activity could be shortened, lengthened, or broadened to fit the needs of the students.

Name: \_\_\_\_\_

**GL3 History Keyword Outline Story-telling Rubric****Presentation**

Title: \_\_\_\_\_

	<b>FLAWLESS 4 points</b>	<b>EXCELLENT 3 points</b>	<b>ADMIRABLE 2 points</b>	<b>NEEDS ATTENTION 1 point</b>
Feet stable and on floor; no swaying, shifting, pacing				
Hands on podium or at side (key word note cards on podium)				
Speaks using complete sentences				
Refers to note cards but does <b>not</b> read word-for-word				
Looks at audience and speaks <b>clearly</b> enough to be understood, <b>loudly</b> enough to be heard, and <b>expressively</b> enough to be enjoyed				

**Teacher Comments:**


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**Total Score:** \_\_\_\_\_/20 points

