



GRADE 6

WEST BROOKE CURRICULUM

Ancient History and World Powers of the Bible
SAMPLE

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2020 Edition: June 2020

2021 Edition: May 2021

Printed in the United States of America

SAMPLE

Welcome to West Brooke Curriculum

I felt like there was a need for a curriculum written for children of Jehovah's Witnesses using some of our excellent materials that Jehovah has provided. I homeschooled my children for 17 years and used a variety of curriculums. I told myself that we should use what we already have available to a greater degree, but let's face it, that takes a lot of planning. So in trying to attempt that I thought it would work best if daily/weekly instructions were written out ahead of time; because in my experience when I had a manual/guide I felt better, and felt less stress, when the year is laid out I could get the books I needed and not have to scrounge up a lesson. I hope this will be a help to other parents out there who are having a tough time putting it all together.

Spelling

There are several Spelling programs out there that work well. Students need to do one lesson per week with a written or oral test at the end of the week. You can give an oral Pre-test at the beginning of the week to determine the words your student knows, and which ones he will need to work with more.

Bible

Bible schedule to coincide with our new *Christian Life and Ministry Meeting Workbook*
Reading from current magazines or online content
Note: After Bible discussions, we did PE for 30 minutes.

Science

Use West Brooke Curriculum Level 6 Science Guide and books.

Language Arts

A list is provided to pick from, choose at least 6 books for the year, although it would be better if the student read more; you are in school for approximately 9 months and one a month would put you at 9 books; counting the summer would be 12 books. The manual will also include suggestions for additional reading. It would be nice to schedule them all but I know that some do not like to read, and I hope we fix that, others have learning disabilities and so not everyone can handle reading a lot of books. My kids read so many books that I have a hard time keeping them supplied with good books to read. All books suggested have been read either by all of us, or at least the kids, I will recommend books that my kids really enjoyed, and I hope that yours will too. Narration is a Charlotte Mason method of reading comprehension. Basically just get your kids to tell you what is going on in the story, their version of it. This goes for ones they are reading on their own as well as ones you are reading out loud.

Reading aloud to your kids is a great way to bond with them. I suggest that you choose a couple of books to read aloud to them for the year. We have a great time when we do this, it develops reading comprehension better than any workbook ever dreamed of, it increases reading ability, vocabulary, and future writing abilities. This is especially important if you have students with any learning disabilities or are reluctant readers. Even Dads will enjoy this when you read out loud this is great for trips, and who knows maybe Dad will enjoy helping with this part of homeschooling. It can be a family event!

Literature study will be covered by 4 books: *Golden Goblet*, *The Twenty-One Balloons*, *Secret Garden*, and *A Single Shard*. Vocabulary, discussion, & writing will be covered.

Writing:

Writing will include learning to make outlines, core writing skills needed for Grade 6, and writing extensions. A report will be completed at the end of the school year.

Outline for writing Book Reports:

The Book Details

List the name of the book and who wrote it. Why did you choose this book? Did the title sound interesting or was it about something that you like? Describe what made you decide on this book.

The Setting

Where did the story take place? Was it in a city or on a farm? Was it a made-up place or somewhere in outer space? Give a good description of the place with as much detail as possible.

The Characters

Who was the story about? Was there just one main character or were there a few? When you write about the characters, include their names and what they look like.

The Story

What happened in the book? Was there a problem the characters were trying to solve? Were the characters on some sort of an adventure? Describe what happened in the beginning, the middle and the end of the book.

Your Thoughts

Did you like the book? Write a little bit about why you liked or didn't like the book. Talk about how the book made you feel – happy, sad, excited. Would you tell your friends to read this book? When you're finished writing the report, read it over carefully to make sure everything is spelled correctly. You can ask a grown-up to help look for spelling mistakes, too.

History

We will study of the *Ancient History*. We will be using the Series *The Story of the World* by Susan Wise Bauer in grades 6-8. There are 4 volumes. For this school year you will need *Volume 1: Ancient Times* and *The Usborne Internet-Linked Encyclopedia of World History* for a reference book you can use it for grades 6-High School. We will skip all of the first section on "Prehistoric World", it is great for visuals to go along with history and then the internet links are a good reference too. For this year you will use the section "Ancient World" pages 104-194.

Geography

Included is map work in association with your history. You will need blank world maps or even of continents for more detail, you can find printable blank maps online for free; try this site <https://online.seterra.com/en>

Print out several maps for the year from this website and each week have your students add locations they are learning about from their *Ancient Times* history book. You do not necessarily need a new map for each week, map locations can be added on to previously printed maps as you go along.

Evan-Moor Skill Sharpeners Geography 6 workbook will help students learn important map skills and Geography concepts.

Schedule

Here are some suggestions for scheduling:

The grid schedule works from the top down, if using this for more than one child make a copy of just the grid schedule for your portfolio; put the date of the day at the top and work in order down the page.

The schedule for West Brooke Curriculum is basically 4 days per week with one school day set aside for the ministry. This schedule has worked well for us for a long time and keeps the student as well as the teacher from burning out. Our service day is set on a Wednesday, which gives a nice mid-week break, however it can be any day of the week that works for you. The students will still be learning on these days, they will be more socially rounded, they will be learning public speaking, and will be better accomplished at using their Bibles. It is especially good if they work with a variety of friends to round out their education. In the afternoons after service they can work on art, music, reading, working ahead or catching up in math or another subject they need to work on. They could also take an elective class on this day. Or you could just use it as a make-up day, if you got behind. But generally, I do not schedule any school on this day, they still practice their music on this day, do reading, and other hands-on projects they are personally working on.

Yearly schedule: unless you are in a state with strict attendance rules you should be able to be more flexible with your schedule. Here in Florida we have to turn in an evaluation once per year. This gives us an entire 12 months to complete assignments or even to move ahead into the next grade. We school year around, this may not be doable for some families, but it works for us. This gives us more opportunities to take breaks in the spring and fall, have a lighter schedule when we auxiliary pioneer, take the week off for the Circuit Overseer's visit, and the Regional convention, etc. Field trips, camping trips, LDC, or vacations can then come at anytime without fear of falling behind. The public school schedule tends to put one under extra stress to accomplish a certain amount within a certain time frame. If you are in it for the long haul, being more flexible will help you to stick to it.

Another option for those who can't quite get through a day's work in a day: Follow the schedule in order checking off each assignment as you complete it. On the following day start where you left off and continue on into the next day as far as you can get. Continue in this method until you get through the school year, remember you have 12 months to get through it all.

For students who work faster, you can move on to the next grade early after taking a break. Just remember that the recommended reading list with each manual is a good portion of their education and rounds out their common knowledge as well as history through historical fiction. If your students are not reading a good number of titles from this reading list they are missing out.

Using the Manual

This manual is a guide only- you are in control, hopefully it gives you lots of ideas and resources, feel free to adjust this for your family.

Booklist for 6th Grade

Textbooks

Math: Teaching Textbooks 6

Language Arts

Easy Grammar

Spelling: Spelling Workout Level F, or Evan Moor Building Spelling Skills Grade 6

Evan Moor Daily 6-Trait Writing Grade 6

Optional: *Paragraph Writing Made Easy by Scholastic* can purchase/download here at Teacher Express/Scholastic, (I was unable to find anything comparable, this book teaches the skills for finding main topic and writing outlines and converting outlines back into paragraphs) I highly recommend this workbook. <http://teacherexpress.scholastic.com/paragraph-writing-made-easy>

Golden Goblet by Eloise Jarvis McGraw

The Twenty-One Balloons by William Pene du Bois

The Twenty-One Balloons student guide and teacher guide by Memoria Press- optional

The Secret Garden by Frances Hodgson Burnett (discussion questions are in the back of the book)

A Single Shard by Linda Sue Park

Art: Usborne ART Ideas Drawing Faces

History /Geography

Story of the World Volume 1 text: Ancient Times by Susan Wise Bauer

Test book for volume 1

Activity book for volume 1- optional, extends lessons with maps, exercises, additional reading...

Brochure *The Bible What is its Message? WTBS*

Blank maps (try this site) <https://online.seterra.com/en>

The Usborne Internet-Linked Encyclopedia of World History (skip the entire pre-historic section)

Evan-Moor Skill Sharpeners Geography 6

Science – use *West Brooke Curriculum Level 6 Science*

Reading- Choose at least 6 novels for the year however 9+ would be better

Parents: This is still a good year to choose a few good books to read aloud to your student(s)

*Note to parents on historical fiction: I hesitate to name historical fictions books for this reason; in *Ancient Times* any historical fiction will have referrals to gods that people worshiped, their beliefs, customs, etc. Also, there maybe some violence because of wars or usurpation of thrones, cruelty from masters, etc. Please keep this is mind, read several reviews of a book before you decide on it (Amazon has reviews on all of their books). We also read a lot of historical fiction out loud and this gave us the opportunity to discuss different beliefs of other cultures. With that said, we have enjoyed reading a lot of historical fiction because it places you there and you really begin to enjoy history. You remember it much better too. It is not my intention to offend anyone. Read at Parental Discretion. Jw

Theras and His Town by Caroline Dale Snedeker HF1*

The Golden Goblet by Eloise Jarvis McGraw HF1*

Mystery of the Roman Ransom by Henry Winterfeld HF1*

The Bronze Bow by Elizabeth George Speare HF1*

Detectives in Togas Henry Winterfeld

A Single Shard Linda Sue Park

I Wonder Why: Pyramids by Steele

Augustus Caesar's World by Genevieve Foster

AND MANY MORE.....

List of Abbreviations used in this manual:

RA- Read Aloud suggestion- by the Home Teacher to the student

WT- *Watchtower magazine*

g- *Awake! magazine*

TT6- Teaching Textbooks 6

p.- page

pp.- pages

*see note page

mtg= meeting

HF1- Historical Fictions to go along with *Story of the World Volume 1*

EWH- The *Usborne Encyclopedia of World History* (supplement)

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Internet sites: this manual refers to some internet sites. These sites are NOT affiliated with West Brooke Curriculum. West Brooke Curriculum is not responsible for these links or any changes to them. Parents should check links before allowing children to do so. If a link is broken, use a search engine to find something similar.

Not affiliated with The Watchtower Bible and Tract Society.

Week 1	Date:	Date:	Date:	Date:	Date:
Bible	<input type="checkbox"/> Treasures from God's Word <input type="checkbox"/> Apply Yourself to the Field Ministry <input type="checkbox"/> Living as Christians <input type="checkbox"/> 4 to 6 pgs. <i>Jehovah's Witnesses Proclaimers of God's Kingdom</i> <input type="checkbox"/> Current Magazine articles or online content from jw.org <input type="checkbox"/> Letter from Gov. Body <i>Imitate Their Faith</i> <input type="checkbox"/> Review current events in the Newsroom jw.org				
Math	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
Spelling	Lesson 1	→	→	→	Test
Vocabulary	archeology shaduf Accommodate Allegiance Anguish Anticipate				
Easy Grammar Student book	Capitalization pg 265-267	Pg 268-270	Pg 271-273	Pg 274-276	
6-Trait Writing	Unit 1 Ideas: Week 1, Day 1	Unit 1 Ideas: Week 1, Day 2	Unit 1 Ideas: Week 1, Day 3	Unit 1 Ideas: Week 1, Day 4	
<i>Story of Word 1: Ancient Times</i>	Flood of Noah's Day	Introduction*	Chapter 1*	Within the fertile crescent the Tower of Babel built; Egyptian Descendants*	
<i>Usborne Encyclopedia of World History(EWH)</i>				pages 108-111	
SOW 1 Activity Book		Introduction* (use parts that you can)	Chapter 1* (use the parts that you can)		*some of the activities in this section would be inappropriate
Reading Selection	(write your current selection here for your portfolio records) (You can record RA here as well as what student is reading) Usborne ART Ideas: Drawing Faces Review pp. 58-64 (Techniques and Tips & Gallery) Usborne ART Ideas Drawing Faces pp. 4-5 Getting Started				
Poetry for the year	Poetry by Robert Frost	Poetry by Carl Sandburg			

Notes for Week 1

The Text, and *Jehovah's Witnesses Proclaimers of God's Kingdom* (scheduled grades 6-9)* book are to be read aloud together each week.

*Revision: *Imitate Their Faith* one day per week in addition to *Proclaimers* or instead of.

Use OUR CHRISTIAN LIFE AND MINISTRY–MEETING WORKBOOK to prepare for our weekly night meeting. Suggestion: use two days for this, the day before and the day of your meeting.

Reading- When there is not a specific book scheduled you may read of your choice from the book list or other book of your choice. Endeavor to read at least 30 minutes per day. In this section of the schedule write down the title and author of the book you are reading for your portfolio records. (same directions for each week) *Teachers- 6th grade is still a good year for RA (read –alouds) choose a couple for the year that you can read to all of your students.

<http://www.amblesideonline.org/PoetFrost.shtml>

<http://www.amblesideonline.org/PoetSandburg.shtml>

Vocabulary- When there are extra vocabulary words, use a dictionary (in print, or online) to look up the words. Try to include the words into your vocabulary and writing. Your home teacher may wish for you to write them down in your notebook.

Grammar-

Using *Easy Grammar student workbook Grade 6* go to the section in the back and review capitalization this week you will need to cover about 10 pages a week to complete the whole book in a school year. (If you only want to do ½ of the workbook; cover only 5-6 pages a week)

Writing Notes/ Extensions-

Paragraph Writing Made Easy! Download: Review Section 1; Lesson 1 this week; do the practice paragraphs on pages 10-12

Notebooking page- (do your history assignment first and this can include your map work)

A notebooking page is making a neat page to go in your notebook kind of like the way John James Audubon used to make his nature notebooks. You can do this directly in your notebook on notebook paper or on plain paper or you can find all kinds of free notebooking pages online to print out and use. You are going to draw and write about the fertile crescent and a shaduf (explaining how this simple machine works), you can combine this assignment with the map assignment. You can Google images of notebooking pages for examples.

Story Starter ideas: 1) Write a story about a character who works hard and saves money for something important. 2) Write a story about a character who is extremely selfish. 3) Write a story that begins with this sentence: “The clock struck twelve.....”

History- This year you will be studying Ancient Times from the Flood until Rome.

It did always seem difficult to match up secular dates with Biblical therefore you should refer to the timeline at the bottom of the brochure *The Bible What is its Message?* for an accurate Biblical Timeline. This is especially true for secular timelines referring to Ancient Egypt.

Look up information on this difference in volume one of the *Insight on the Scriptures volume 1* book under the topic Chronology: Egyptian Chronology and Problems of Egyptian Chronology on page 450.*

Before we begin let's look at the time frame we are in, here is a list of The Succession of Seven World Powers. Please write this list into your notebook, you may wish to illustrate this list with some sketches. See also the chart on pages 12-13 of 6/15/2012 *Watchtower*. As you can see this study will take you from the world power of Egypt to Rome.

Egypt
Assyria
Babylon
Medo-Persia
Greece
Rome
Anglo-America

Timelines can be fun to do, if this interests you turn to page 317-320 of *Story of the World Vol. 1 Ancient Times*. You may want to choose important dates from your studies to keep as a list in your notebook. (*Note: you can see that the chronology of secular history must be off due to the way archeologists date things; the first part of this timeline has to be off because the Flood happened in 2370 BCE and Egypt came about after the Tower of Babel.)

Find an accurate Biblical Timeline at the bottom of the pages of the brochure: *The Bible What is its Message?*

If you are using the reference *The Usborne Internet-linked Encyclopedia of World History* use the section "Ancient World" for your studies this year, pages 104-194. (Skip all of the section "Prehistoric World")

Today read Genesis 1-2 and story 3 Mankind Survives the Flood from brochure *The Bible What is its Message?*

Read also the following outline of a talk I took notes on entitled: *Flood of Noah's Day and You* (see below)

History/Map: Fertile Crescent see these links for videos and three maps on the fertile crescent. Using these and page 10 of your history book draw and label the Fertile Crescent area: You Tube video Video of a working shaduf -- write about this.

<https://www.youtube.com/watch?v=h34KulvXzxw>

<https://www.youtube.com/watch?v=wksHEDgBRnM>

<http://www.youtube.com/watch?v=bZ9gJAWvHxo&feature=related>

NOTE: If you do not have the *Story of the World Volume 1 Activity book* you can have your students label maps to go along with their history lessons each week by looking at the map for each chapter at the beginning of the chapter in their textbook and printing maps from <https://www.seterra.com/> and labeling them to match.

Tower of Babel*

Please read "Babel" from *Insight on the scriptures volume 1* page 234

What about the descendants of Egyptians? Read what *Insight on the Scriptures volume 1* has to say: read the subheading "The People" on page 687-688

So they are descendants of Ham, one of Noah's sons, and they migrated to North Africa after the dispersal at Babel.