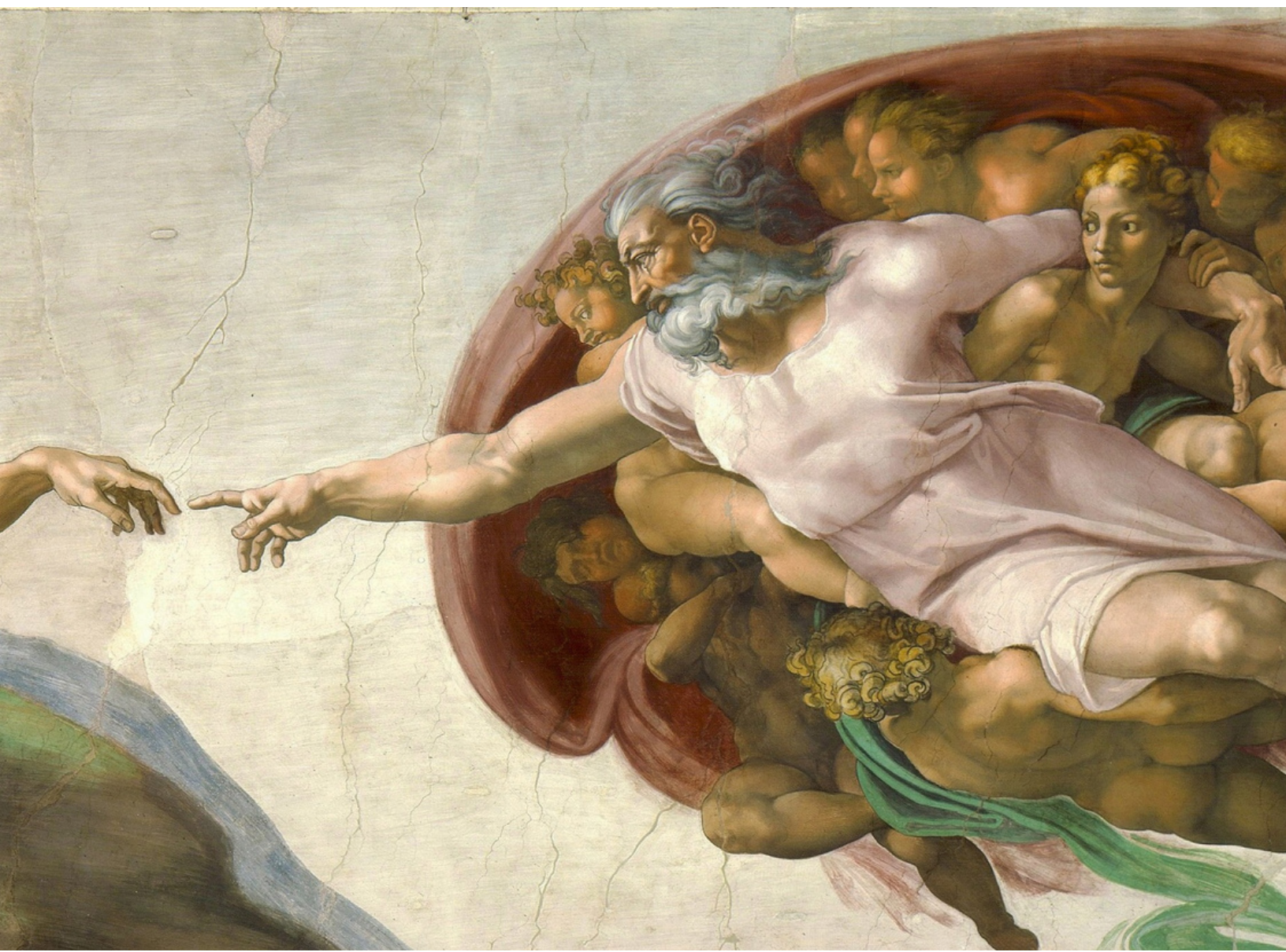


In the Beginning

6-Week Morning Time Session | AwakenToDelight.com



In the Beginning

Charlotte Mason Morning Time™

© 2023 Alisha Gratehouse. All Rights Reserved.

Copyright Notice: As the purchaser, one copy of this curriculum may be printed for your own personal use. This curriculum may not be reproduced, displayed, modified, stored or transmitted in whole or in part, in any form or by any means, electronic, mechanical or otherwise, without prior written consent of the author.

For written permission, please email us at: contact@awakentodelight.com

Originally created and written by Lara Molettiere as *The Homeschool Garden*

Edited and updated by Alisha Gratehouse and Olivia Gratehouse

Cover image: *The Creation of Adam*, Michelangelo c. 1508-1512, Public Domain

Table of *Contents*

What is Morning Time?	4
How to Use These Plans	5
Features	6
Weekly Schedule	7
Recommended Reading List	15
Prayer & Scripture Memorization	16
Scripture Copywork	18
Artist Biography & Picture Study	56
Composer Biography & Classical Selections	75
Hymn Study & Hymn	77
Folk Song	93
Poet Biography & Poetry Selections	97
Poetry Copywork	104
Tea Time Recipes	143
Plutarch Selection	148
History & Geography	153
Nature Study & Activities	156
Handicraft Lesson	160

What is Morning Time?

Morning time is a modern interpretation of Charlotte Mason's philosophy of providing a generous variety of short lessons with an emphasis on excellence of execution and focused attention.

It is a lovely daily ritual in which you gather your whole family together to partake of the richness of God's Word, as well as the beautiful subjects that you don't want to get pushed aside by traditional school subjects.

And it is a perfect choice for helping you avoid the overwhelming feeling of trying to fit it all in by looping through all the delightful extras you want to enjoy!

About this Curriculum:

Homeschooling mother Lara Molettiere originally created this curriculum as *The Homeschool Garden* in 2018. Her love of music, literature, fine arts, and Charlotte Mason's method led her to create a delightful and simple-to-follow morning time curriculum for her family.

Each volume is rich with the truth, beauty, and goodness that Miss Mason encouraged, and provides a generous and varied education all planned out for your family — from elementary to high school.

In over 19 years of homeschooling utilizing the Charlotte Mason method, I can attest to the beauty of this lifestyle of learning. In fact, it completely shaped and formed who my children are today — artists, writers, musicians, and lovers of literature, poetry, and nature.

That's why I am thrilled to be taking Lara's beautiful curriculum, rebranding it as **Charlotte Mason Morning Time™**, and building a delight-filled community around it so that other families can experience the joy it brings!

Alisha

How to Use These Plans

If you love the Charlotte Mason style of learning, then you'll absolutely *adore* these morning time sessions! Not only are they rich with all the beauty you want your family to enjoy — scriptures, poetry, Shakespeare, picture study, art lessons, music, nature study, and more — they are all planned out and gathered together for you!

There is no need to hunt down the various elements you want to include or go digging around the internet in search of art, music, or poetry to complement your studies. You don't even have to purchase additional resources because we include them all here: art pieces for your picture study, sheet music and links to hymns and folk songs to sing along with, links to classical pieces to listen to, copywork printables for manuscript and cursive practice, and much, much more!

We offer a generous feast, but please remember that you don't have to partake of everything that's on the table, nor do you even have to clean your plate!

Adapt these plans to suit your family's unique needs and schedule. If you only school four days a week, either skip the fifth day, or add one item from the scheduled fifth day to each of your four school days.

Don't stress if you can't fit something in; you can always circle back around to it later. Pick and choose what you want to do depending on which season of life you're in.

Simply print out the schedule (and any parts of the curriculum you need), bring all your kids and teens together each morning, and enjoy that day's scheduled lessons and recommended read-alouds.

Don't forget we've included an art lesson, a handicraft lesson, nature studies, and tea time recipes with each session. These would be delightful "afternoon occupations" if you can't fit them into your morning time.

Each day's scheduled activities should only take around an hour or so to complete (excluding the art and handicraft lessons).

Features

Essential features of *Charlotte Mason Morning Time*™ curriculum are:

- Prayer & scripture memorization
- Poetry memorization & recitation
- Copywork pages for elementary through high school
- Artist biography & picture study
- Composer biography & classical selections
- Hymn study & singing
- Folk song
- Literature recommendations
- Handicraft lesson
- Art lesson
- Nature study
- Teatime recipes
- Teatime selections to read aloud including:
 - Poetry
 - Short stories or
 - Fairy tales or tall tales
 - Mythological tales
 - Fables
- Shakespeare selections
- Plutarch (in some volumes)
- History (in some volumes)
- Geography (in some volumes)

Each of these subjects are planned out on a 4-week or 6-week (depending on the session) calendar, and looped throughout the days and weeks.

Now, you will never feel overwhelmed trying to fit "everything" in because it's already simply and beautifully planned out for you in the calendar on the following pages.

Please Note: The "Recommended Reading List" is not required. Pick and choose the books you want your family to enjoy, or continue with the family read-aloud you're already immersed in.

Week 1 Schedule



Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Genesis 1:1 - 2:3	John 1:1 - 1:18	Genesis 2:4-25	Romans 1:16-21	Genesis 3
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 1: The First Day of Creation, Read: Michelangelo bio	Folk Song: Halleluya La'Olam	Listen to: Halleluya La'Olam, Read: Jewish Religious Music	Nature Study 1
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Read: James Weldon Johnson bio	Praise for Creation and Providence Copywork	Prayer: Praise for Creation and Providence	Praise for Creation and Providence Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 1 * Magician's Nephew Ch 1	*Hittite Warrior, Ch 2	*Hittite Warrior, Ch 3 * Magician's Nephew Ch 2	*Hittite Warrior, Ch 4	*Hittite Warrior, Ch 5 * Magician's Nephew Ch 3
<i>Afternoon Occupations</i>	Bake: Torah Candy Bars				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 2 Schedule



Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Job 12:7-12	Genesis 4:1-16	Genesis 6:5-8, Psalm 84:11	Genesis 6:11-22	Genesis 7
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 2: The Creation of the Sun and the Moon, Review: Michelangelo bio	Folk Song: Haleluya La'Olam	Listen to: This is My Father's World, Review: Jewish Religious Music	Nature Study 2
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Review: James Weldon Johnson bio	The Creation Copywork	Poetry: The Creation	The Creation Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 6	*Hittite Warrior, Ch 7 * Magician's Nephew Ch 4	*Hittite Warrior, Ch 8	*Hittite Warrior, Ch 9 * Magician's Nephew Ch 5	*Hittite Warrior, Ch 10
<i>Afternoon Occupations</i>	Bake: Fruit Kabobs			Art Lesson: The Earth Seen From Space	*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 3 Schedule



Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Matthew 24:36-39	Genesis 8	Genesis 9:1-19	Genesis 11:1-9	Genesis 12:1-7
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 3: Dividing Water from Heaven, Narrate: Michelangelo bio	Folk Song: Haleluya La'Olam	Listen to: Haleluya La'Olam, Narrate: Jewish Religious Music	Nature Study 3
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Narrate: James Weldon Johnson bio	Father, Father Abraham Copywork	Poetry: Father, Father Abraham	Father, Father Abraham Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 11 * Magician's Nephew Ch 6	*Hittite Warrior, Ch 12	*Hittite Warrior, Ch 13 * Magician's Nephew Ch 7	*Hittite Warrior, Ch 14	*Hittite Warrior, Ch 15 * Magician's Nephew Ch 8
<i>Afternoon Occupations</i>	Unleavened Bread Tea Time				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 4 Schedule



Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Genesis 15	Genesis 17	Genesis 21:1-21	Genesis 22:1-19	Genesis 26:1-6
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 4: The Creation of Adam, Review/Narrate: Michelangelo bio	Folk Song: Halleluya La'Olam	Listen to: This is My Father's World, Review/Narrate: Jewish Religious Music	Nature Study 4
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Review/Narrate: James Weldon Johnson bio	Deuteronomy 6:1-9 Copywork	Read: Deuteronomy 6:1-9	Deuteronomy 6:1-9 Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 16	*Hittite Warrior, Ch 17 * Magician's Nephew Ch 9	*Hittite Warrior, Ch 18	*Hittite Warrior, Ch 19 * Magician's Nephew Ch 10	*Hittite Warrior, Ch 20
<i>Afternoon Occupations</i>	Hummus Tea Time			Handicraft: Terrarium	*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 5 Schedule



Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Genesis 27	Genesis 28	Genesis 32	Genesis 33	Genesis 37
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 5: The Creation of Eve, Review/Narrate: Michelangelo bio	Folk Song: Haleluya La'Olam	Listen to Haleluya La'Olam, Review/Narrate: Jewish Religious Music	Nature Study 5
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Review/Narrate: James Weldon Johnson bio	I Hear the Stars Still Singing Copywork	Read: I Hear The Stars Still Singing	I Hear The Stars Still Singing Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 21 * Magician's Nephew Ch 11	*Hittite Warrior, Ch 22	*Hittite Warrior, Ch 23 * Magician's Nephew Ch 12	*Hittite Warrior, Ch 24	*Hittite Warrior, Ch 25 * Magician's Nephew Ch 13
<i>Afternoon Occupations</i>	Almond-Stuffed Dates Tea Time				*Nature journal *Nature walk

* Indicates suggested, but optional activities

Week 6 Schedule

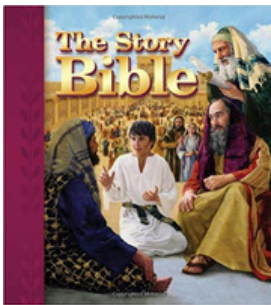


Subject	Day 1	Day 2	Day 3	Day 4	Day 5
<i>Prayer</i>	Pray Praise for Creation and Providence.				
<i>Bible</i>	Genesis 39	Genesis 41	Genesis 45	Genesis 46:1-7, 29-30	Genesis 47:27-30, 50:15-26
<i>Memory Work</i>	Scripture	Poetry	Scripture	Poetry	Review previous memory work
<i>Beauty & Nature Loop</i>	Hymn Study: This is My Father's World	Art Selection 6: The Downfall of Adam and Eve, Discuss: Michelangelo	Folk Song: Halleluya La'Olam	Listen to: This is My Father's World, Discuss: Jewish Religious Music	Nature Study 6
<i>History/ Geography</i>					
<i>Language Arts/ Citizenship</i>	Discuss: James Weldon Johnson	This Is My Father's World Copywork	Listen to: This Is My Father's World	This Is My Father's World Copywork	
<i>Read Aloud</i>	*Hittite Warrior, Ch 26	* Magician's Nephew Ch 14	*Hittite Warrior, Ch 27	* Magician's Nephew Ch 15	*Hittite Warrior, Ch 28
<i>Afternoon Occupations</i>	Bake: English Toffee				*Nature journal *Nature walk

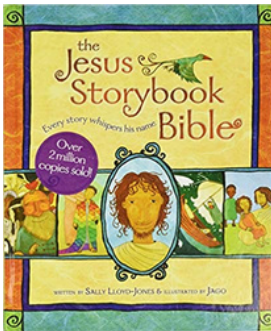
* Indicates suggested, but optional activities

Story Bible Options

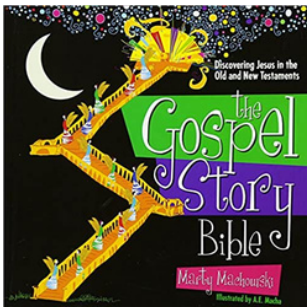
For younger students, you may opt to read the Ancient History Bible selections for a story Bible version. These are the story bibles Lara's family has enjoyed over the years.



The Story Bible, by Concordia Publishing House



The Jesus Storybook Bible, by Sally Lloyd-Jones



The Gospel Story Bible, by Marty Machowski

Read Aloud Suggestions

We have scheduled the chapters for two different read-aloud options for your convenience. If you prefer, you may choose another book from the recommended reading list or one your family would like to read through this year.

The Magician's Nephew, by C.S. Lewis



We always recommend reading *The Chronicles of Narnia* in publication order. If you have not yet read *The Lion, the Witch, and the Wardrobe* - please read that first at the very least. It is by far the most lovely way to enter the world of C.S. Lewis and Narnia.

To follow the entire original publication order, the books may be read as follows:

1. *The Lion, the Witch and the Wardrobe* (1950)
2. *Prince Caspian: The Return to Narnia* (1951)
3. *The Voyage of the Dawn Treader* (1952)
4. *The Silver Chair* (1953)
5. *The Horse and His Boy* (1954)
6. *The Magician's Nephew* (1955)
7. *The Last Battle* (1956)



Hittite Warrior, by Joanne Williamson

When Uriah Tarhund's Hittite home is destroyed by invading Greeks, his dying father tells him to go seek a Canaanite named Sisera. "He will help you. For my sake...." When Uriah reaches Judea and saves a young boy from being sacrificed to Molech, he is given succor for a time by the Hebrews. Later, he finds Sisera and joins him in war against these same people. When the Canaanites are defeated, the young Hittite has the opportunity to come to a peace with himself, the Hebrew people, and their God.

Recommended Reading List

Elementary & Middle Grades

The True Story of Noah's Ark, by Tom Dooley

Genesis, Children's Commentary, by Nancy Gantz

God's Names, by Sally Michael

Window on the World: An Operation World Prayer Resource, by Molly Wall

WonderFull: Ancient Psalms Ever New, by Marty Machowski

Upper Grades

In the Beginning: Creation Stories from Around the World, by Virginia Hamilton

Tales of Persia, by William McElwee Miller

Adam and His Kin, by Ruth Beechick

Unveiling the Kings of Israel: Revealing the Bible's Archaeological History, by David Down

String, Straightedge, and Shadow: The Story of Geometry, by Julia E. Diggins

Family Read Alouds

Trial & Triumph, by Richard M. Hannula (an excellent source for missionary and martyr stories).

Hittite Warrior, by Joanne Williamson

The Magician's Nephew, by C.S. Lewis

Herodotus and the Road to History, by Jeanne Bendick

Prayer & Scripture Memorization

For Bible reading, we will make suggestions for your morning time reading. However, if you'd prefer a more in depth schedule, we recommend checking out various plans that will help you read the Bible through.

For a one-year plan, we recommend YouVersion's One Year Bible: <https://www.bible.com/reading-plans/60>. You can also listen to it being read aloud on the app.

Download a two-year reading plan from the Gospel Coalition here: <https://media.thegospelcoalition.org/static-blogs/tgc/files/2010/12/TGC-Two-Year-Bible-Reading-Plan1.pdf>

If you prefer to go even slower, Ambleside Online offers three, four, and five-year Bible reading plans: <https://www.amblesideonline.org/L/Lbiblesch.htm>

In this session, we will learn **Deuteronomy 6: 1-9** and focus on writing and memorizing **Praise for Creation and Providence**.

Deuteronomy 6: 1-9

"Now this is the commandment, and these are the statutes and judgments which the Lord your God has commanded to teach you, that you may observe them in the land which you are crossing over to possess, that you may fear the Lord your God, to keep all His statutes and His commandments which I command you, you and your son and your grandson, all the days of your life, and that your days may be prolonged.

Therefore hear, O Israel, and be careful to observe it, that it may be well with you, and that you may multiply greatly as the Lord God of your fathers has promised you—'a land flowing with milk and honey.'

"Hear, O Israel: The Lord our God, the Lord is one!

You shall love the Lord your God with all your heart, with all your soul, and with all your strength.

"And these words which I command you today shall be in your heart.

You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.

Praise for Creation and Providence
by Isaac Watts

*I Sing th' Almighty Pow'r of GOD, That made the Mountains rise,
That spread the flowing Seas abroad, And built the lofty Skies.*

*I sing the Wisdom that ordain'd The Sun to rule the Day;
The Moon shines full at his Command, And all the Stars obey.*

*I sing the Goodness of the LORD, That fill'd the Earth with Food;
He form'd the Creatures with his Word, And then pronounc'd them Good.*

*LORD, how thy Wonders are display'd, Where'er I turn mine Eye!
If I survey the Ground I tread, Or gaze upon the Sky!*

*There's not a Plant or Flow'r below, But makes thy Glories known;
And Clouds arise and Tempests blow, By Order from thy Throne.*

*Creatures (as num'rous as they be) Are subject to thy Care;
There's not a Place where we can flee, But GOD is present there.*

*In Heav'n he shines with Beams of Love, With Wrath in Hell beneath!
'Tis on his Earth I stand or move, And 'tis his Air I breathe.*

*His Hand is my perpetual Guard; He keeps me with his Eye:
Why should I then forget the LORD, Who is for ever nigh?*

I Now this is the
commandment, and these are
the statutes and judgments
which the Lord your God
has commanded to teach
you, that you may observe
them in the land which you

are crossing over to

possess,

2 that you may fear the

Lord your God, to keep all

His statutes and His

commandments which I

command you, you and your

son and your grandson, all

the days of your life, and

that your days may be

prolonged.

3 Therefore hear, O Israel,

and be careful to observe

it, that it may be well with

you, and that you may

multiply greatly as the Lord

God of your fathers has

promised you—'a land flowing

with milk and honey.'

4 "Hear, O Israel: The

Lord our God, the Lord is

one!

5 You shall love the Lord

your God with all your

heart, with all your soul,

and with all your strength.

6 "And these words which

I command you today shall

be in your heart.

7 You shall teach them

diligently to your children,

and shall talk of them when

you sit in your house, when

you walk by the way, when

you lie down, and when you

rise up.

8 You shall bind them as a

sign on your hand, and they

shall be as frontlets

between your eyes.

9 You shall write them on

the doorposts of your

house and on your gates.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and independent writing.

1 Now this is the commandment, and these are
the statutes and judgments which the Lord your
God has commanded to teach you, that you
may observe them in the land which you are
crossing over to possess,

2 that you may fear the Lord your God, to
keep all His statutes and His commandments
which I command you, you and your son and
your grandson, all the days of your life, and

that your days may be prolonged.

3 Therefore hear, O Israel, and be careful to observe it, that it may be well with you, and that you may multiply greatly as the Lord God of your fathers has promised you—‘a land flowing with milk and honey.’

4 “Hear, O Israel: The Lord our God, the Lord is one!

5 You shall love the Lord your God with all

your heart, with all your soul, and with all

your strength.

6 “And these words which I command you

today shall be in your heart.

7 You shall teach them diligently to your

children, and shall talk of them when you sit in

your house, when you walk by the way, when

you lie down, and when you rise up.

8 You shall bind them as a sign on your hand,

and they shall be as frontlets between your eyes.

9 You shall write them on the doorposts of

your house and on your gates.

1 Now this is the commandment,
and these are the statutes and
judgments which the Lord your
God has commanded to teach you,
that you may observe them in the
land which you are crossing over
to possess,

2 that you may fear the Lord

your God, to keep all His statutes
and His commandments which I
command you, you and your son
and your grandson, all the days
of your life, and that your days
may be prolonged.

3 Therefore hear, O Israel, and be
careful to observe it, that it may

be well with you, and that you

may multiply greatly as the Lord

God of your fathers has promised

you 'a land flowing with milk

and honey.'

4 "Hear, O Israel: The Lord our

God, the Lord is one!

5 You shall love the Lord your

God with all your heart, with

all your soul, and with all your

strength.

6 " And these words which I

command you today shall be in

your heart.

7 You shall teach them diligently

to your children, and shall talk

of them when you sit in your

house, when you walk by the way,

when you lie down, and when

you rise up.

8 You shall bind them as a sign

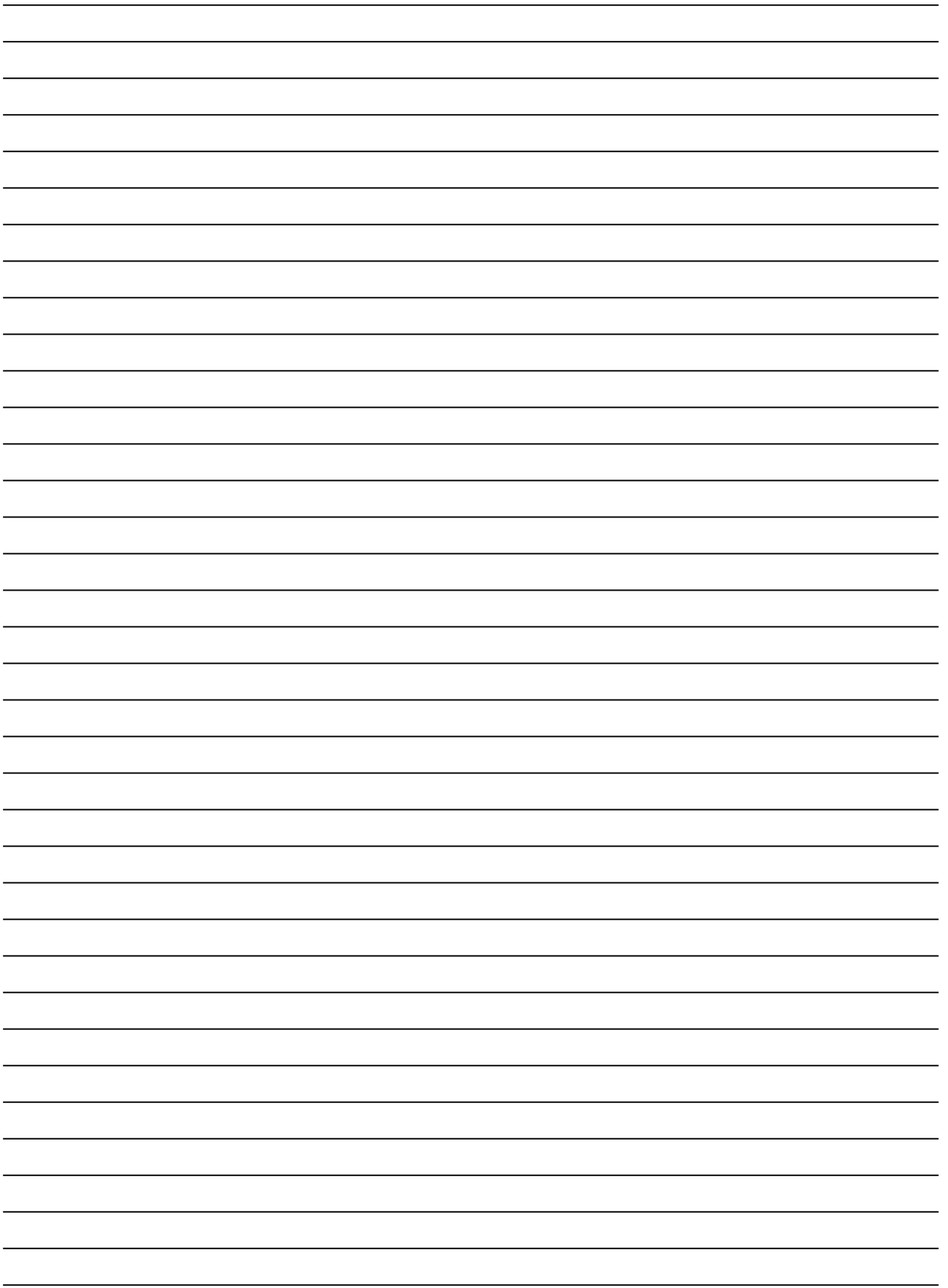
on your hand, and they shall be

as frontlets between your eyes.

9 You shall write them on the

doorposts of your house and on

your gates.



I Sing th' Almighty Pow'r

of GOD, That made the

Mountains rise,

That spread the flowing

Seas abroad, And built the

lofty Skies.

I sing the Wisdom that

ordain'd The Sun to rule

the Day;

The Moon shines full at his

Command, And all the Stars

obey.

I sing the Goodness of the

LORD, That fill'd the Earth

with Food;

He form'd the Creatures

with his Word, And then

pronounc'd them Good.

LORD, how thy Wonders

are display'd, Where'er I

turn mine Eye!

If I survey the Ground I

tread, Or gaze upon the

Sky!

There's not a Plant or

Flow'r below, But makes thy

Glories known;

And Clouds arise and

Tempests blow, By Order

from thy Throne.

Creatures (as numerous as

they be) Are subject to

thy Care;

There's not a Place where

we can flee, But GOD is

present there.

In Heav'n he shines with

Beams of Love, With

Wrath in Hell beneath!

'Tis on his Earth I stand or

move, And 'tis his Air I

breathe.

His Hand is my perpetual

Guard; He keeps me with

his Eye:

Why should I then forget

the LORD, Who is for

ever nigh?

I Sing th' Almighty Pow'r of GOD, That made

the Mountains rise,

That spread the flowing Seas abroad, And

built the lofty Skies.

I sing the Wisdom that ordain'd The Sun to

rule the Day;

The Moon shines full at his Command, And all

the Stars obey.

I sing the Goodness of the LORD, That fill'd

the Earth with Food;

He form'd the Creatures with his Word, And

then pronounc'd them Good.

LORD, how thy Wonders are display'd,

Where'er I turn mine Eye!

If I survey the Ground I tread, Or gaze upon

the Sky!

There's not a Plant or Flow'r below, But

makes thy Glories known;

And Clouds arise and Tempests blow, By

Order from thy Throne.

Creatures (as num'rous as they be) Are

subject to thy Care;

There's not a Place where we can flee, But

GOD is present there.

In Heav'n he shines with Beams of Love,

With Wrath in Hell beneath!

'Tis on his Earth I stand or move, And 'tis his

Air I breathe.

His Hand is my perpetual Guard; He keeps me

with his Eye:

Why should I then forget the LORD, Who is

for ever nigh?

I Sing th' Almighty Pow'r of

GOD, That made the Mountains

rise,

That spread the flowing Seas

abroad, And built the lofty Skies.

I sing the Wisdom that ordain'd

The Sun to rule the Day;

The Moon shines full at his

Command, And all the Stars obey.

I sing the Goodness of the LORD,

That fill'd the Earth with Food;

He form'd the Creatures with his

Word, And then pronounc'd

them Good.

LORD, how thy Wonders are

display'd, Where'er I turn mine

Eye!

If I survey the Ground I tread,

Or gaze upon the Sky!

There's not a Plant or Flow'r

below, But makes thy Glories

known;

And Clouds arise and Tempests

blow, By Order from thy Throne.

Creatures (as numerous as they be)

Are subject to thy Care;

There's not a Place where we can

flee, But GOD is present there.

In Heav'n he shines with Beams

of Love, With Wrath in Hell

beneath!

'Tis on his Earth I stand or

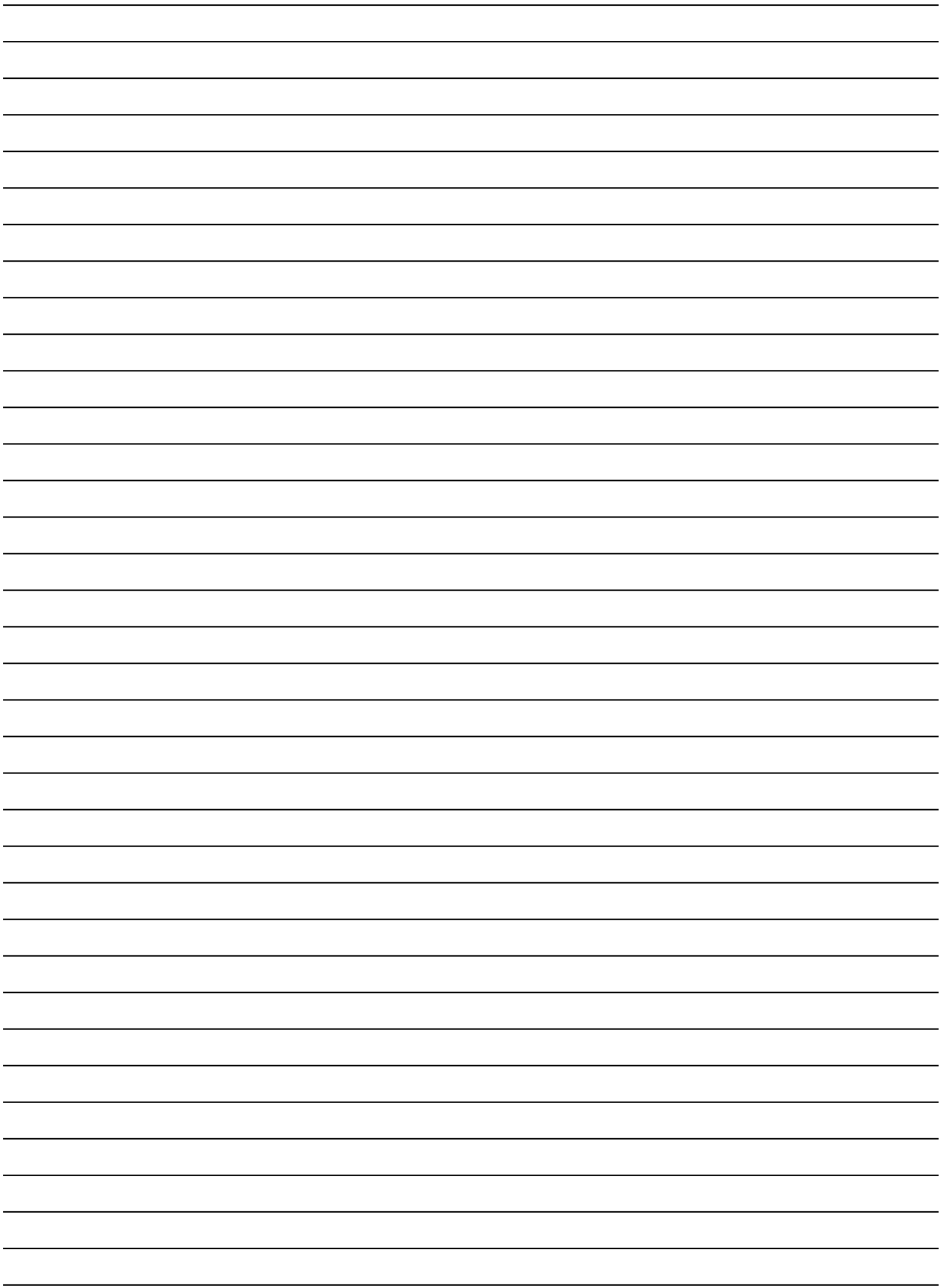
move, And 'tis his Air I breathe.

His Hand is my perpetual Guard;

He keeps me with his Eye:

Why should I then forget the

LORD, Who is for ever nigh?





Artist & Composer Study

This session features master artist Michelangelo. We've included six art selections for your kids and teens to use for picture study. They are:

- *The First Day of Creation*
- *The Creation of the Sun and the Moon*
- *Dividing Water from Heaven*
- *The Creation of Adam*
- *The Creation of Eve*
- *The Downfall of Adam and Eve*

(Please Note: These artworks contain nudity, which you may feel is unsuitable for your children. Please use your own discretion as a parent). We have also included a bonus study of Biblical images in art if you would prefer to use them instead.

There is no featured composer for this session. However, we have included a study of Jewish Religious Music.

Artist & Composer Study



Michelangelo

March 6, 1475 – February 18, 1564

Michelangelo is considered to be one of the most legendary artists of all time. Primarily a sculptor, his most famous works include *The David* and *Pietà*, though he is also well known for his frescoes on the Sistine Chapel ceiling.

Michelangelo di Lodovico Buonarroti Simoni was born on March 6, 1475, into a family of former nobility. His mother died when he was six years old, so his father sent him to live with a nanny. Her husband was a stoneworker living next to a marble quarry, and it was during this time that Michelangelo came to appreciate the beauty of marble and sculptures.

When he was still young, Michelangelo was sent to Florence to begin his education. However, he didn't like school and preferred to spend time copying paintings. His skills soon drew the attention of master artist Domenico Ghirlandaio, who took Michelangelo to be his apprentice at thirteen years old. During this time, his skills grew so much that his father insisted that Ghirlandaio pay Michelangelo for his works. He became so skilled, in fact, that Ghirlandaio regarded him as his most talented pupil.

Some of Michelangelo's most renowned works were produced while under Ghirlandaio's tutelage, including his sculptures *Madonna on the Stairs* and *Battle of the Centaurs*. However, not everyone appreciated the young artist, especially since he was known for his rough and unlikeable personality. Eventually, he came to blows with a fellow student, who struck his nose, causing it to be disfigured for the rest of his life.

After Ghirlandaio's death, Michelangelo returned to his father's home. This became a dark part of his life, and he took to studying corpses in the church's hospital. Fortunately, this study of anatomy led to his first lifelike sculpture, *Hercules*, and later the *Pietà*, the Virgin Mary. He was later requested by the Florence Republic to sculpt a symbol of their freedom, and thus Michelangelo created his most famous work: the statue *David*. This established Michelangelo as a true master.

In 1508, Michelangelo was commissioned by the Pope to work on the Sistine Chapel ceiling. At first, he refused, claiming that he was a sculptor, not a painter. However, when the Pope granted him full creative liberty, Michelangelo agreed. And though he was originally only supposed to paint the Twelve Disciples, he ended up painting over three hundred figures, representing the creation of the world, the fall of man, and the account of Noah. The ceiling took him four years to complete.

Following a period of war and unrest in Florence, Michelangelo fled to Rome, where he painted one of his last masterpieces: *The Last Judgment*. The painting depicts Christ in the likeness of a Greek deity, which became the subject of great controversy. Within the painting is a flayed human skin, which bears Michelangelo's own likeness.

Michelangelo died in 1564 and was buried in the Basilica of Santa Croce in Florence, Italy. Today, he is regarded as one of the most important artists during the High Renaissance and is considered to be one of the greatest artists of all time.

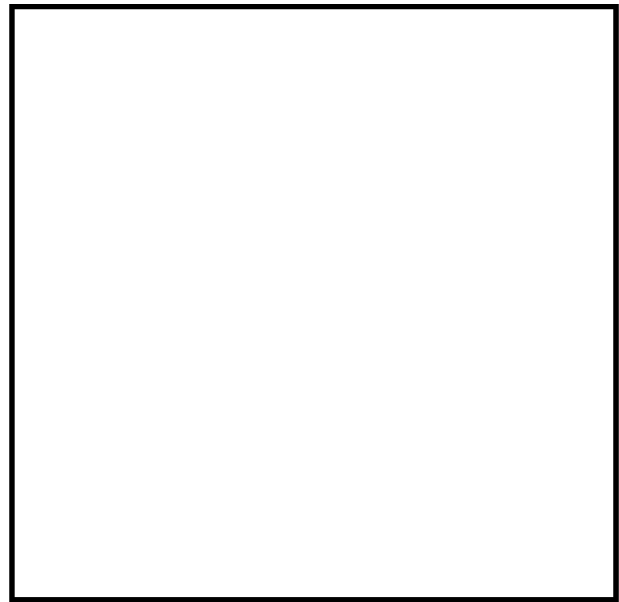
Artist Study

Name: _____

Date of Birth: _____

Place of Birth: _____

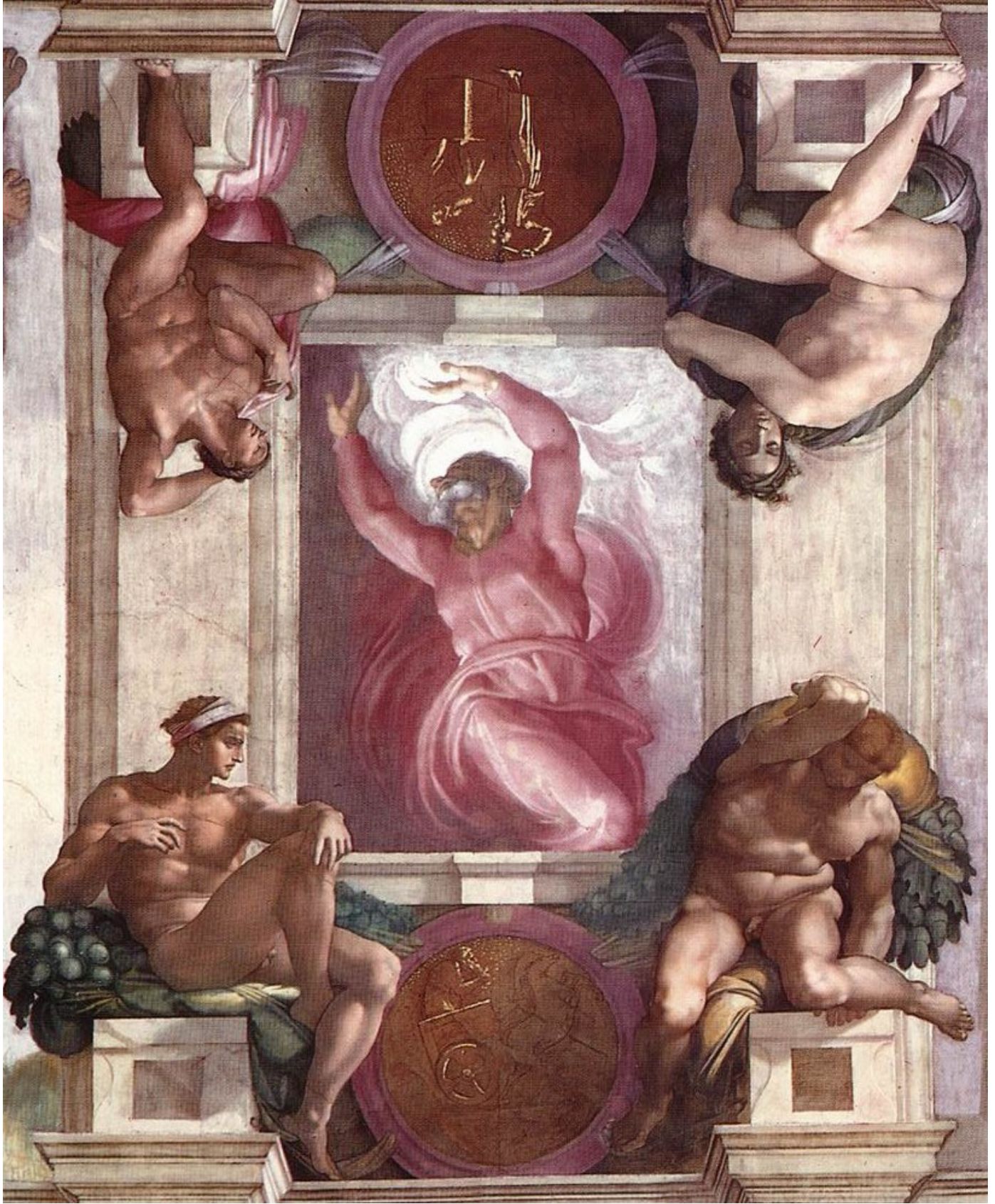
Artist Fun Facts: _____



Art Mediums Used: _____

Famous Artworks: _____

Further Study:



The First Day of Creation, 1508-1512



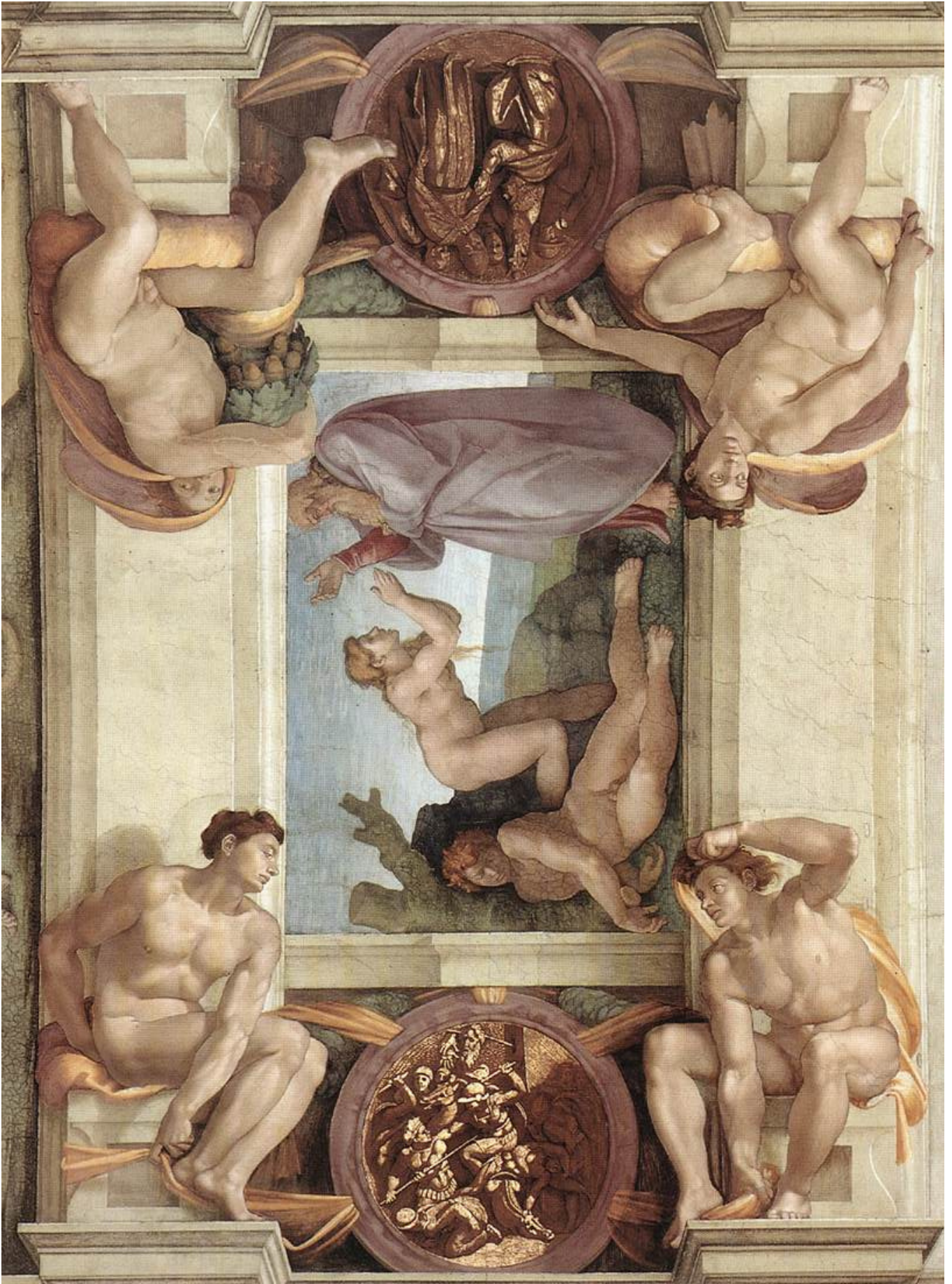
The Creation of the Sun and the Moon, 1508-1512



Dividing Water from Heaven, 1508-1512



The Creation of Adam, 1508-1512



The Creation of Eve, 1508-1512



The Downfall of Adam and Eve, 1508-1512

Biblical Images in Art

Art has been used as an expression of the deepest longings of the soul for hundreds of years, and the Bible has been the inspiration for many notable works. Scenes from the Old and New Testaments have been taken, interpreted, transformed, and displayed throughout history. The oldest pieces of Christian religious art on record are paintings found at Megiddo from around the year 70 AD, but art depicting scenes from the pages of the Bible became extremely popular as the second century dawned and Constantine spread Christianity across the Roman Empire.

When Constantine made Christianity the official religion of the empire, he built churches everywhere. Before this time, Christian churches had been common buildings, fairly indistinguishable from each other and the structures surrounding them. Constantine, however, wanted to change this, and he began to build opulent basilicas with large, domed ceilings. Churches commissioned artists to fill the space, and they created mosaics with images of Mary and baby Jesus, as well as Jesus' life and scenes from the cross.

The Protestant Reformation brought about a huge increase in the number of Biblical scenes being turned into religious artwork. During this time period, churches were purchasing art at a rapid speed. Some lay people also began to fill their homes with paintings. Michelangelo deftly painted the Sistine Chapel while lying on his back, Gianlorenzo Bernini dreamed up the beautiful columns at St. Peter's Basilica, and Leonardo da Vinci took his brush and created the masterpiece that is *The Last Supper*.

A few particularly influential pieces of Biblical artwork throughout history came from the stories of the Old Testament. One such piece is *Noah's Ark on the Mount Ararat*, created in 1570 by Simon de Myle. As far as is known, this is the only piece of artwork that de Myle ever created. He was not well-known at the time, and even today not much has been discovered about him. This detailed piece depicts pairs of animals leaving the giant ark as it rests on Mount Ararat after the floodwaters receded. If you take a close look at this piece, you will see some interesting things, like flying dragons in the sky, lions attacking a horse, and the twisted body of an animal lying dead on the ground.

Diego Velazquez was a Spanish artist who lived in the early 1600s and was known for his paintings of Biblical scenes and portraits. He painted a moving work called *The Crucified Christ*, a New Testament scene in which he makes use of contrast by creating a dark background behind a light cross. The stark difference between light and dark was also a common theme in Velazquez's other Biblical artworks.

A popular work by renowned fresco painter Domenichino is called *Abraham Leading Isaac to Sacrifice*. In this piece, a young Isaac carries a load of firewood on his back while a mature Abraham points up a mountain in the direction they are traveling. Waiting a few turns down the path below are two servants, one resting and one standing with a donkey. A large building covers much of the valley below, and a green landscape stretches into the distance.

Fra Angelico, a friar who lived and painted in the early 1400s, is known today for his Biblical artwork. His works, most notably *The Annunciation*, *The Adoration of the Magi*, and *The Descent From the Cross* were works meant to inspire devotion and meditation among the patrons of the church and the monks who lived there.

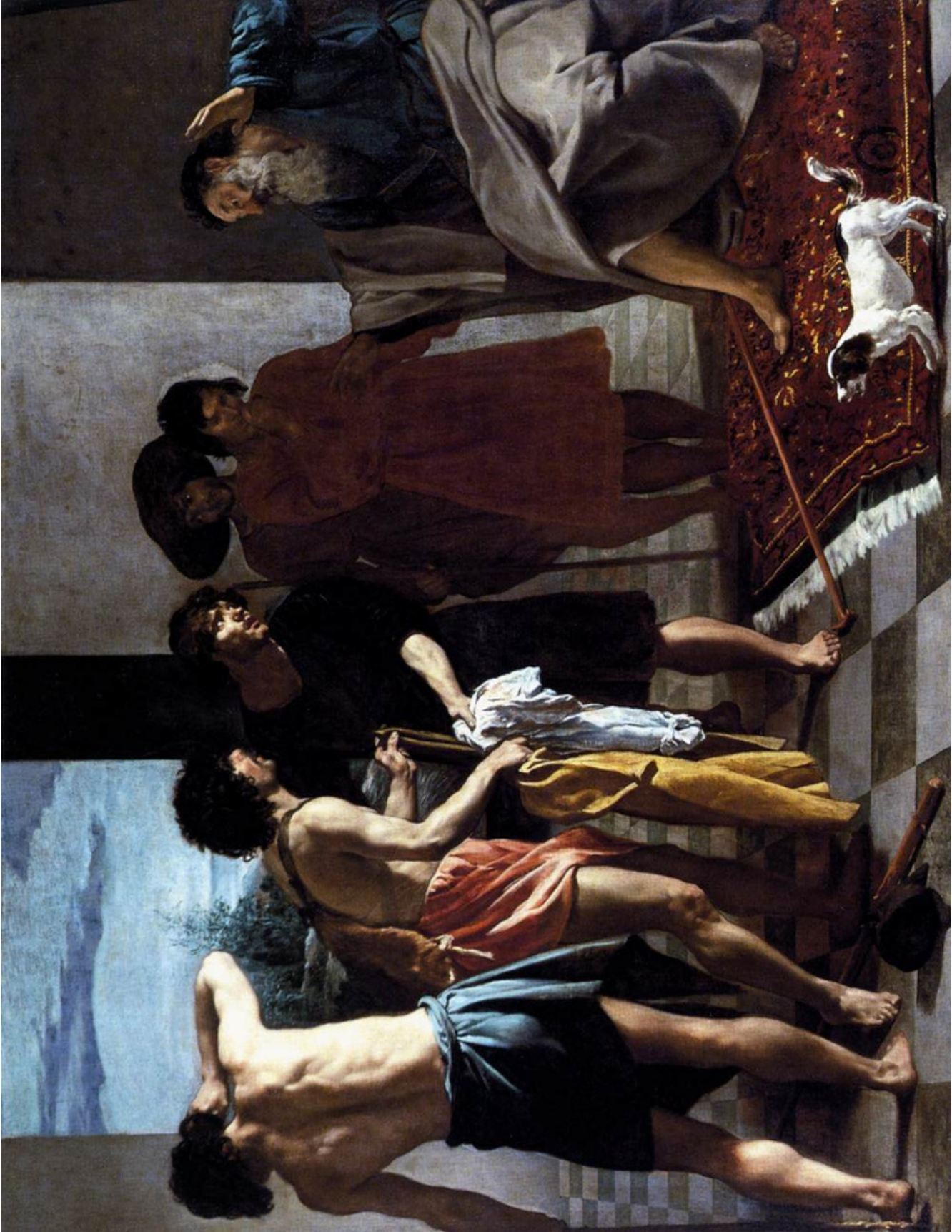
Biblical images have influenced the world of art throughout history. These artworks served as a way to fill the beautiful ceilings and walls of opulent basilicas, to teach the stories of the Bible to the masses, and to ignite religious passion inside the hearts of people all over the world.



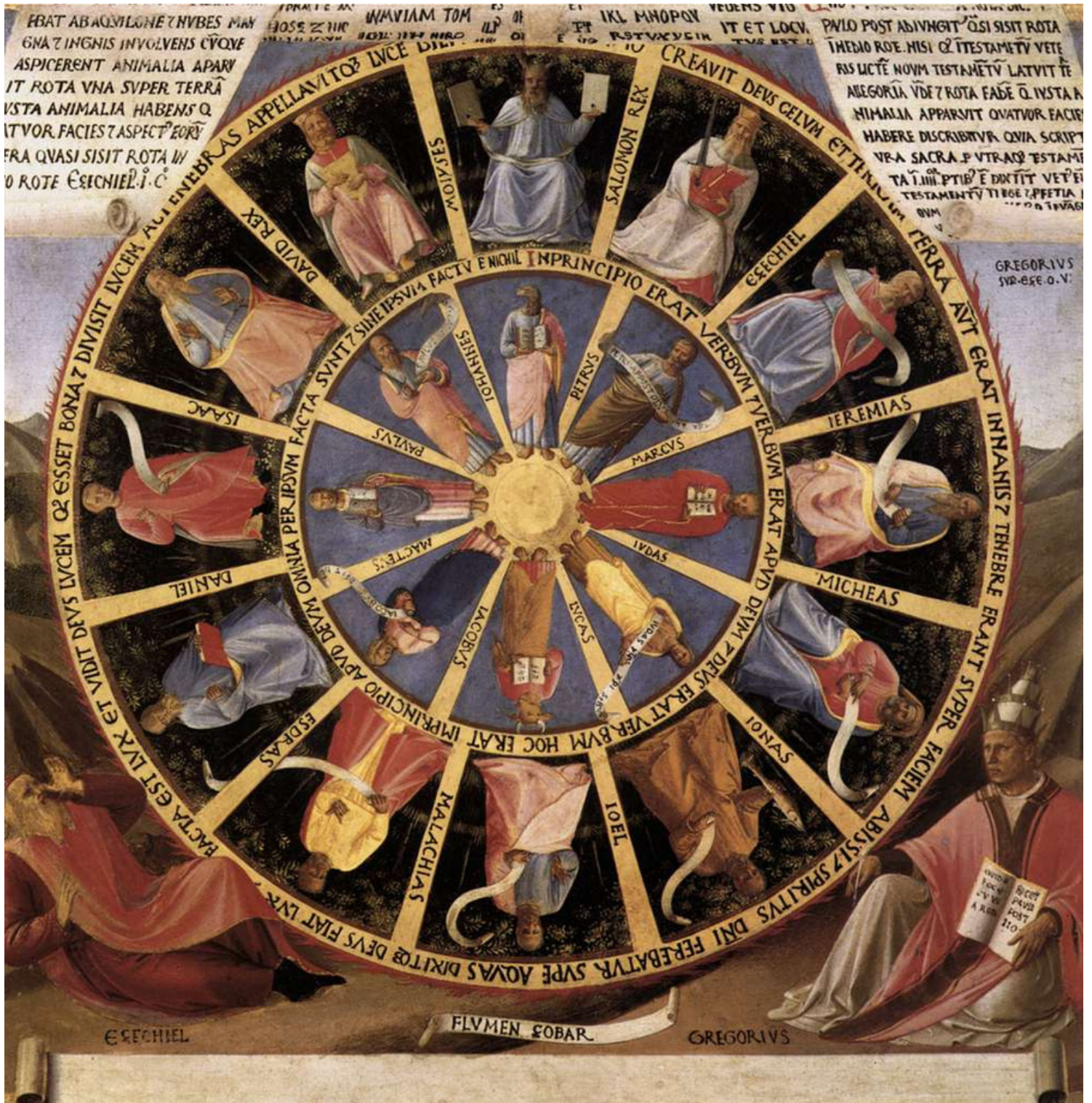
Noah's Ark on Mount Ararat, by Simon de Myle, 1570



The Sacrifice of Isaac, by Domenichino (Domenico Zampieri), 1627-1628



Joseph's Bloody Coat Brought to Jacob, by Diego Velázquez, 1630



Mystic Wheel (The Vision of Ezekiel), by Fra Angelico, 1451 - 1452



Moses and the Burning Bush, by Domenichino (Domenico Zampieri), 1610-1616



The Tower of Babel, by Pieter Bruegel the Elder, 1563

Picture Study

Title: _____

Date Created: _____

Art Mediums Used: _____

Further Study: _____

Use the box to draw a picture inspired by this artwork.



Jewish Religious Music

The Jewish people have their homeland in Israel, but the branches of their family tree reach out to all corners of the world as a result of immigration due to persecution, displacement, and various other natural factors. Despite this, a rich tradition of music developed and has continued to develop from ancient times until today. In Judaism, music plays an integral role in the practice of the faith. The history of Jewish religious music in Biblical times is rich and full of deep symbolism and significance. Some of the various types include cantorial music, nusah, cantillation, and piyyutim. Each type of music has an important part to play.

As far back as the time of the First Temple in Jerusalem, Levite priests were given the job of singing songs and playing instruments like harps, lyres, cymbals, drums, and trumpets during the services in the Temple. These were performed while animal sacrifices were taking place. After the exile to Babylon, there was a shift in the focus of Temple worship. The recitation of prayers began to take precedence. The siddur, or Jewish prayer book, came at a time in the people's history when very few could read or write. The prayers had to be memorized and music seemed to be the most effective mnemonic device to aid them to this end. From this, prayer chants were born. Templegoers recited these to a tune playing in the background.

When the Second Temple was destroyed, music changed drastically. Instead of rejoicing, people were in a period of deep mourning. Rabbis no longer allowed the Levites to play instruments during times of prayer to symbolize the great sadness that had fallen upon them. However, even though the prayer songs were no longer in use, there were still a great number of people who could not read from the prayer book. The Talmud allowed for cases such as this by creating a new position called the shaliah tzibbur, or "messenger of the community." The shaliah tzibbur chanted the prayer out loud, effectively covering everyone within hearing distance, whether they could read or not. This position later became known as hazzan, or the cantor, of the service.

Each day had a different nusah, or musical formula, that told the cantors what tune to use. Each Jewish community developed slightly different nusah, depending on the region. Sections of the Pentateuch, the Prophets, and the Writings are also read aloud three times per week. The musical notations for their melodies are noted in the cantillation.

Structured songs with a distinct rhythm came into practice around the fifth century. These poetic songs are called piyyutim, and when these are performed both the words and the rhythm are of special interest. These songs were also used in the synagogue service.

An instrument important to Jewish religious tradition is the shofar, a hollowed-out ram's horn. In Biblical times, the shofar announced the Sabbath and declared important dates like the New Moon or the anointing of a new king. It also sounded loud and clear on the mornings of Rosh Hashanah and at the end of Yom Kippur.

This served as a reminder to pray, repent, and draw near to God. These traditions are still in place today as one part of Judaism's very rich, historical musical tradition.

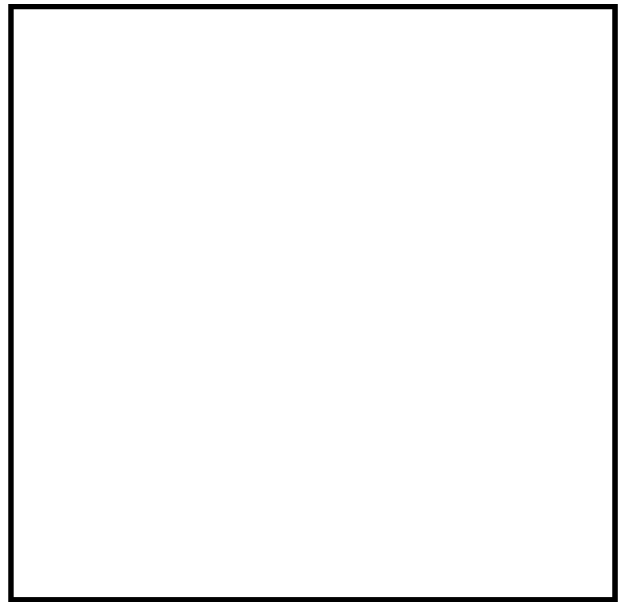
Composer Study

Name: _____

Date of Birth: _____

Place of Birth: _____

Composer Fun Facts:



Instruments Used: _____

Famous Compositions: _____

Further Study:

Hymn: This is My Father's World

"This Is My Father's World" was originally written as a poem by Maltbie Davenport Babcock, which was published by his wife Katherine after he died in 1901. The couple lived in Lockport, New York, where he would frequently walk along the Niagara Escarpment to view the vast beauty of creation. He would often tell his wife that he was "going out to see the Father's world".

In 1915 his close friend, Franklin L. Sheppard, set the poem to music and published it in a Presbyterian songbook. The poem originally had sixteen verses, but Sheppard chose only three to be included.

The lyrics of this hymn draw heavily from Psalm 24, which describes the Lord as the creator of and ruler over the world. Babcock's poetic verse serves to remind us that we are all merely visitors on God's earth and that He is the ultimate master of all things.

In ancient times, people believed that as the planets revolved in the universe, they made music or harmony. This is the belief Babcock referred to in the line, "And round me rings the music of the spheres". Though this belief has since been disproven, we know that objects in space do in fact emit sounds.

Even more amazing, the ocean is also making noises at its very lowest and darkest depths - sounds that scientists are still unable to identify.

The whole universe is singing a song of its creation, revealing something to us about He who created it. But, as Albert Bailey writes, "In stanza three, the author realizes that all's not right with the world." (The Gospel in Hymns, 553). Creation is fallen and broken. Yet, it still belongs to God. We are thus charged to listen attentively to the voice of God in His world - from the heights of space to the depths of the ocean - and witness how He restores it, listening for our own calling to be stewards of Creation.

This hymn is a powerful reminder of God's ultimate authority over all creation and the everlasting security He provides for those who trust in Him. Whether sung in church or in private, "This Is My Father's World" offers an uplifting message of assurance and hope for all.

FUN FACT: Composer Howard Shore used the first seven notes of this hymn verbatim in his "Shire" theme music for *The Lord of the Rings* movie trilogy.

This Is My Father's World

TERRA BEATA

Maltbie D. Babcock, 1901

Franklin Sheppard, 1915

Arr. Edward Shippen Barnes, 1926

1. This_ is my Fa-ther's world, and to my lis-t'ning ears, all
2. This_ is my Fa-ther's world, the birds their car - ols raise, the
3. This_ is my Fa-ther's world, O let me ne'er for - get that

na - ture sings, and round me rings the mu - sic of the spheres. This
morn - ing light, the lil - y white, de - clare their Mak - er's praise. This
though the wrong seems oft so strong, God is the Rul - er yet. This

is my Fa - ther's world: I rest me in the thought of
is my Fa - ther's world: he sines in all that's fair; in the
is my Fa - ther's world: the bat - tle is not done; Je -

rocks and trees, of skies and seas; his hand_ the won - ders wrought.
rus - tling grass I hear him pass, he speaks to me ev - ery where.
sus who died shall be sat - is - fied, and earth_ and heav'n be one.

Public Domain

This is my Father's world,

And to my listening ears

All nature sings,

and round me rings

The music of the spheres.

This is my Father's world:

I rest me in the thought

Of rocks and trees,

of skies and seas—

His hand the wonders

wrought.

This is my Father's world:

The birds their carols raise,

The morning light,

the lily white,

Declare their Maker's

praise.

This is my Father's world:

He shines in all that's fair;

In the rustling grass

I hear Him pass,

He speaks to me

everywhere.

This is my Father's world:

O let me ne'er forget

That though the wrong

seems oft so strong,

God is the Ruler yet.

This is my Father's world:

Why should my heart

be sad?

The Lord is King:

let the heavens ring!

God reigns;

let earth be glad!

This is my Father's world,

And to my listening ears

All nature sings, and round me rings

The music of the spheres.

This is my Father's world:

I rest me in the thought

Of rocks and trees, of skies and seas—

His hand the wonders wrought.

This is my Father's world:

The birds their carols raise,

The morning light, the lily white,

Declare their Maker's praise.

This is my Father's world:

He shines in all that's fair;

In the rustling grass I hear Him pass,

He speaks to me everywhere.

This is my Father's world:

○ let me ne'er forget

That though the wrong seems oft so strong,

God is the Ruler yet.

This is my Father's world:

Why should my heart be sad?

The Lord is King: let the heavens ring!

God reigns; let earth be glad!

This is my Father's world,

And to my listening ears

All nature sings,

and round me rings

The music of the spheres.

This is my Father's world:

I rest me in the thought

Of rocks and trees,

of skies and seas

His hand the wonders wrought.

This is my Father's world:

The birds their carols raise,

The morning light, the lily white,

Declare their Maker's praise.

This is my Father's world:

He shines in all that's fair;

In the rustling grass

I hear Him pass,

He speaks to me everywhere.

This is my Father's world:

O let me ne'er forget

That though the wrong

seems oft so strong,

God is the Ruler yet.

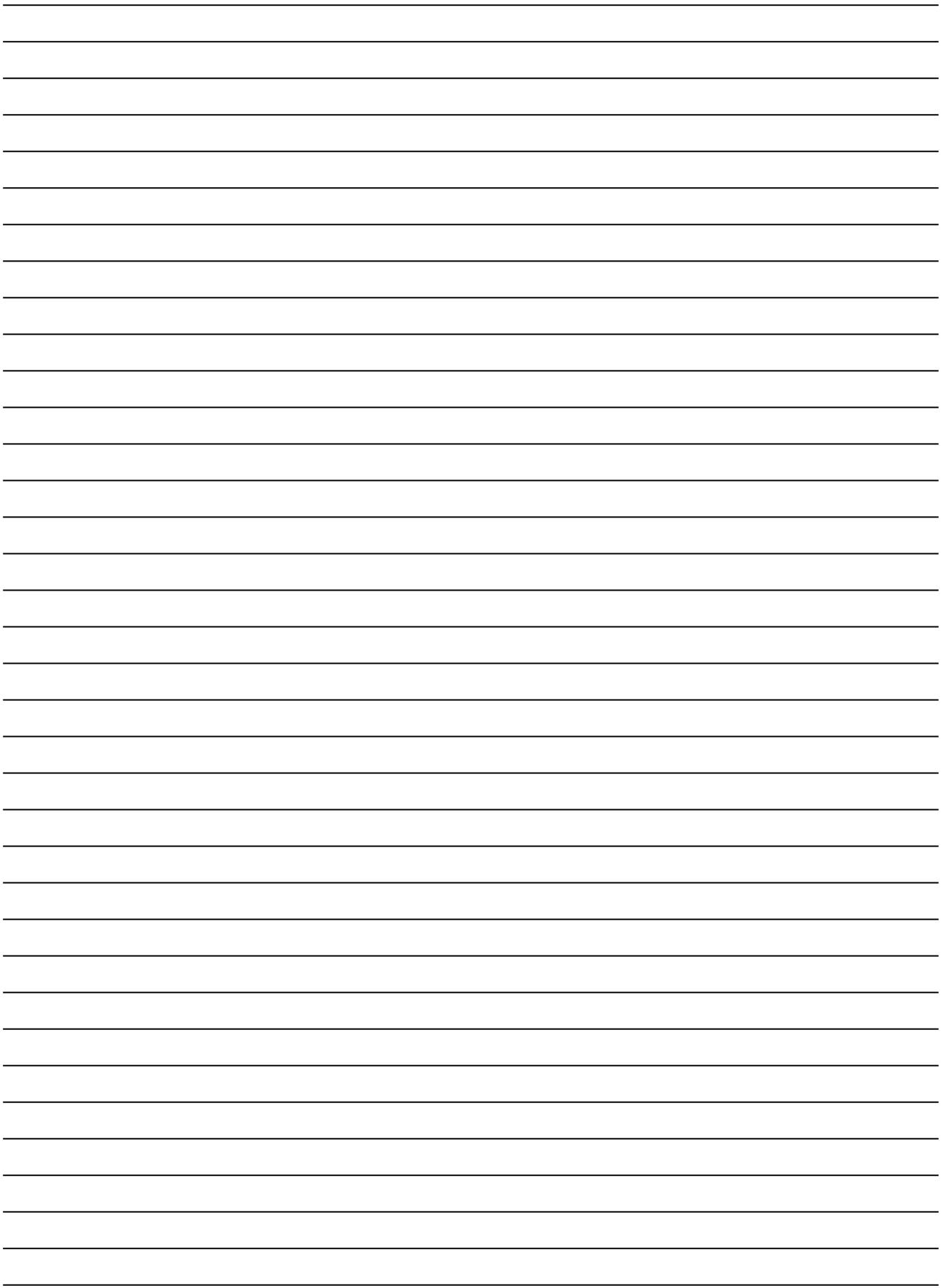
This is my Father's world:

Why should my heart be sad?

The Lord is King:

let the heavens ring!

God reigns; let earth be glad!



Folk Song: Haleluya La'Olam

The Jewish folk song "Haleluya La'Olam" (Hallelujah to the World) dates back to the early 19th century. It is an expression of joy and gratitude for God's blessings, derived from Psalm 150 in the Hebrew Bible. The lyrics were written by Rabbi Naftali Hertz Wessely, a German-Jewish poet, and were first published in 1811. The song quickly spread across Europe, becoming a beloved part of Jewish culture. It was also adopted by many other cultures, often with some variations in its lyrics.

In the early 20th century, "Haleluya La'Olam" gained further popularity when it was adapted into a Yiddish version. The adaptation was made by the American songwriter Abe Schwartz. The new version became known as "Chaleluya", and was featured in many of his plays.

Today, "Haleluya La'Olam" is still one of the most widely sung Jewish folk songs. It is often performed at weddings, Bar and Bat Mitzvahs, religious ceremonies, and other festive occasions. This beloved song continues to bring joy and celebration to communities around the world, uniting cultures and spreading messages of hope and optimism.

Hebrew

Haleluya la'olam,
haleluya yashiru kulam
bemila achat bodeda
halev male behamon toda
veholem gam hu - eze olam nifla.

Haleluya im hashir,
haleluya al yom sheme'ir ,
Haleluya al ma shehayah,
umah she'od lo hayah - haleluya

Haleluya la'olam
haleluya yashiru kulam
Vehainbalim hagdolim
yehadhedu bahamon tzlilim
Veitanu hem yomru - haleluya.

Haleluya al hakol
halelu al machar ve'etmol
Haleluya utnu yad beyad
veshiru milev echad - haleluya

English Translation*

Hallelujah to the world,
everyone will sing
One word only
and the heart is full of thanks
And beats as well what a wonderful world

Hallelujah with the song,
for a day that shines
For all that has been
and for all that is about to happen

Hallelujah to the world,
everyone will sing
And the big bells
will be echo in a lot of notes
And together with us they will say - Hallelujah

Hallelujah for everything,
yesterday and tomorrow
Hallelujah hand in hand
and sing in one heart - Hallelujah

**Not same lyrics as the sheet music*

★ Halleluya ★

Winner 1979: Israel

Words by Shimrit Or
Music by Kobi Oshrat-Ventoora

Easy Litt
Bb
mf



Bb

Hal - le - lu - jah ———— sing the song. ———— Hal - le -
- lu - jah ———— day by day ———— Hal - le -



Dm Gm7 Dm Fm Bb7

- lu - jah ———— we'll fol - low a - long. ———— With a
- lu - jah ———— don't throw it a - way. ———— Fly and



Eb Ab9 Bb Dm Gm

sim - ple word, a sin - gle word, We bless the sky the tree the bird — And we
spread your wings high, to try Be free a - gain like a but - ter - fly. — Come a -



Cm7 F F+

fill our hearts with joy, hal - le - lu - jah. ———— Hal - le -
- long and sing with us, hal - le - lu - jah. ————



Bb Dm

- lu - jah — sounds of love, — Hal - le - lu - jah —

Gm7 Dm Fm Bb7 Bb7+ Eb

— the sunshine a - bove. — Hal - le - lu - jah, —

E⁰ Bb/F D/F# Gm Cm

— the bells — will go ring - ing — And ding - ing from dawn to night —

F7 Cm7 F7 Bb F7 F7 Bb

— hal - le - lu - jah. — Hal - le - — Hal - le - lu - jah — - lu - jah —

Dm

— hand sounds in hand — Hal - le - lu - jah —
 — sounds of love — Hal - le - lu - jah —

Gm7 Dm Fm Bb7 Bb7+ Eb

all o - ver the land. Hal - le - lu - jah
 the sun-shine a - bove. Hal - le - lu - jah

E⁰ Bb/F D/F# Gm Cm

let's try from the start And sing it with all our hearts
 the bells will go ring - ing And ding - ing from dawn to night

F7 Cm7 F7 Bb 1 F7 2 Bb7 Bb7+ Eb

hal - le - lu - jah. Hal - le - lu - jah,

E⁰ Bb/F D/F# Gm Cm Cm/F

the bells will go ring - ing And ding - ing from dawn to night - hal -

Cm7/F F7 Bb

- le - lu - jah.

ff

val



Poetry Recitation & Copywork

Poetry Selections

This session's featured poet is James Weldon Johnson. We've included three poetry selections for your kids and teens to read, listen to, memorize, and recite. They are:

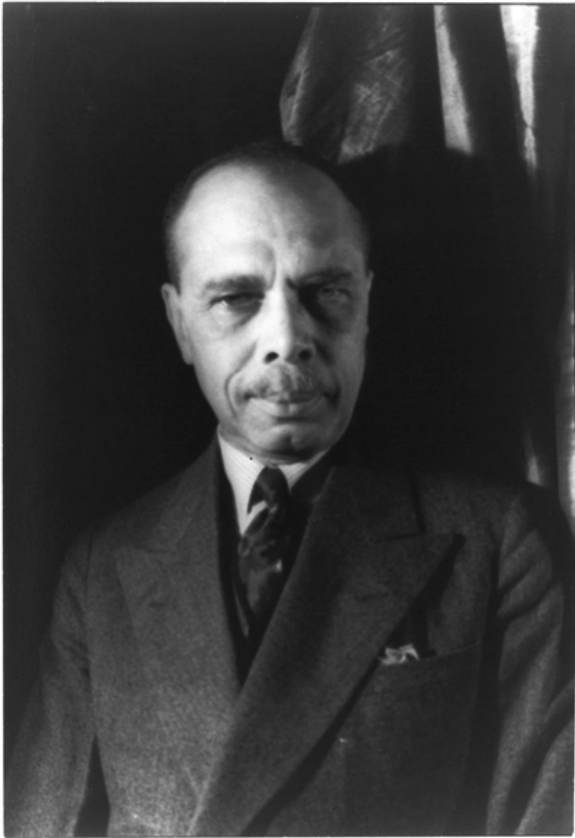
- The Creation
- Father Father Abraham
- I Hear The Stars Still Singing

For copy work, we have included Zaner-Bloser style handwriting sheets for primary, elementary, and cursive, as well as college-ruled for older students. The poems we have chosen are:

- The Creation
- Father, Father Abraham
- I Hear The Stars Still Singing

"Music is a universal art; anybody's music belongs to everybody; you can't limit it to race or country."

~ James Weldon Johnson



James Weldon Johnson

June 17, 1871 – June 26, 1938

James Weldon Johnson was an African-American poet, best known for his political activism and influence during the Harlem Renaissance.

Johnson was born on June 17, 1871, in Jacksonville, Florida. He was the son of Helen Louise Dillet and James Johnson and grew up with his four siblings. He attended Atlanta University and became a prominent campus speaker, graduating in 1894 with a bachelor's degree. He then returned to Jacksonville and taught at an African American elementary school before being ultimately promoted to principal.

In 1901, Johnson and his brother moved to New York City, where they worked at a musical theater and wrote songs that made it onto Broadway. He later participated in Theodore Roosevelt's presidential campaign. After the campaign's success, Roosevelt appointed Johnson as United States consul at Puerto Cabello, Venezuela, and Nicaragua.

In 1910, Johnson married Grace Nail, and the two worked on screenwriting projects together. After Nicaragua, they returned to New York and both became involved in the Harlem Renaissance. Grace acted as a hostess, mentor, and teacher, and she regularly organized events for Harlem artists. Meanwhile, Johnson wrote poetry and essays, and he became one of the most important voices during this era.

Johnson wrote his first book, *The Autobiography of an Ex-Colored Man*, in 1912, and it is considered a prime example of early American literature. His powerful writing combined with his activism earned him the title of a Black Leader among civil rights activists in the early 20th century. He wrote many collections of poems, essays, novels, and operas during his lifetime. Some of his most famous works include *The Book of American Negro Poetry* (1922), *God's Trombones: Seven Negro Sermons in Verse* (1927), and the opera, *De Organizer*.

He later became involved in the National Association for the Advancement of Colored People (NAACP) and quickly rose to prominence as a leader in the civil rights movement. In 1920, he was appointed executive secretary of the NAACP, where he worked for two decades. During this time, he advocated for racial equality and economic justice, and he worked to end voting restrictions for African Americans. He also helped found the National Urban League in 1910, which fought discrimination against Black people in housing, education, and employment.

Johnson received numerous awards during his lifetime, and his legacy as a prominent writer and civil rights leader continues today. In 1926, he was inducted into the Hall of Fame for Great Americans, and in 1976, he was posthumously awarded the Presidential Medal of Freedom by President Gerald Ford. Johnson's work and influence continue to be celebrated around the world. He died in a car accident on June 26, 1938, in Wiscasset, Maine at the age of 67.

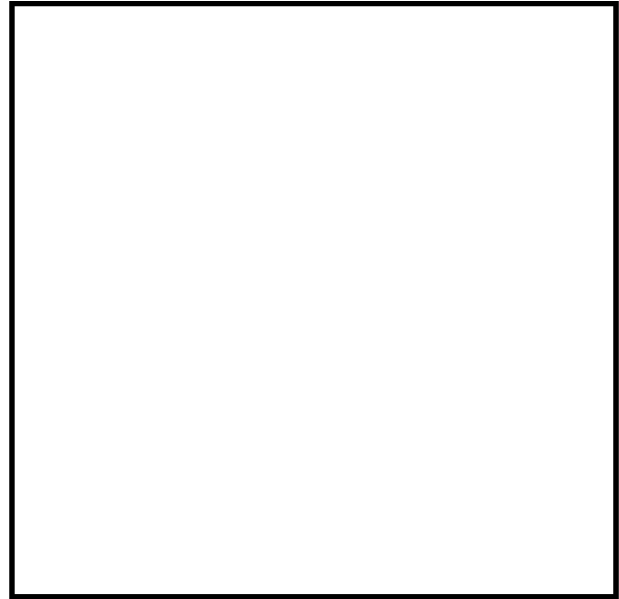
Today, his legacy remains alive through the James Weldon Johnson Institute at Emory University, which was established to honor his work and preserve his legacy. He is remembered as an influential writer, civil rights activist, poet laureate, and educator who dedicated his life to improving the lives of African Americans in America.

Poet Study

Poet: _____

Date of Birth: _____

Place of Birth: _____



3 Facts About the Poet:

Best Known Poems by the Poet:

James Weldon Johnson Selections

The Creation

And God stepped out on space,
And He looked around and said:
I'm lonely—
I'll make me a world.

And far as the eye of God could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled, And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said: That's good!

Then God reached out and took the light in His hands,
And God rolled the light around in His hands
Until He made the sun;
And He set that sun a-blazing in the heavens.
And the light that was left from making the sun
God gathered it up in a shining ball
And flung it against the darkness,
Spangling the night with the moon and stars.
Then down between
The darkness and the light
He hurled the world;
And God said: That's good!

Then God himself stepped down—
And the sun was on His right hand,
And the moon was on His left;
The stars were clustered about His head,
And the earth was under His feet.
And God walked, and where He trod
His footsteps hollowed the valleys out
And bulged the mountains up.

Then He stopped and looked and saw
That the earth was hot and barren.
So God stepped over to the edge of the world
And He spat out the seven seas—
He batted his eyes, and the lightnings flashed—
He clapped his hands, and the thunders rolled—
And the waters above the earth came down,
The cooling waters came down.

Then the green grass sprouted,
And the little red flowers blossomed,
The pine tree pointed His finger to the sky,
And the oak spread out His arms,
The lakes cuddled down in the hollows of the ground,
And the rivers ran down to the sea;
And God smiled again, And the rainbow appeared,
And curled itself around His shoulder.

Then God raised His arm and He waved His hand
Over the sea and over the land,
And He said: Bring forth! Bring forth!
And quicker than God could drop His hand,
Fishes and fowls
And beasts and birds
Swam the rivers and the seas,
Roamed the forests and the woods,
And split the air with their wings.
And God said: That's good!

Then God walked around,
And God looked around
On all that He had made.
He looked at his sun,
And He looked at His moon,
And He looked at His little stars;
He looked on His world
With all its living things,
And God said: I'm lonely still.

Then God sat down—
On the side of a hill where he could think;
By a deep, wide river He sat down;
With His head in his hands,
God thought and thought,
Till He thought:
I'll make me a man!

Up from the bed of the river God scooped the clay;
And by the bank of the river He kneeled him down;
And there the great God Almighty
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner of the night,
Who rounded the earth in the middle of his hand;
This great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till He shaped it in his own image;

Then into it He blew the breath of life,
And man became a living soul.
Amen. Amen.

Father, Father Abraham

Father, Father Abraham,
Today look on us from above;
On us, the offspring of thy faith,
The children of thy Christ-like love.

For that which we have humbly wrought,
Give us today thy kindly smile;
Wherein we've failed or fallen short,
Bear with us, Father, yet awhile.

Father, Father Abraham,
Today we lift our hearts to thee,
Filled with the thought of what great price
Was paid, that we might ransomed be.

Today we consecrate ourselves
Anew in hand and heart and brain,
To send this judgment down the years:
The ransom was not paid in vain.

I Hear The Stars Still Singing

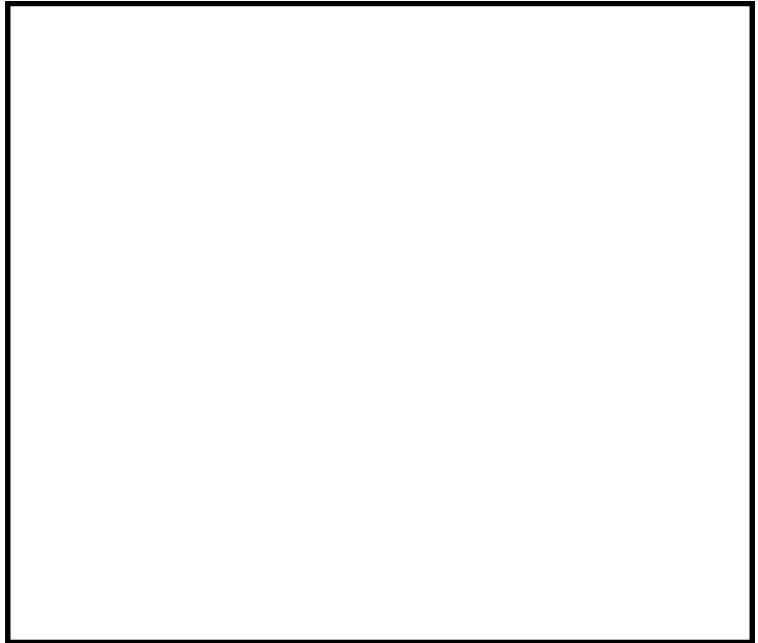
I hear the stars still singing
To the beautiful, silent night,
As they speed with noiseless winging
Their ever westward flight.
I hear the waves still falling
On the stretch of lonely shore,
But the sound of a sweet voice calling
I shall hear, alas! no more.

Poetry Study

Title:

Type of Poem:

Use the box to at right to draw a picture of what the poem brings to mind.



Write one thing you liked and did not like about the poem:

Write three adjectives about the poem.

Compose a few lines of your own poem inspired by this work

And God stepped out on

space,

And He looked around and

said:

I'm lonely—

I'll make me a world.

And far as the eye of God

could see

Darkness covered everything,

Blacker than a hundred

midnights

Down in a cypress swamp.

Then God smiled, And the

light broke,

And the darkness rolled up

on one side,

And the light stood shining

on the other,

And God said: That's good!

Then God reached out and

took the light in His hands,

And God rolled the light

around in His hands

Until He made the sun;

And He set that sun

a-blazing in the heavens.

And the light that was

left from making the sun

God gathered it up in a

shining ball

And flung it against the

darkness,

Spangling the night with

the moon and stars.

Then down between

The darkness and the light

He hurled the world;

And God said: That's good!

Then God himself stepped

down—

And the sun was on His

right hand,

And the moon was on His

left;

The stars were clustered

about His head,

And the earth was under

His feet.

And God walked, and

where He trod

His footsteps hollowed the

valleys out

And bulged the mountains

up.

And God stepped out on space,

And He looked around and said:

I'm lonely—

I'll make me a world.

And far as the eye of God could see

Darkness covered everything,

Blacker than a hundred midnights

Down in a cypress swamp.

Then God smiled, And the light broke,

And the darkness rolled up on one side,

And the light stood shining on the other,

And God said: That's good!

Then God reached out and took the light in

His hands,

And God rolled the light around in His hands

Until He made the sun;

And He set that sun a-blazing in the heavens.

And the light that was left from making the sun

God gathered it up in a shining ball

And flung it against the darkness,

Spangling the night with the moon and stars.

Then down between

The darkness and the light

He hurled the world;

And God said: That's good!

Then God himself stepped down—

And the sun was on His right hand,

And the moon was on His left;

The stars were clustered about His head,

And the earth was under His feet.

And God walked, and where He trod

His footsteps hollowed the valleys out

And bulged the mountains up.

And God stepped out on space,

And He looked around and said:

I'm lonely-

I'll make me a world.

And far as the eye of God could see

Darkness covered everything,

Blacker than a hundred

midnights

Down in a cypress swamp.

Then God smiled, And the light

broke,

And the darkness rolled up on

one side,

And the light stood shining on

the other,

And God said: That's good!

Then God reached out and took
the light in His hands,

And God rolled the light around
in His hands

Until He made the sun;

And He set that sun a-blazing in
the heavens.

And the light that was left from

making the sun

God gathered it up in a shining

ball

And flung it against the

darkness,

Spangling the night with the

moon and stars.

Then down between

The darkness and the light

He hurled the world;

And God said: That's good!

Then God himself stepped down

And the sun was on His right

hand,

And the moon was on His left;

The stars were clustered about His

head,

And the earth was under His feet.

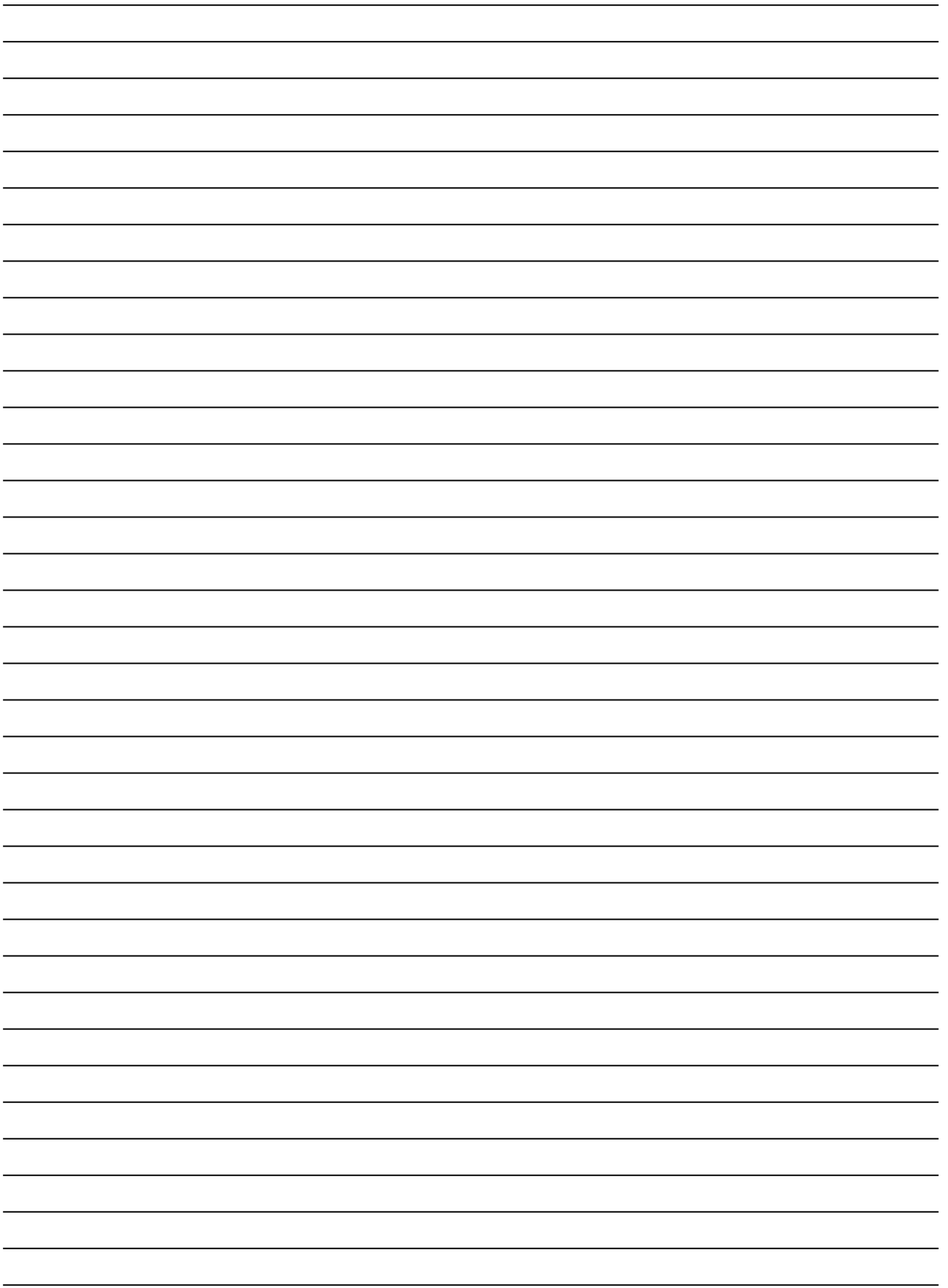
And God walked, and where He

trod

His footsteps hollowed the valleys

out

And bulged the mountains up.



Father, Father Abraham

Today look on us from

above;

On us, the offspring of

thy faith,

The children of thy

Christ-like love.

For that which we have

humbly wrought,

Give us today thy kindly

smile;

Wherein we've failed or

fallen short,

Bear with us, Father, yet

awhile.

Father, Father Abraham,

Today we lift our hearts

to thee,

Filled with the thought of

what great price

Was paid, that we might

ransomed be.

Today we consecrate

ourselves

Anew in hand and heart

and brain,

To send this judgment

down the years:

The ransom was not paid in

vain.

Father, Father Abraham,

Today look on us from above;

On us, the offspring of thy faith,

The children of thy Christ-like love.

For that which we have humbly wrought,

Give us today thy kindly smile;

Wherein we've failed or fallen short,

Bear with us, Father, yet awhile.

Father, Father Abraham,

Today we lift our hearts to thee,

Filled with the thought of what great price

Was paid, that we might ransomed be.

Today we consecrate ourselves

Anew in hand and heart and brain,

To send this judgment down the years:

The ransom was not paid in vain.

Father, Father Abraham,

Today look on us from above;

On us, the offspring of thy faith,

The children of thy Christ-like

love.

For that which we have humbly

wrought,

Give us today thy kindly smile;

Wherein we've failed or fallen short,

Bear with us, Father, yet awhile.

Father, Father Abraham,

Today we lift our hearts to thee,

Filled with the thought of what

great price

Was paid, that we might

ransomed be.

Today we consecrate ourselves

Anew in hand and heart and

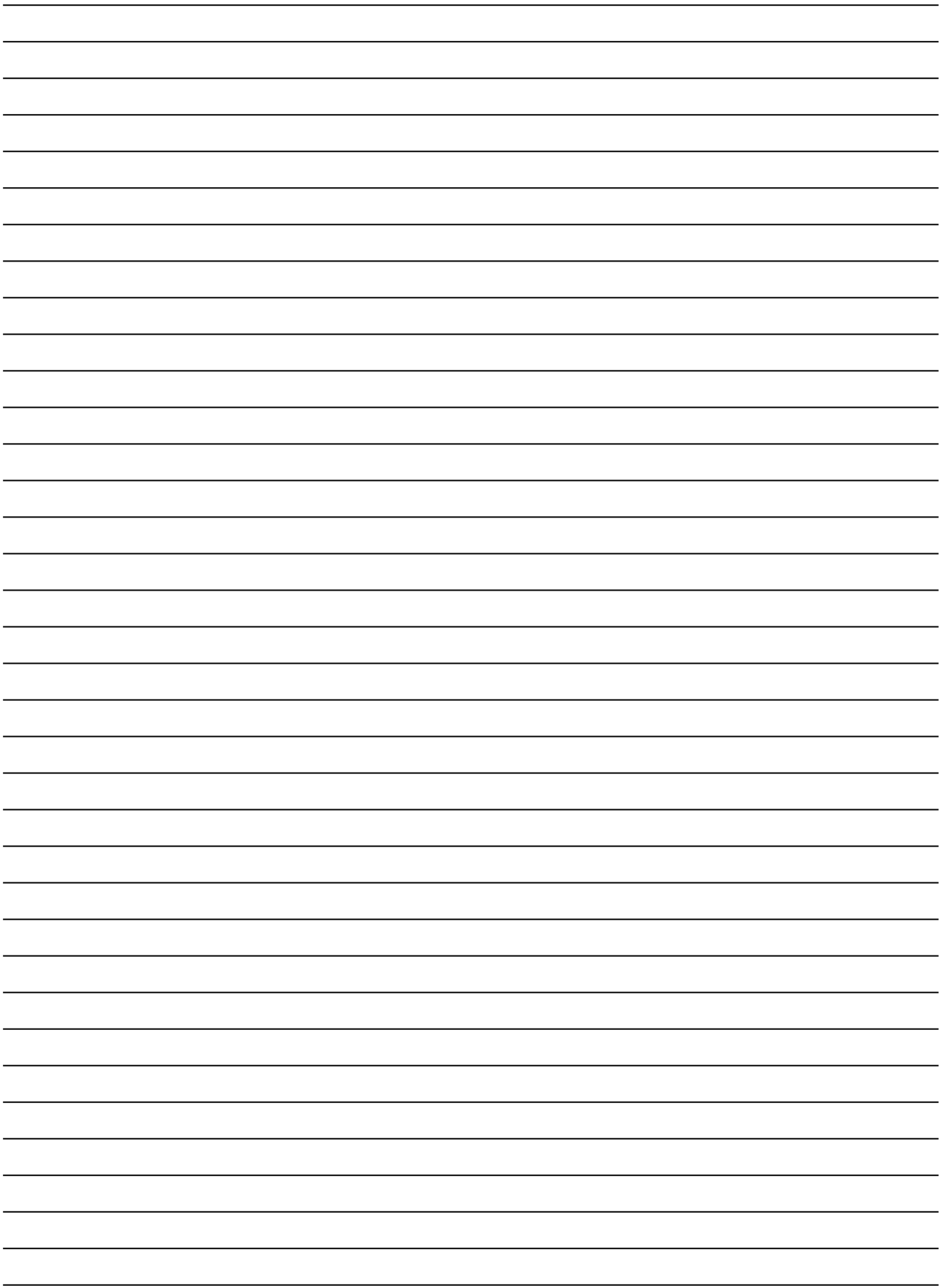
brain,

To send this judgment down the

years.

The ransom was not paid in

vain.



I hear the stars still

singing

To the beautiful, silent

night,

As they speed with

noiseless winging

Their ever westward flight.

I hear the waves still

falling

On the stretch of lonely

shore,

But the sound of a sweet

voice calling

I shall hear, alas! no more.

I hear the stars still singing

To the beautiful, silent night,

As they speed with noiseless winging

Their ever westward flight.

I hear the waves still falling

On the stretch of lonely shore,

But the sound of a sweet voice calling

I shall hear, alas! no more.

I hear the stars still singing

To the beautiful, silent night,

As they speed with noiseless

winging

Their ever westward flight.

I hear the waves still falling

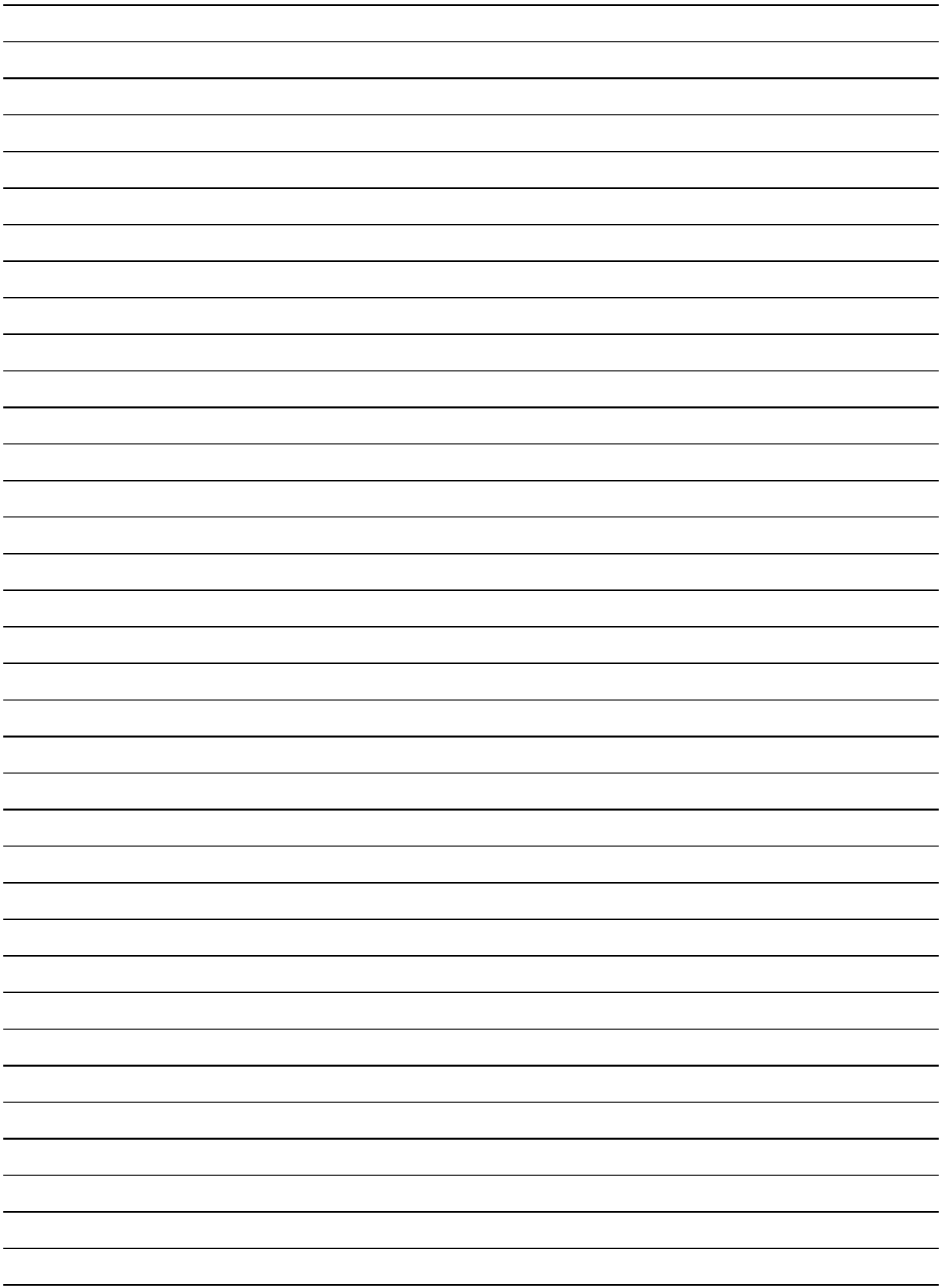
On the stretch of lonely shore,

But the sound of a sweet voice

calling

I shall hear, alas! no more.

Your paragraph text





Tea Times

In this session, we are giving you six recipes for our hospitality tea: Torah Candy Bars, Fruit Kabobs, Unleavened Bread, Homemade Hummus, English Toffee, and Almond Dates.

We will also have a link to our Storytime tea: *The Magician's Nephew*, by C. S. Lewis. We will provide a link to Project Gutenberg (CA). You can also purchase a copy via Amazon.

Tea Times

And Jesus said to them, "I am the bread of life. He who comes to Me shall never hunger, and he who believes in Me shall never thirst."

~ John 6:35

Torah Candy Bars

The Torah (Hebrew for “the teachings”) is the name given to the Five Books of Moses at the beginning of the Bible. These books form the basis of all Jewish law and practice. A Torah scroll is a parchment scroll on which all five books have been inscribed by a specially trained calligrapher. Torah scrolls are typically kept in synagogues in a special cabinet called an ark.

On Mondays, Thursdays, and Saturdays, the Torah scroll is removed from the ark, paraded around the room, and then a portion of the Torah is chanted aloud for the whole community. In Judaism, Torah scrolls are considered the holiest objects and are handled with extreme affection and care.



Ingredients

Twix candy bars, full size
Fruit leather

Directions

Unwrap fruit leather and place between sheets of parchment paper. Heat in the microwave for 8 seconds, or until warm.

Roll the fruit leather to flatten it and make it more flexible.

Unwrap the candy bars and while the fruit leather is still a little warm, roll the fruit leather around each side of the candy and tuck it in between the candy bars.

Fruit Kabobs

Grab your favorite assortment of fruits to make these tasty kabobs! We used apples, bananas, clementines, strawberries, blueberries, and grapes, but you can also use pineapples, kiwis, melons, or whatever else you want!

Cut the large fruits into one-inch chunks and arrange them into different patterns on wooden skewers.



Unleavened Bread

Unleavened bread was originally significant to Passover, as seen in the book of Exodus. During the Passover, the Israelites were commanded to make bread without leavening (yeast) as they had to be ready to leave at a moment's notice and therefore didn't have time to let the dough rise. Later, yeast was used as an analogy or sin, explaining how even a little bit of yeast expands through all the dough. (Galatians 5:9)

The tradition of eating unleavened bread has continued to this day, and in many cultures, such as in India and the Middle East, unleavened bread is a staple food.



Ingredients

2 cups all purpose flour
2 cups whole wheat flour
1 ½ cups warm water
2 teaspoons salt
2 Tablespoons olive oil

Directions

Add all-purpose flour, whole wheat flour, salt, and olive oil in a large bowl or mixer bowl fitted with a dough hook.

Combine the ingredients, gradually adding water while kneading, until you have a nice firm dough. Take the dough out and knead by hand for 3 minutes until smooth and soft, then cover and let it rest for 15 minutes.

Divide dough into 4-6 pieces and brush with olive oil. Cover again and let it rest for another 15 minutes.

Cut dough into 6-8 pieces and roll flat. Sprinkle with cornmeal and cook on a hot skillet with more olive oil, 2 minutes on each side. Serve with your favorite dips or hummus.

Note: You can also cook in the oven. Heat to maximum temperature and cook on the pizza stone, baking for 3-4 minutes and poking any air bubbles with a fork.



Homemade Hummus

Ingredients

1/2 cup dry chickpeas
1 tsp baking soda
1/3 cup tahini
juice of 1/2 lemon
2 cloves of garlic, peeled
1/4-1/2 tsp ground cumin
1/2 tsp salt

Directions

Soak the chickpeas for at least 4 hours, preferably overnight. Change out the water, add the baking soda, and bring it to a boil. Lower the heat and leave to simmer until soft, between 25 minutes and an hour. The chickpeas are done when you can easily mash them between your fingers. Drain and reserve the cooking water.

While still warm, add all ingredients and 1/3 cup of the cooking water to a food processor and mix until completely smooth and fluffy, at least 3-4 minutes. Taste and adjust seasoning or flavors to your preference. The hummus will be runny initially but will set once it cools down. Transfer to a bowl and cover with plastic wrap until cool.

Almond-Stuffed Dates

For this recipe, all you need are almonds and whole, pitted dates!

Preheat oven to 350°F. Scatter the almonds over a baking tray and bake for 5-6 minutes or until toasted. Set aside for 5 minutes to cool.

Insert an almond in each hollow date and enjoy!

(Note: If you're using dates with the pits still inside, carefully use a small sharp knife to cut a slit in each date and remove the seed. Then insert the almond.)



English Toffee

In *The Magician's Nephew*, Digory Kirke and Polly Plummer find themselves in the brand new world of Narnia. Trapped in this world, the children find they have nothing to eat except for a bag of toffee candy. They decide to eat all the candies except one, which they plant in the earth. And since Narnia itself is still growing, the toffee grows into a huge tree, bearing fruit that tastes like the sweet candy.



Ingredients

1 cup unsalted butter
1 cup sugar
½ tsp. salt
2 Tbsp. water
1 tsp. pure vanilla extract
1 cup semi-sweet chocolate chips
1 cup finely chopped pecans

Directions

Preheat oven to 350°F. Spread chopped pecans on cookie sheet and lightly toast.

Line a small baking sheet or pan with aluminum foil, making sure there is at least ½ inch "wall" on the sides.

Combine the first four ingredients in a heavy saucepan over medium heat, stirring occasionally. Allow the mixture to come to a boil, then remove from heat and stir in the vanilla.

Pour mixture into prepared baking sheet and spread evenly over the top.

Sprinkle chocolate chips over top of mixture and allow to sit for 2 minutes. Once softened, spread the chocolate in an even layer. Sprinkle nuts over mixture and gently press into chocolate, then place in refrigerator until set.

Break toffee into pieces and store in airtight container.



Plutarch Selection

We have scheduled the chapter "A Just Man", a study of Aristides from *The Children's Plutarch: Stories of the Greeks*, and included it on the following pages. The book may also be purchased on Amazon.

If your children are 6th grade or older, we recommend spending a full 12-week term studying Aristides with the edited (for length and content) study guide from Ambleside here: <https://amblesideonline.org/plutarch-aristides> or you can purchase the guide by Anne White on Amazon. (This is in place of *The Children's Plutarch*, not in addition to).

Plutarch's Lives

The Just Man

The Children's Plutarch: Tales of the Greeks, by F. J. Gould

THE judges sat in the court of justice, and before them stood two men, one of whom was accusing the other of a wrong done to him. The name of the accuser was Aristides (*Ar-is-ty-deez*).

"We have heard what you say, Aristides," said one of the judges, "and we believe your story, and we shall punish this man—"

"No, no, not yet," cried Aristides.

"Why not?"

"You have not heard what he has to say for himself. Even though he is my enemy, I wish him to have fair play."

And because he was always so honest and fair to others, the people of Athens called him Aristides the Just.

When the Persians came over to Greece with a very great army, the men of Athens went out to meet them at Marathon, 490 B.C. Only ten thousand against twelve times that number of Persians! But the men of Athens had more than swords and spears and daggers—they had stout hearts to fight for their homes and their fatherland against the tyrant forces of Persia. The Greeks chose several generals, each taking command for one day. When it came to the turn of Aristides to command, he gave way to a better captain than himself, for he thought more of the good of Athens than of his own glory; and under this other captain the Greeks gained the victory.

After the battle, when the Persians fled in haste and terror, and much spoil was left behind tents, clothes, gold, silver, etc.—the Greeks left Aristides to look after all these treasures while they pursued the foe; for they knew his honesty, and they knew he would touch nothing, but keep the booty to be shared by all. How differently he acted from the Athenian who was known as the Torch-bearer. A Persian, who lay hiding in a lonely place after the battle, saw the Torch-bearer approach, his long hair being fastened by a band.

Seeing this band round his head, the Persian supposed him to be a prince, and he knelt before him in homage; and then he rose and offered to show the Greek a concealed treasure. It was a heap of gold which he had put down a well. Now, the Torch-bearer knew he ought to acquaint Aristides of this store; but, instead of doing so, he slew the Persian, and kept the gold for himself. The Torch-bearer thought of his own pleasure more than of doing his duty to Athens.

Once a year the people of Athens were asked if there were any persons whom they wished to banish, so that the country might be set free from any men that were disliked and dangerous. Each citizen voted by writing on a shell or bit of broken pottery the name of the man he wished to send into exile. As Aristides passed along the street he met a man who held out a shell.

"Sir," said the stranger, "can you write?"

"Yes."

"Well, I cannot; and I should be glad if you would write a name for me on this shell—the name of a man whom I would like to banish."

"Yes; what is the name?"

"Aristides."

"Has he ever done you any harm?"

"No; but it vexes me to hear people always calling him the Just. I think he must be a vain and stuck-up person."

Aristides wrote his own name on the shell, and walked away. The man took the shell, and threw it into a part of the market-place railed round for the purpose. The shells and potsherds were counted, and I am sorry to say that more than six thousand bore the name of Aristides. For while many Athenians admired him, many others thought he was too strict and old-fashioned. But three years afterward, when an immense fleet of Persian ships was coming against the coasts of Greece, the Athenians sent for Aristides to come back; and he returned in time to take part in the battle on sea, in which the Persians were utterly beaten.

During this war the city of Athens had been almost deserted by its people, who had fled to safer places; and the Persians had blackened its houses by fire, and made its walls into broken heaps. After the sea-fight the Persian general of the land forces sent a letter to the Athenians, promising to build their city again, and to give them much money, and to make Athens the leading town in Greece, if only they would agree not to oppose him any more.

He sent the letter by messengers, who waited some days for an answer. When the Spartans heard of the letter coming to Athens, they also sent messengers to Athens. They said they hoped the Athenians would not yield; they would take care of the women and children of Athens, if the men would fight on against the Persians. Aristides was in the city, and the people agreed to give answers thus:

To the messengers from Sparta he said:

"We do not wonder at the Persians expecting us to yield up our liberty in return for gold and silver. But the Spartans are Greeks like ourselves. We wonder that they should be afraid lest we should sell ourselves for the gifts of the Persians. No, the people of Athens will not give up their freedom for all the gold above ground or under ground."

He replied to the Persian messengers, as he lifted his hand and pointed to the sun:

"As long as that sun flames in the sky, so long will we carry on war with the Persians, who have laid waste our land and burned our holy temples."

On another occasion one of the chief captains of Athens spoke to the people of Athens at a public meeting, and said:

"I have thought of a most useful thing which might be done for the good of this city; but it cannot be told to you all, as that would hinder its being done."

"Then," cried the people, "tell it only to Aristides, for he is a just man."

The captain came to Aristides, and whispered to him in such a way that no one else could hear:

"This is my plan. The other tribes of Greece have brought their ships into our harbor. If we set fire to these ships, Athens alone will have a fleet, and Athens will then be leader of all Greece."

Aristides went to the people, and spoke thus:

"My friends, the plan which has been told me would, perhaps, be useful to the city of Athens; but it would be wicked."

"Then," exclaimed the people, "whatever it is, it shall not be carried out."

So you see that, though they had once banished Aristides, the citizens now thought very well of him, and followed his advice.

You remember the Torch-bearer who was so eager to get the gold from the well. He was a kinsman of Aristides, and was the richest man in Athens. When, one day, certain enemies accused him of some offence, they tried to make out before the judges what a bad, cruel character he had. So they said:

"This Torch-bearer is a kinsman of the good man Aristides. He is very rich, and Aristides is very poor. Look at Aristides; how poor are his clothes; he is not warmly clad in cold weather like his kinsman; his wife and children have but a poor dwelling. And here is this hard-hearted Torch-bearer; he has plenty of money, and he will not help his friend."

Aristides was called to the court.

"Is this true?" the judges asked, after these tales had been told over again to him.

"No," said Aristides. "It is not the fault of my kinsman that I am poor. It is my own choice. I have few things belonging to me; I want no more. It is very easy to be good when a man is rich. I would sooner try to be honest and just when I am poor; and therefore I glory in my poverty."

The persons in the court thought to themselves: "We would sooner be the poor man Aristides than the rich Torch-bearer."

When Aristides died, he was still so poor that there was not enough money in the house to pay for a proper funeral. Though he had been a captain in the army of Athens, a leader of ships in the great sea-fight, and a magistrate over the people, yet he had never taken pains to pile up riches. Therefore, the Athenians buried him at the public cost, and also paid for the building of a monument, so that all who passed by might see it and keep the noble Aristides in memory. And so well did the folk of Athens love the remembrance of this Just Man that they gave large gifts of money to each of his daughters at their marriage, and to his son they gave a sum of silver and a plot of land well planted with trees. And for years afterward persons who belonged to his family received kind treatment from the city.

In this way the good deeds of a man remain after he is dead, and make the world happier.

***Only the actions of the just
Smell sweet and blossom in the dust.***



History & Geography

In this session, we recommend using the Bible, particularly the book of Genesis, as history, and studying the area of the Fertile Crescent for geography.

We will link to a beautiful historical timeline inside the course area. Using this timeline, your family will learn what was happening around the world during various biblical events.

"In the beginning God created the heavens and the earth."

~Genesis 1:1

History & Geography

The Fertile Crescent

The Fertile Crescent is a region of the Middle East located between the Mediterranean Sea, the Persian Gulf, and the Arabian Desert. It is known for its crescent shape and is considered to be the cradle of civilization. It has been home to many societies throughout history, including Sumerian, Babylonian, Assyrian, and Jewish cultures.

Many speculate that the Garden of Eden was located within the Fertile Crescent. Genesis 2:10-14 tells us that a river watering the garden flowed from Eden to four important areas: Pishon, which flows into the land of Havilah; Gihon, which flows into the land of Cush; Tigris, which flows into the eastern side of Assyria; and the fourth is Euphrates.

Although the Bible doesn't mention the Fertile Crescent as such, the region is referred to several times. In Genesis 11:2, it is referred to as "the land of Shinar," which is the southern region of Mesopotamia. Then it follows the journey of Abraham and his descendants from Ur in Sumer to Canaan, which includes much of the same area. It was during this migration that Abraham encountered God and received the covenant that would shape Israel as a nation.

The Fertile Crescent is also mentioned when Moses led the people of Israel out of Egyptian captivity to take possession of the Promised Land, as described in Deuteronomy 1:7-8. This journey took place throughout the region and included many significant events, such as the Ten Commandments at Mount Sinai and Joshua's defeat of Jericho.

If your kids keep a Book of Centuries or a Geography notebook, be sure to put the Fertile Crescent "in the beginning!"

The Fertile Crescent Map





Nature Study

Each Friday morning, you will go through two of our nature cards. They are labeled in the upper right corner with the corresponding week. These are short, factual cards with images to help your child become familiar with objects in the natural world.

As you progress through our sessions, you may find it handy to keep your past nature cards in a binder for easy reference when your children come across a familiar object. These seeds you are planting will grow into a wonderful garden of knowledge for your children in years to come.

As you explore nature outside your home, watch and listen for newly discovered delights. Most of all, remember...

"Point to some lovely flower or gracious tree, not only as a beautiful work, but as a beautiful thought of God."

~ Charlotte Mason

Nature Study



Apples 1

Malus domestica

- Apples are one of the most common and widespread fruits grown around the world. In fact, during the Middle Ages, the term "apple" was often used to describe many different types of fruit.
- There are over 7,500 types of edible apples in the world!

- Apples originated in Central Asia, though the original fruit was wild and almost nothing like the apples produced today.
- Apple trees grow flowers in the spring, but the fruit is not ripe until autumn/winter time.
- In many cultures, apples are symbolic of life, knowledge, health, and immortality. In Greek mythology, the gift of an apple led to the Trojan War. In Christianity, apples are often depicted as the fruit from the Tree of Knowledge of Good and Evil. For ancient Celts, apples were a symbol of fertility and abundance. In Norse mythology, the gods consumed magical apples to become immortal.



Grapes 1

Vitis vinifera

- There are over 5000 varieties of *Vitis vinifera* grapes, but only a few of them are edible.
- Grapes can be eaten fresh or dried in the form of raisins, sultanas, and currents, and their juice can be processed and fermented to make wine and vinegar. Grape leaves are also eaten in many cultures.
- The Mesopotamians and Ancient Egyptians cultivated many vine plantations to make wine. It was also believed that both grapes and wine had healing properties.
- The healthiest part of the grape is actually the seed, though it is often removed for regular consumption.



Figs 2

Ficus carica

- Figs are one of the oldest cultivated plants, dating back to around 5,000 BC.
- The plant itself has been cultivated since ancient times and now grows all over the world and is used for both fruit and decoration.

- In ancient times, figs were believed to have medicinal properties and were commonly used to treat various ailments from stomach pains to skin problems.
- Figs do not keep well once they've been picked, so they're usually dried and preserved once they are ripe.



Pomegranates 2

Daucus carota

- Pomegranates originated in the Middle East, but they were also cultivated in South Asia and the Mediterranean for thousands of years. It took a long time for pomegranates to be cultivated in England and the Americas as the people there didn't know how to make them grow.
- The name pomegranate derives from the medieval Latin "pōmum" meaning "apple", and "grānātum" meaning "seeded".
- Pomegranates grow on shrubs or small trees and grow between 15 and 30 feet high.
- Ancient Egyptians regarded the pomegranate as a symbol of prosperity.
- According to the Ebers Papyrus, which is an ancient medical document from around 1500 BC, pomegranates were also used to treat infections.



Dates 3

Phoenix dactylifera

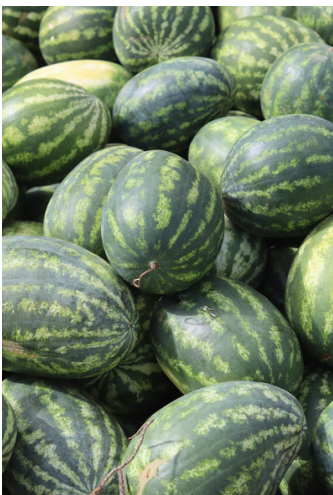
- Dates have grown in the Middle East and the Indus Valley for thousands of years and are highly symbolic in Jewish, Christian, and Muslim religions.
- Dates are mentioned over 50 times in the Bible and 20 times in the Quran.
- Many Jewish scholars believe that when the Bible talks about honey in the scripture "a land flowing with milk and honey," it is actually referring to date "honey," rather than honey made from bees.
- Dates are eaten in many ways, but it's common to eat them dried with different types of fillings, such as almonds, walnuts, pecans, candied orange or lemon peels, tahini, marzipan, or cream cheese.
- The name "date" comes from a Greek word that means "finger."



Date Palm 3

Phoenix dactylifera

- Date palm trees reach up to 100 feet in height and can live over 100 years if maintained properly.
- It can take 4-8 years for a palm tree to start bearing fruit.
- One date palm tree can produce 10,000 dates in just one harvest season.
- The dates have to be harvested by hand.
- Judean date palm seeds are also long-lived. A stash of 2000-year-old seeds was found and planted, seven of which successfully sprouted into trees that were named Adam, Methuselah, Hannah, Judith, Boaz, Jonah, and Uriel.
- In North Africa, date palm leaves are commonly used for making huts. Mature leaves are also made into mats, screens, baskets, and fans.



Watermelons 4

Citrullus lanatus

- A melon is any of the various plants of the family Cucurbitaceae with sweet, edible, and fleshy fruit. The word "melon" can refer either to the plant or specifically to the fruit.
- Melons were among the earliest plants to be domesticated in the Old World and among the first crop species brought by westerners to the New World.
- Watermelons were originally cultivated for their high water content and were stored to be eaten during dry seasons, not only as a food source, but also as a method of storing water.
- Early watermelons were not sweet but bitter with yellowish-white flesh, and they were difficult to open. Through breeding, watermelons later tasted better and were easier to open.



Olives 4

Olea europaea

- Olive oil is mentioned more than 200 times in the Bible.
- In biblical times, olive oil was a highly prized and valuable commodity. It was used for food preparation, ceremonial offerings, and religious rituals, as well as to anoint priests and kings.
- Olive oil wasn't just used by religious leaders — everyday people also used it for cooking and other purposes. It was believed to have medicinal purposes and be beneficial for health and beauty, as well as being a symbol of wealth and abundance.
- Olives themselves are of major agricultural importance in the Mediterranean region as the source of olive oil and are one of the core ingredients in Mediterranean cuisine.
- About 80% of all harvested olives are turned into oil, while about 20% are used as table olives.



Honey 5

- Honey is produced by bees when they gather nectar from flowers and process it within their hive. The sugar content of honey gives it antibacterial, antifungal, and antioxidant properties, and it is a natural source of energy.
- In ancient times, honey was used as a form of medicinal treatment and natural

remedy. It was highly valued by many cultures for its healing powers, flavor and nutritional value. Honey was believed to have the power to cure a variety of ailments, including colds, sore throats and even wounds.

- Ancient Egyptians used honey in embalming practices, while the Greeks prized it for its healing properties. Honey was also used as a form of payment in some cultures.
- Raw honey contains small amounts of vitamins and minerals, making it a slightly healthier alternative to table sugar.



Almonds 5

Prunus amygdalus

- Almonds are drupes, or stone fruits, from the flowering plant *Prunus dulcis*, classified as a member of the Rosaceae family. They develop in clusters on trees and consist of an outer hull and a hard shell with the edible kernel inside.

- Almonds are one of the oldest food from trees that people have eaten for centuries.
- They originated in the Middle East, specifically in regions such as Syria, Turkey, and Iran, and there are records showing they were consumed by the ancient Egyptians.
- Almond trees held great symbolic meaning in many cultures - they were seen as a symbol of hope, fertility, rebirth, and peace. They also played an important role in religious ceremonies, especially in the Middle East.



Wheat 6

Triticum aestivum

- Wheat has been cultivated throughout history, with some records showing that it has been around for at least 10,000 years. Wheat is one of the world's most important crops, and it still remains an essential part of many diets today.

- Wheat was very important in ancient times due to its nutritional value and versatility.
- In the Bible, wheat is a symbol of abundance and is seen as a blessing from God. It was an important part of daily life for many cultures and was used in various rituals and festivals.
- In the Middle East, it was customary for newly married couples to toss wheat on each other. Wheat was also used to pay taxes in the Roman Empire and was used as a form of payment for slaves in ancient Egypt.



Barley 6

Hordeum vulgare

- Barley has been a key component of the diet of many civilizations for thousands of years. Its cultivation was believed to have first started in the lands surrounding the Fertile Crescent and was around 9,000 BC.

- Barley is an extremely resilient crop and can grow in many different environments, making it one of the most important cultivated grains in the world.
- The word "barn" originally came from the term "barley-house," where farmers would store the grain after harvest.
- Barley was an essential ingredient of both daily life and religious ritual. Used for baking bread, feeding livestock, and brewing beer.



Handicraft

For our handicraft lesson, we will create a terrarium.

We can't create a world like God did, but we can form our own mini jungles, deserts, or even an entire ecosystem (depending on which plants and containers we choose).

Simply gather some miniature plants, potting soil, some pebbles (or marbles), and a glass container. Younger children can add toy animals. Older kids and teens might want to create a fairy garden or simply add some cool geodes to their "world."

Let them use their God-given creativity for their own "creation."

"I've filled him with the Spirit of God, giving him skill and know-how and expertise in every kind of craft to create designs ... he's an all-around craftsman."

~ Exodus 31:3-5

Handicraft Lesson

Create a Terrarium

Supplies

- Glass container of some sort (fish bowl, large pickle jar, apothecary jar, store-bought terrarium, etc.)
- Miniature plants (succulents, ferns, tropical, air, etc.)
- Soil for your plant of choice (charcoal, moss, etc. are optional)
- Spade or long-handled spoon
- Pebbles, marbles, geodes, etc. for decoration
- Optional: toy animals, fairies, etc.

NOTE: Creating a terrarium can get messy, so make sure to protect your indoor work surface or simply make them outside.



Directions

1. Choose a clean glass container (with a lid for ferns or tropical plants; without a lid for succulents, air plants, etc.)
2. Gather your plants, soil, and any decorations you want to use.
3. Fill your container about 1/3 of the way with soil. (Various plants will require different types of potting mixes).



4. Using a small spade or long-handled spoon, make a hole for each plant.
5. Gently remove your plants from their containers, loosen the root ball, then place them in the soil. (Your biggest plant goes in first).
6. Fill in and flatten the soil around it. (Make sure your plant has enough room to grow a little; don't cramp them against the glass).
7. Add in the rest of your plants.
8. Place in stones, marble, moss, or sand to cover up the soil.
9. Add any finishing touches or toys.
10. Close the lid if you're creating a warm, moist environment, or leave it off if you want desert-like conditions.

Keeping Your Terrarium Alive

- Make sure you choose a spot with plenty of natural light (but not in direct sunlight).
- Spray your terrarium with water every couple of weeks or when the soil is dry to the touch.
- Keep an eye on it. These tiny greenhouses can form condensation when they are closed. A little is okay, but if the glass becomes foggy, it might be that you've watered it too much.
- You can remove the top and dry it out for a few hours if needed to clear it up.



Join our *Awaken to Delight* Community!



Art Lessons

Brand new and exclusive art lessons from the Masterpiece Society. The high quality you've come to expect from us there will be in this membership as well, with multiple art mediums!



Handicrafts

Seasonal and historical-themed handicrafts for upper elementary through high school, including sewing, crocheting, weaving, woodworking, woodburning, jewelry-making, and more!



Nature Study & Activities

Fun, seasonal activities for studying nature, plus watercolor nature journaling lessons, and nature crafts.



Charlotte Mason Morning Time

Access to our ENTIRE library of morning time sessions, plus exclusive content for members only!

For more truth, beauty & goodness in your homeschool, join our community & receive access to our entire library of morning time plans, exclusive art & handicraft lessons, nature studies, nature crafts & much, much more! Visit us at awakentodelight.com/community.