

## BACKGROUND INFORMATION

This 9-week unit is entitled “Moses’ World.” The first three weeks of “Moses’ World” are a mini-unit, devoted to a study of ancient Egypt, where the Children of Israel suffered cruel oppression and slavery until God raised Moses up from among them as a leader and mediator.

Moses was intimately connected with Egypt’s everyday life, her highest places of government, and her system of worship. This week, we’ll study how Moses’ Egyptian neighbors lived: how they worked, played, and dressed. We’ll learn what they ate and what kinds of toys and pets they had. We’ll learn about the sights Moses saw out his back window every morning during his youth. We will, in the next three weeks, read Bible passages that tell us what God thought of the Egyptian culture and how He acted mightily upon it during Moses’ time.

You may be wondering why we begin our study with Exodus, the second book of the Bible. It is possible that Moses wrote Exodus first and then recorded the Creation account in the wilderness as an encouragement to discouraged Israelites in order to remind them that God had had a plan for them since the beginning of time. Our historical study will follow this possible order of the these books because there is rich meaning to be found in the pages of Genesis by reading the Exodus account first. Though Exodus is not about the beginning of the human story, it is about a major move of God: Israel being called out of Egypt as a nation by works of power. So, as a way of introducing the author of the first five books of the Bible and the giver of the Law, and as a means of gaining rich insights into what the book of Genesis would have meant to Israelites who wandered in the wilderness, we will first study the book of Exodus. Then, in Weeks 4-6, we’ll “flash back” to the Bible’s account of the beginning of humankind, found in Genesis.

**HISTORY****Threads**

- Learn from your teacher why it is important to study history.
- Learn about various characteristics peculiar to the Nile.
- Read about the everyday life of ancient Egyptians. Think about how our lives are different from those of the Egyptians.
- Read about and discuss how farming was possible in a desert climate.
- Read about and discuss the different classes of people that worked and lived.

**Readings**

- Ancient Egyptians* (Kingfisher Readers) by Philip Steele, p. 6-7, 20-29 (Week 1 of 3)
- SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 1-64 (Week 1 of 3)
- OPTIONAL: Listen to your teacher read stories related to Exodus 1:8-2:10.

PEOPLE	VOCABULARY
	<input type="checkbox"/> delta <input type="checkbox"/> flood <input type="checkbox"/> papyrus <input type="checkbox"/> desert <input type="checkbox"/> swamp <input type="checkbox"/> ancient <input type="checkbox"/> crocodile <input type="checkbox"/> soil <input type="checkbox"/> pharaoh

## “WHY STUDY HISTORY?”: A SCRIPTURAL BASIS

### What is our Scriptural basis for the study of history?

Christians believe, in a way that other people do not, that history matters. For the atheist, history is a series of accidents and coincidences that somehow produced the world, life, human beings, and the complex civilization in which we live. For the Hindu or Buddhist, history is an illusion to be transcended. Jews and Muslims believe that history matters, because the God of Abraham is active in the affairs of men, but only Christians believe that the Lord of Time and Space entered into history and transformed all things for all time in the span of one dark Friday afternoon. Christians should therefore have a unique attitude about history.

On the following pages are a few Scriptures with some questions arranged by learning levels. These are meant to help you start thinking about history from God’s perspective. As you read your Bible, listen to the preaching of the Word, and fellowship with other believers, you and your children should discover more and more examples of God’s handiwork in history.

You should feel *free* and *encouraged* to add to this document. It’s really just a starter list and reference for you. If you mark your Bible when you read it, consider using a highlighter or colored pen or pencil to note the enormous number of times that God draws our attention to His mighty acts in time and space.

### 1 Corinthians 10:11-12

*“These things happened to them as examples and were written down as warnings for us, on whom the fulfillment of the ages has come. So, if you think you are standing firm, be careful that you don’t fall!”*

### Romans 15:4

*“For everything that was written in the past was written to teach us, so that through endurance and the encouragement of the Scriptures we might have hope.”*

### Discuss each of the questions below:

- Define history: What is it?
  - History is sometimes the study of a story that is not yet complete, and sometimes the story of what is complete. Only God’s Word tells us the correct perspective on what is complete. (Isaiah 41:22-23)
  - History is reading and thinking about people who have lived and acted before today so that we can learn from their successes and their failures.
- Why do we study history?
  - History warns us.
  - History encourages us.
  - History reveals the hearts of human beings.
  - History reveals the glory and character of God.
- Did God ever order people to keep written records? When, where, and why?
  - God commanded Moses to write things down: e.g., Exodus 17:14, Deuteronomy 31:19.
  - God routinely commanded the prophets to write down a record of what He had said and done: e.g., Isaiah 30:8, Jeremiah 30:2, Ezekiel 24:2.
  - Much of Scripture is a record of the mighty deeds of the Lord, as 1 Chronicles 16:8-12 expresses above.

### 1 Chronicles 16:8-12

*Give thanks to the Lord, call on his name; **make known** among the nations what he has done. Sing to him, sing praise to him; **tell of** all his wonderful acts. Glory in his holy name; let the hearts of those who seek the Lord rejoice. Look to the Lord and his strength; seek his face always. **Remember** the wonders he has done, his miracles, and the judgments he pronounced.*

4. Which books of the Old Testament are known as “history”?
- ❑ The five books of Moses are “the Law.” These do contain much historical data, though.
  - ❑ The five Poetical Books are Job, Psalms, Proverbs, Song of Solomon, and Ecclesiastes.
  - ❑ The “Major Prophets” are Isaiah, Jeremiah, Ezekiel, and Daniel. Lamentations is included in this group, since it seems to have been written by Jeremiah.
  - ❑ Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi are called collectively the “Minor Prophets.”
  - ❑ “History” books include: Joshua, Judges, Ruth, 1-2 Samuel, 1-2 Chronicles, Ezra, Nehemiah, and Esther.

**Deuteronomy 31:19-22**

*“Now **write down** for yourselves this song and teach it to the Israelites and have them sing it, so that it **may be a witness for me** against them. When I have brought them into the land flowing with milk and honey, the land I promised on oath to their forefathers, and when they eat their fill and thrive, they will turn to other gods and worship them, rejecting me and breaking my covenant. And when many disasters and difficulties come upon them, **this song will testify** against them, because it will not be forgotten by their descendants. I know what they are disposed to do, even before I bring them into the land I promised them on oath.” So Moses **wrote down this song** that day and **taught it** to the Israelites.*

**WORLDVIEW: BIBLE**

**Readings**

Listen to your teacher read stories related to Exodus 1:8-2:10.

## GEOGRAPHY

This is a long assignment; your teacher may want you to do part this week and part next week.

1. Label the continents on a blank map of the world (found in this workbook).
  - North America
  - South America
  - Europe
  - Australia
  - Africa
  - Antarctica
  - Asia
2. Learn these geographic terms for landforms and bodies of water:
  - peninsula
  - island
  - canal
  - delta
  - sea
  - mountain range
  - cliff
3. Color and label the following on a map of Egypt or Africa (found in this workbook).
  - Lower Egypt
  - Upper Egypt
  - Nile Delta
  - Mediterranean Sea
  - Nile River
4. Have you ever made a salt map? Follow the instructions below to make a project using salt dough.
  - You should make a salt map that displays as many of the landforms as possible that you are learning about this week. (See #2 above.)
  - You can copy your salt map from a resource map picture, imaginary place,<sup>1</sup> or make a place up from your imagination!
  - Your map should be of a coastal region and progress from mountains to sea level, including islands and a peninsula.
  - If you wish, you can make labels ahead on little slips of paper and insert toothpicks before the dough hardens. After it hardens, affix the labels to the toothpicks to form “label flags.”
  - Also later, when it dries, you can paint your salt map with acrylic or poster paints.
  - Be sure you have an adult’s permission before starting this project!

**Salt Dough Recipe**

1. Mix 1 cup flour and ½ cup salt.
2. Add ½ cup water and stir.
3. Add more water or flour as needed to make consistency of play dough.

<sup>1</sup> Teachers: Many children’s atlases contain a drawing of such a map, and you can search your library to see if one of theirs does if you don’t happen to own one. One child we know used a map of Narnia from C.S. Lewis’ classic *Chronicles of Narnia*.

**FINE ARTS & ACTIVITIES****Reading**

- [Internet links](#) on the *Tapestry* website
- A Child's Introduction to Art*, by Heather Alexander (J 750) p. 8-11

**Exercises**

1. If you have not already set up your notebook for this year, with your teacher's help, do so this week. Ask your teacher if you should shop for school supplies and, if so, help make out a list and go shopping.
2. Take time to decorate your notebook's cover in such a way that you will be reminded about ancient times.
3. From your art history book, read about, and observe, ancient Egyptian art.
4. Make a paddle doll using supporting links on *Tapestry* website.

**LITERATURE**

There is no assignment this week.

## BACKGROUND INFORMATION

Do you know that the Egyptian civilization is one of the longest-lasting ones in world history? The head of the Egyptian government was a king (who eventually came to be called a “pharaoh”). Most Egyptians believed that their pharaoh was a god in human form. Because they were divine (and related to other gods who controlled the forces of nature), pharaohs were obeyed without question. Egyptians believed that when pharaohs died, they mounted the sun’s rays to return to his brother gods.

The pharaohs ruled the mightiest civilization that was known to the Mediterranean World. At the height of their civilization, many ancient peoples paid tribute to the pharaohs. The mighty Egyptian army was, for many centuries, more powerful than any other. The Nile River and easy trading routes over the waters of both the Mediterranean Sea and the Red Sea gave Egypt wealth and prosperity. Given centuries of stable government, abundant food supply, and safety from enemies who might have destroyed what they built, Egypt became the wealthiest, most admired civilization of her day.

One of these “godlike” pharaohs was an undisputed ruler of the most powerful civilization on Earth, to whom Moses was sent to say, “Let my people go.” And who was Moses? A poor shepherd in Midian, wanted for murder by his adopted father, another pharaoh! How Moses must have wondered if he was any kind of leader when God said to him, “Go to Egypt!” Next week, we will read the story of how God judged both the pharaoh of Moses’ day and the idols of Egypt; but this week, we need to understand just how grand Egypt’s pharaohs were, what life was like in their courts, and why they did strange things like build pyramids and have themselves wrapped up in strips of cloth after they died.

### All levels! Have you ever worked with papier-mâché before?

Papier mâché is a gooey, sticky paste in which you soak old newspapers. You can use it in two basic ways: as a paste and as a pulp. Either way, a batch will only stay wet and useful for a couple of hours. Then, it will dry and harden in whatever shape it’s been formed into. It will be VERY hard, strong, and lightweight when it’s dry. You can paint it then, too! Here are the details:

1. First, you need the paste. You can buy a mix, but it is really easy to make the paste yourself. Here are three different recipes:
  - 3 parts cold water to 1 part flour. Mix thoroughly, adding flour slowly to avoid lumps. To make this recipe last longer, you can add a few drops of oil of wintergreen, which you can get at a local drugstore.
  - 1 part wallpaper paste mix to 3 parts water. Stir, and it’s done!
  - 2 parts Elmer’s glue to one part water. (This is the least desirable for most projects because it sets up fast. But it’s extremely strong, and therefore great for finishing touches with pulp projects.)
2. The next question is, strips or pulp? The answer for this week’s project, making a model mummy, is “both.”
  - You’ll start with strips. Tear newspaper into strips about ¼” to ½” wide. They should be of varying widths and lengths (from 3” to 10” or so long). Wet the strips in the paste (this is where your fingers get sticky) and then smooth them onto a cardboard skeleton in thin layers. Your whole “mummy” will probably need several layers, and it’s best to do no more than two at a time, then let your work dry for about 10 hours in the open air. Sometimes drying is faster if you put a fan on your work, or set it outside in the sun on a dry, sunny day.
  - At times, you’ll probably need papier-mâché pulp, which is chewed up paper mixed with paste. You make the pulp out of tiny pieces of old newspaper shredded really fine and then blended with the paste (yes, you can use a blender or a hand-mixer for this part, but not without adult supervision). To make pulp, fill a container half full with 1” square (or smaller if you use a paper shredder) pieces of old newspaper. Fill the container to the top with warm water and let the paper soak overnight. Then, mix the paper and water with a beater. Squeeze out the water and place the pulp in a larger container. Finally, using your hands, squeeze papier-mâché paste into the pulp until the mixture feels like clay. It can then be used like clay or to cover objects, or model fine details on any project. In this project you might use it to model raised carvings or moldings on sarcophagi.

**HISTORY****Threads**

- Pharaoh was the chief leader of ancient Egypt and was believed to be a god. Focus on his role as leader this week and as “deity” next week.
- Learn about pyramids, grand tombs for pharaohs and monuments to the “glory of Egypt.”
- Study embalming and mummies: Egyptians believed they were doing their best to provide for the afterlife of their pharaohs and other important people.

**Readings**

- Ancient Egyptians* (Kingfisher Readers) by Philip Steele, p. 4-5, 10-19, 30-39 (Week 2 of 3)
- SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 65-126 (Week 2 of 3)
- OPTIONAL: Listen to your teacher read stories related to Exodus 2:11-5:23.

PEOPLE	VOCABULARY
	<ul style="list-style-type: none"> <li><input type="checkbox"/> mummy</li> <li><input type="checkbox"/> tomb</li> <li><input type="checkbox"/> pyramid</li> <li><input type="checkbox"/> quarry</li> <li><input type="checkbox"/> mason</li> <li><input type="checkbox"/> scribe</li> <li><input type="checkbox"/> burial</li> <li><input type="checkbox"/> embalm</li> <li><input type="checkbox"/> shroud</li> </ul>

**WORLDVIEW: BIBLE****Readings**

Listen to your teacher read stories related to Exodus 2:11-5:23.

**GEOGRAPHY**

1. On a blank map of Egypt (found in your workbook), draw the location of the Sphinx and the Great Pyramids.
2. Part of the study of geography is understanding the flora (plants) and fauna (animals) that are unique to various regions of the world. If you'd like a fun project for the next two weeks, start a lapbook, poster, or small book on the flora and fauna of Egypt. You can use website clip art (see the Year 1 Arts/Activities page<sup>1</sup> of the *Tapestry* website) or draw pictures of animals, birds, fishes, and plants that would have been familiar to Israelites and the Egyptians. Perhaps you'll discover why the Israelites were so often tempted to return to Egypt! (Week 1 of 2)
3. If necessary, finish any of your geography assignments that you didn't complete last week.



**Great Sphinx of Giza**

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<sup>1</sup> <http://www.tapestryofgrace.com/year1/artsactivities.php>

## FINE ARTS & ACTIVITIES

### Reading

[Internet links](#) on the *Tapestry* website

### Exercises

1. Make a model pyramid out of building blocks, clay, or sandpaper.
2. Make a replica of a double crown like the pharaohs wore.
3. Make Clay bricks using supporting links on *Tapestry* website.

## LITERATURE

## Reading

*Tutankhamen's Gift*, by Robert Sabuda (J 932) (Week 1 of 2)

## Worksheet 1

Write one synonym for each word found in this week's reading.

**small****morning****speak****worry****new****huge****admiration****images****embellish****create****happy****honor**

## BACKGROUND INFORMATION

Egyptians chose to worship various aspects of God's creation instead of worshipping the Creator Himself. In the story of Exodus, Moses tells how God demonstrated that He is Lord of all creation, more powerful than any false gods. Though the story of the ten plagues, the deliverance of the children of Israel from bondage, and the stories of how God provided for Israel's every need as they traveled through the desert to Sinai are familiar ones, you should gain many new insights as you revisit these events against the backdrop of Egyptian mythology.

Remember, too, as you read about the ten plagues, that God was also judging the human arrogance that Egypt represented. Egypt, we have said, was the most advanced, respected, and wealthy culture of its day (in its part of the world), and all eyes looked there. God's plagues ruined Egypt's crops, destroyed her valuable animals, and killed the first-born male of each family. The Red Sea swept away her pharaoh and his best army,<sup>1</sup> and the children of Israel plundered her supply of costly fabrics and jewels. Truly, our mighty God humbled the pride of Egypt in every way!

The entire story of God's dealings with the children of Israel and with Egypt is a type; it paints a picture of how every believer first appears before God, and then is miraculously redeemed through God's saving power and through blood sacrifice. See how many parallels with the Christian experience you can find this week as you read your history to better understand the context of the story, and then read the Bible to see new truths about God and men.

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<sup>1</sup> It is not explicitly stated in Exodus that Pharaoh drowned in the Red Sea, but a close reading indicates this. See Exodus 14:17. Coupling this verse with the customs of the day, in which kings led armies into battle, it would seem likely that Pharaoh died in the Red Sea, though most movies picture him standing helpless on the opposite shore, unrepentant, powerless, and amazed after his army is swept away.

**HISTORY****Threads**

Learn that Egyptians believed in gods which they thought ruled the world.

**Readings**

- Ancient Egyptians* (Kingfisher Readers) by Philip Steele, p. 8-9, 40-41 (Week 3 of 3)
- SUGGESTED READ-ALoud:
  - A Cry from Egypt*, by Hope Auer, p. 127-183 (Week 3 of 3)
  - God's Names*, by Sally Michael, p. 16-19, 52-55
- OPTIONAL: Listen to your teacher read stories related to Exodus 6-18.

PEOPLE	VOCABULARY
	<input type="checkbox"/> goddess <input type="checkbox"/> god <input type="checkbox"/> idol <input type="checkbox"/> temple <input type="checkbox"/> worship <input type="checkbox"/> festival <input type="checkbox"/> priest <input type="checkbox"/> religion

**WORLDVIEW: BIBLE****Readings**

- Listen to your teacher read stories related to Exodus 6-18.
- Jewish Holidays and Traditions*, by Chaya Burstein, p. 31-34

**GEOGRAPHY**

1. Finish your flora and fauna poster, lapbook, or small book of Egyptian flora and fauna. (Week 2 of 2)
2. On the map in your workbook, trace the path that the Israelites probably took as they traveled out of Egypt to Mt. Sinai.

## FINE ARTS & ACTIVITIES

### Reading

[Internet links](#) on the *Tapestry* website

### Exercises

Using supporting links on *Tapestry* website:

1. Make replicas of Egyptian jewelry.
2. Have fun creating and playing with Egyptian-style musical instruments such as a sistrum, timbrel, and cymbals.

## LITERATURE

## Reading

*Tutankhamen's Gift*, by Robert Sabuda (J 932) (Week 2 of 2)

## Worksheet 2

Answer the following questions:

1. Who dies because his body is old and tired?
2. Which country has enjoyed one of its most prosperous times in history?
3. Who is the pharaoh's eldest son?
4. Which god does he proclaim should be worshipped?
5. What roams through the deserted temples?
6. Who feels lost and alone without the comfort of the mighty temples?
7. How old is he when he becomes pharaoh?
8. What does he say he will rebuild?
9. Who vows to follow him?
10. How does he rule over the people?