

HISTORY

Historical Introduction

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.

This week, we will study the land and people of ancient Egypt. We are going to be reading about the culture in which Moses grew up. We’ll learn about the sights he saw out his back window every morning during his youth. We’ll study how his neighbors lived: how they worked, played, and dressed. We will learn about Egypt’s geography and how it affected everyday life in Egypt as well. Next week, we’ll be learning about the courts of Pharaoh, where Moses lived and worked and played, and where he was educated. In two weeks, we’ll be focusing on Egyptian beliefs about deity.

As you read about Egyptians, think about their culture as the setting for the youth of one of the Bible’s most important men: Moses. Moses was intimately connected with Egypt’s everyday life, her highest places of government, and her system of worship. 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.

Threads

- Review with your teacher why it is important to study history.
- Read about (or review) the everyday life of ancient Egyptians.
- Connect many facts you’ve learned in younger years with an overall understanding of Egyptian culture.
- Learn how the geography of Egypt affected her history.
- Note that specialized vocations in Egypt indicated an advanced civilization.

PEOPLE	TIME LINE	VOCABULARY
<input type="checkbox"/> Moses	Set up your time line according to the instructions and suggestions found on the <i>Tapestry of Grace</i> website.	<input type="checkbox"/> hieroglyphic <input type="checkbox"/> inundate <input type="checkbox"/> irrigation

Reading

- ❑ *Early Times: The Story of Ancient Egypt* (Fourth Edition) by Suzanne Strauss Art, p. 1-8 (first column only), 21-22 (stop at “The Egyptians’ Distrust of Foreigners”), chapters 8-epilogue (Week 1 of 3)
- ❑ *Technology in Ancient Egypt*, by Charlie Samuels, p. 4-5, 8-13, 18-19, 26-31, 36-39 (Week 1 of 3)
- ❑ SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 1-64 (Week 1 of 3)

Accountability Questions

1. The Nile River has many interesting, unique features. List three that most interested you, and why.
2. The Nile hosts a variety of unique wildlife and flora. List three animals and three plants that were found in or near the Nile and were important in the life of the Egyptians.
3. Which lands did the Egyptians call the “Red Land” and why? How about the “Black Land”?
4. Describe what type of clothing the Egyptians wore.
5. Describe what their early houses were like.

Thinking Questions

1. Each year, the Nile flooded its banks, leaving fertile soil that was easily tilled. Thus the Nile became the source of life for Egypt, and one of her major idols. In a short paragraph, tell about the yearly cycle of farmers and laborers as they interacted with the Nile, and prepare to share this information in class.
2. Egyptian culture was stable for thousands of years for three main reasons. Can you tell what they were?
3. Name three ways that the Nile directly caused the advance of the Egyptian civilization.
4. Why do we fill out Accountability Questions? What about Thinking Questions? What does each of these help us learn to do? Did you use these questions for those purposes this week?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<input type="checkbox"/> Parts of Speech: Nouns and Verbs <input type="checkbox"/> Steps in the Writing Process <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Begin setting up a Grammar & Composition Notebook (ask your teacher for instructions if necessary). Label the first tabbed section “Reference.” Record the eight parts of speech, each on its own piece of paper (use an English grammar book for this information if you need it). <input type="checkbox"/> From <i>Writing Aids</i> , print the Talking Points entitled “Steps in the Writing Process.” Read this page and then file it in your Grammar & Composition Notebook under the Reference tab. Discuss the steps with your teacher this week. <input type="checkbox"/> With your teacher’s guidance, write out some goals for improvement this year. File them under “Goals” in your notebook so you can refer to them later for fresh vision. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<input type="checkbox"/> Parts of Speech <input type="checkbox"/> Steps in the Writing Process <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Begin setting up a Grammar & Composition Notebook (ask your teacher for instructions if necessary). Label the first tabbed section “Reference.” Record the eight parts of speech, each on its own piece of paper (use an English grammar book for this information if you need it). <input type="checkbox"/> From <i>Writing Aids</i> , print the Talking Points entitled “Steps in the Writing Process.” Read this page and then file it in your Grammar & Composition Notebook under the Reference tab. Discuss the steps with your teacher this week. <input type="checkbox"/> With your teacher’s guidance, write out some goals for improvement this year. File them under “Goals” in your notebook so you can refer to them later for fresh vision. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<input type="checkbox"/> Parts of Speech <input type="checkbox"/> Steps in the Writing Process <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Begin setting up a Grammar & Composition Notebook (ask your teacher for instructions if necessary). Label the first tabbed section “Reference.” Record the eight parts of speech, each on its own piece of paper (use an English grammar book for this information if you need it). <input type="checkbox"/> From <i>Writing Aids</i> , print the Talking Points entitled “Steps in the Writing Process.” Read this page and then file it in your Grammar & Composition Notebook under the Reference tab. Discuss the steps with your teacher this week. <input type="checkbox"/> With your teacher’s guidance, write out some goals for improvement this year. File them under “Goals” in your notebook so you can refer to them later for fresh vision. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
9	<input type="checkbox"/> Parts of Speech <input type="checkbox"/> Steps in the Writing Process <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Begin setting up a Grammar & Composition Notebook (ask your teacher for instructions if necessary). Label the first tabbed section “Reference.” Record the eight parts of speech, each on its own piece of paper (use an English grammar book for this information if you need it). <input type="checkbox"/> From <i>Writing Aids</i> , print the Talking Points entitled “Steps in the Writing Process.” Read this page and then file it in your Grammar & Composition Notebook under the Reference tab. Discuss the steps with your teacher this week. <input type="checkbox"/> With your teacher’s guidance, write out some goals for improvement this year. File them under “Goals” in your notebook so you can refer to them later for fresh vision. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

“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 civilizations 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.

The following pages contain Scriptures and corresponding 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.

We encourage you to feel free 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.

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 (Exodus 17:14, Deuteronomy 31:19).
 - God routinely commanded the prophets to write down a record of what He had said and done (Isaiah 30:8, Jeremiah 30:2, Ezekiel 24:2).
 - Much of Scripture is a record of the mighty deeds of the Lord, as expressed in 1 Chronicles 16:8-12.
- Which books of the Old Testament are known as “history”?
 - The five books of Moses are “the Law.” They do contain much historical data.
 - 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 Kings, 1-2 Chronicles, Ezra, Nehemiah, and Esther.

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.”

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.*

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.*

5. Is there history in the New Testament?
 - All four Gospels and the book of Acts are “history” books.
 - All of history and all of the Bible is focused on the single most important thing that has ever happened in history: the Cross.
 - Everything before the Cross points to it; everything that happened afterwards was forever changed and informed (and judged) by it.
6. Does God command us to study history?
 - God commands us to study His wonderful acts (1 Chronicles 16:8-12).
 - God is Lord of everything that ever happens.
 - Everything that happens is a part of God’s wonderful acts.
 - Therefore we have a holy duty to study what has happened to give Him the glory He deserves for it!
7. What kind of people study history?
 - Wise people who understand the times (1 Chronicles 12:32)
 - “Rich” people who have treasures both old and new (Matthew 13:52)
 - Prudent people who learn from the mistakes of others without having to make the same mistakes themselves (1 Corinthians 10:11)
8. Christians disagree among themselves over whether God predestines the salvation of each individual believer, but is there any reason to doubt God’s sovereignty over the events of history?
 - God created the heavens and the earth (Genesis 1:1).
 - God destroyed the world in Noah’s time (Genesis 6-8).
 - God crushed the Egyptians and set Israel free (Exodus).
 - Is there any historical event that did not serve God’s purposes?

Exodus 17:13-14

“So Joshua overcame the Amalekite army with the sword. Then the Lord said to Moses, ‘Write this on a scroll as something to be remembered and make sure that Joshua hears it, because I will completely blot out the memory of Amalek from under heaven.’”

1 Corinthians 15:3-4

For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures....

Ephesians 1:4-6

*For he chose us in him before the creation of the world to be holy and blameless in his sight. In love he **predestined** us to be adopted as his sons through Jesus Christ, in accordance with his pleasure and will—to the praise of his glorious grace, which he has freely given us in the One he loves.*

Ephesians 1:9-10

*And he made known to us the mystery of his will according to his good pleasure, which **he purposed in Christ**, to be put into effect when the times will have reached their fulfillment—to bring all things in heaven and on earth together under one head, even Christ.*

1 Chronicles 12:32

*...men of Issachar, who **understood the times** and knew what Israel should do—200 chiefs, with all their relatives under their command...*

Matthew 13:52

*And he said to them, “Therefore every **scribe** who has been trained for the kingdom of heaven is like a master of a house, who brings out of his treasure what is new and what is old.”*

WORLDVIEW: BIBLE**Reading**

- Read passages related to Exodus 1:8-2:10 in your youth Bible.
- How the Bible Came to Us*, by Meryl Doney (J 220)
- Journey Through the Bible*, by V. Gilbert Beers, p. 52-53

Exercises

How the Bible Came to Us, by Meryl Doney

1. How many books of the Bible are there, and over how many years were these books written?
2. What are the four major sections of the Old Testament?
3. Name several of the Old Testament writers.
4. In what language was most of the Old Testament written?
5. Why is the Bible such a remarkable book?

Answer these questions as well:

6. What does it mean to “redeem” something, or someone? How do you think the Bible is a history of redemption?
7. What problem did Pharaoh have with the Israelites?
8. How did Pharaoh try to solve his problem ?
9. From what you read in the first chapter of Exodus, why might the Israelites have been tempted to think that the God of their fathers had forgotten them?
10. What is interesting about the name that Pharaoh’s daughter gave to the baby she had found?

GEOGRAPHY

If you are studying history with *Tapestry* this year, it is important to remember that the people you will read about *really lived* in space and time. Stop a moment to think about it. How did you feel about getting up this morning for the first week of school? Excited? Happy? Grumpy? Sleepy? How did you dress for your area's climactic conditions? What style is your house built in (and how much is that style determined by your physical environment)? Do you tend to travel by boat, car, or foot? Geographical conditions shape many aspects of our lives—including our moods at times!

The people you will read about this year had feelings just like yours! They were all children once; they all struggled with not wanting to do their duties. Some called on the name of the Lord; others died in their sins. Some lived and died unremembered by history books; others made a profound impact on the world, which is felt to this day. All these real people lived and breathed. They all opened their eyes each day and looked around their home and saw ... what? They went outside and saw ... what?

- Review previous studies of these major geographic terms:

<input type="checkbox"/> equator	<input type="checkbox"/> mesa	<input type="checkbox"/> glacier	<input type="checkbox"/> arroyo	<input type="checkbox"/> precipice
<input type="checkbox"/> longitude	<input type="checkbox"/> strait	<input type="checkbox"/> piedmont	<input type="checkbox"/> chasm	<input type="checkbox"/> cataracts
<input type="checkbox"/> latitude	<input type="checkbox"/> estuary	<input type="checkbox"/> fall line	<input type="checkbox"/> reservoir	<input type="checkbox"/> fiord or fjord
<input type="checkbox"/> isthmus	<input type="checkbox"/> archipelago			
- Learn or review major features of Africa. Looking at a resource map, label the following on a map in your workbook:

<input type="checkbox"/> Sahara Desert	<input type="checkbox"/> Indian Ocean	<input type="checkbox"/> Cape of Good Hope	<input type="checkbox"/> Lake Tanganyika
<input type="checkbox"/> Sudan (area, not country)	<input type="checkbox"/> Congo River	<input type="checkbox"/> Atlantic Ocean	<input type="checkbox"/> Lake Malawi
<input type="checkbox"/> Atlas Mountains	<input type="checkbox"/> Zambezi River	<input type="checkbox"/> Niger River	<input type="checkbox"/> Madagascar
- Label a map of Egypt (found in this workbook) with the following:

<input type="checkbox"/> Red Sea	<input type="checkbox"/> Lower Egypt	<input type="checkbox"/> 3 rd Cataracts
<input type="checkbox"/> Upper Egypt	<input type="checkbox"/> 1 st Cataracts	<input type="checkbox"/> Red Lands
<input type="checkbox"/> Nile Delta	<input type="checkbox"/> 2 nd Cataracts	<input type="checkbox"/> Black Lands
- Label a world map from your workbook with the following:

<input type="checkbox"/> Mediterranean Sea	<input type="checkbox"/> Tigris River	<input type="checkbox"/> Italian peninsula	<input type="checkbox"/> Sinai Desert
<input type="checkbox"/> Black Sea	<input type="checkbox"/> Euphrates River	<input type="checkbox"/> Greek peninsula	<input type="checkbox"/> Sahara Desert
<input type="checkbox"/> Caspian Sea	<input type="checkbox"/> Sinai Peninsula	<input type="checkbox"/> Nile River	<input type="checkbox"/> Arabian Desert
- Got extra time for hands-on geography? Try a salt map of Egypt! Sometimes the best way to fully understand history is to “get your hands dirty.” Creating a salt map of Egypt will help you to examine the contours of the land more closely. This suggestion is truly optional: be sure to get your parents’ approval. A recipe for salt map dough can be found below.

Salt Dough Recipe

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

LITERATURE

Reading

The Golden Goblet, by Eloise Jarvis McGraw (JUV FICTION) chapters I-VIII (Week 1 of 2)

Worksheet 1

Answer the following questions.

Why does Ranofer live with Gebu?

Describe Gebu's physical appearance.

Who is Ibni, and what is his relationship with Ranofer?

How is Ranofer's job at the gold shop different from the apprentice job he desires?

Who is Heqet, and what is his relationship with Ranofer?

How does Ranofer meet the Ancient?

Describe the encounter between Ranofer and Gebu when Ranofer reveals he knows what is in the wineskins.

Name at least three of the gods mentioned in this week's reading assignment.

FINE ARTS & ACTIVITIES

Reading

Ancient Egyptians and Their Neighbors, by Marian Broida (J 939) p. 18-19, 27-33

Exercises

It's fun to learn by doing. The ancients are so far away from us in time that it's sometimes hard to understand that they were people just like us, or to appreciate how skilled they were, given their relatively low levels of technology. The suggested crafts and hands-on activities this year are more than fun and games. They are just one more way the *Tapestry* program tries to make history alive and real to you.

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. Prepare five to seven trivia questions to ask your friends or family. This is a fun way to review facts that you've learned this week about Egyptian life and culture.

From *Ancient Egyptians and Their Neighbors*:

4. Make a bracelet or necklace similar to one that Egyptians might have worn.
5. Cleaning dirty laundry is quite different today. Learn about and practice cleaning clothes the Egyptian way.
6. Gather the appropriate materials and make an Egyptian sailboat.

HISTORY

Historical Introduction

This week, we are going to look at the government of the Egyptian empire. Do you know that the Egyptian civilization is one of the longest-lasting ones in world history? We are going to see how the Egyptian government managed to remain stable and powerful through thousands of years.

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.

Threads

- Learn about pharaohs, pyramids, and mummies.
- As a brief introduction to the general structure of the Egyptian government, realize the longevity of the Egyptian Empire, and note its general developments.

PEOPLE	TIME LINE	VOCABULARY
<input type="checkbox"/> Imhotep <input type="checkbox"/> Cheops <input type="checkbox"/> Tutankhamun <input type="checkbox"/> Ramesses II (the Great) <input type="checkbox"/> Ramesses III <input type="checkbox"/> Tuthmosis I <input type="checkbox"/> Hatshepsut <input type="checkbox"/> Akhenaten <input type="checkbox"/> Cleopatra (Cleopatra VII)	<p>Find the dates for these events in your resources and add them to your time line. (Different resources have different dates for very ancient times.)</p> <p>c. 3100 B.C. Egypt united by Menes</p> <p>c. 2650 -2150 B.C. Old Kingdom</p> <p>c. 2150-2040 B.C. First Intermediate Period</p> <p>c. 1630-1550 B.C. Second Intermediate Period</p> <p>c. 1550-1050 B.C. New Kingdom</p> <p>c. 1050-656 B.C. Third Intermediate Period</p> <p>c. 644-332 B.C. The Late Dynastic Period</p> <p>Also, add the dates that these Egyptian leaders reigned:</p> <p>2585-2560 B.C. Cheops (Khufu)</p> <p>1493-1482 B.C. Tuthmosis I</p> <p>1479-?1458 B.C. Hatshepsut</p> <p>1353-1336 B.C. Akhenaten</p> <p>51-30 B.C. Cleopatra (Cleopatra VII)</p>	<input type="checkbox"/> sarcophagus <input type="checkbox"/> egyptology <input type="checkbox"/> mastaba

Reading

- Early Times: The Story of Ancient Egypt* (Fourth Edition) by Suzanne Strauss Art, p. 8 (start at second column)-14, chapters 2-3, 6-7 (Week 2 of 3)
- Technology in Ancient Egypt*, by Charlie Samuels, p. 6-7, 14-17, 20-25, 32-33, 40-43 (Week 2 of 3)
- SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 65-126 (Week 2 of 3)

Accountability Questions

1. The Egyptian Great Pyramid of Giza was one of the so-called Seven Wonders of the Ancient World. If you have a co-op group, your teacher may assign you to research and report on one of these wonders this week. (Ask for your teacher's direction before doing this work.)
2. The crown pharaohs wore was a double crown. Describe (or draw) the crown.
 - Why did it look this way? In other words, what was the history and symbolism behind its appearance?
 - What was the title given to the pharaohs of the Old Kingdom?
3. What is a barter economy? How does this differ from your modern economy? Can you think of practical difficulties that might arise from day to day with a barter economy?
4. What unique features of winds and river flow made the Nile River into a central highway for trade?
5. What is a cartouche, and what is it used for when writing Egyptian hieroglyphics?
6. What is a bureaucracy? Why, and by what steps, did Egypt develop one after their two kingdoms were united?
7. Summarize the achievements of the three main periods of ancient Egyptian history: the Old Kingdom, the Middle Kingdom, and the New Kingdom.
8. List the factors that contributed to the decline, and eventual fall, of each of these three Egyptian kingdoms.
9. Of what metals is bronze made? Is it harder or softer than copper? Why did this matter to the Egyptians near the end of the Middle Kingdom?

Thinking Questions

1. What is "specialization"? Why is it an important step in the development of any civilization?
2. List factors that would have made unification of Upper Egypt and Lower Egypt challenging. Then list the wise measures that are attributed to the legendary King Menes as he established his new, united kingdom and overcame these challenges.
3. What combination of factors led to the Egyptians' reverence for tradition, which in turn led to their civilization remaining largely unchanged for nearly 3,000 years?
4. Since they were considered to be semi-divine, pharaohs had special duties and also special privileges. List these in two columns (duties/privileges), using an expanded version of this chart that you copy into your notebook:

DUTIES OR RESPONSIBILITIES	SPECIAL POWERS OR PRIVILEGES

5. What factors led to Egypt developing history's first great centralized government?
6. What evolving Egyptian beliefs led to the practice of mummification?
7. What do mummies, pyramids, and pharaohs have in common? Make a flow chart or diagram and fill it with phrases that show the connections between them.

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<ul style="list-style-type: none"> <input type="checkbox"/> Dictation <input type="checkbox"/> Steps in the Writing Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Print and read the Talking Points about dictation and begin this practice. You'll work on dictation daily for the rest of this unit, and periodically thereafter. <input type="checkbox"/> Review the steps in the writing process, focusing on the skill of pre-writing. <input type="checkbox"/> Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. <input type="checkbox"/> This week, do some prewriting by completing two Graphic Organizers using the topics below. File under "Work in Progress" for use in Week 3. (Don't write the paragraphs; just practice organizing your thoughts.) <ul style="list-style-type: none"> <input type="checkbox"/> Pretend you are a worker helping to build a pyramid. Describe the busy, active workplace that you see around you (<i>Writing Aids</i> Graphic Organizer: Sensory Chart). <input type="checkbox"/> Explain why the interior of pyramids were built as they were (<i>Writing Aids</i> Graphic Organizer: Simple or Advanced Cluster Diagram). <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Steps in the Writing Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the steps in the writing process, focusing on the skill of pre-writing. <input type="checkbox"/> Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. <input type="checkbox"/> This week, do some prewriting by completing two Graphic Organizers using the topics below. File under "Work in Progress" for use in Week 3. (Don't write the paragraphs; just practice organizing your thoughts.) <ul style="list-style-type: none"> <input type="checkbox"/> The making of mummies was related to religious beliefs of ancient Egyptians. Describe their beliefs of life after death (<i>Writing Aids</i> Graphic Organizer: Describing Wheel). <input type="checkbox"/> What do pharaohs, pyramids, and mummies have in common (<i>Writing Aids</i> Graphic Organizer: Relationship Diagram)? <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Steps in the Writing Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the steps in the writing process, focusing on the skill of pre-writing. <input type="checkbox"/> Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. <input type="checkbox"/> This week, do some prewriting by completing two Graphic Organizers using the topics below. File under "Work in Progress" for use in Week 3. (Don't write the paragraphs; just practice organizing your thoughts.) <ul style="list-style-type: none"> <input type="checkbox"/> Describe the tomb of King Tutankhamen (<i>Writing Aids</i> Graphic Organizer: Describing Wheel). <input type="checkbox"/> What do pharaohs, pyramids, and mummies have in common (<i>Writing Aids</i> Graphic Organizer: Relationship Diagram)? <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
9	<ul style="list-style-type: none"> <input type="checkbox"/> Steps in the Writing Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the steps in the writing process, focusing on the skill of prewriting. <input type="checkbox"/> Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. <input type="checkbox"/> This week, do some prewriting by completing two Graphic Organizers using the topics below. File under "Work in Progress" for use in Week 3. (Don't write the paragraphs; just practice organizing your thoughts.) <ul style="list-style-type: none"> <input type="checkbox"/> Describe the Egyptian perceptions of the role of the pharaoh (<i>Writing Aids</i> Graphic Organizer: Advanced Cluster Diagram). <input type="checkbox"/> What do pharaohs, pyramids, and mummies have in common (<i>Writing Aids</i> Graphic Organizer: Relationship Diagram)? <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

WORLDVIEW: BIBLE

Reading

- Read passages related to Exodus 2:11-5:23 in your youth Bible.
- Journey Through the Bible*, by V. Gilbert Beers, p. 54-57

Exercises

Among other things, the book of Exodus was written to demonstrate that Moses was God's choice for a leader. In our account this week, we can see a lot of details about Moses' personal character and the reactions of the people he led. Prepare for a discussion of these things by answering the questions below.

1. After Moses had grown up in Pharaoh's household, what was his reaction to seeing fellow Hebrews in bondage?
2. At this point, Moses attempted to take leadership where he was neither authorized nor invited. What happened in that situation?
3. What did Moses' unlawful killing of the Egyptian make him, in the eyes of the law? After Moses fled to escape just punishment, what did he become in legal terms?
4. Moses had other weaknesses when we size up his leadership potential. What objections did Moses make to God when God called him to serve as a leader of His people at the burning bush?
5. Given that the Lord can see qualities in people that human onlookers cannot see (1 Samuel 16:6-7) what were some qualities that Moses displayed in your readings this week that might give us a hint as to why God chose him?
6. How do we thus see the larger biblical theme of redemption operating in Moses' life?
7. How did God's people respond to Moses as the story unfolded?
8. To whom did Moses turn when things went from bad to worse, after he requested Pharaoh to let the people go? What was that interaction like?
9. List three connections you found this week between what you read in history and the Bible stories you read.
10. What do you think you might have thought of Moses as you were scouring the countryside looking for straw after pharaoh's overseers denied you your supplies, but demanded that you produce the same number of bricks?
 - Why is it easy to think hard things about leaders when circumstances get tough?
 - Have you had any experiences in your life where another person's leadership caused you extra work or hardship? How did you react or respond? Jot down a few ideas and prepare to share these with your teacher (and/or classmates).
 - Do difficult circumstances mean we should stop working toward a goal? How do you connect difficulties with leadership and with faith in God? Jot down some ideas, pray, and look up some Scriptures for reference as you prepare to discuss these things with your teacher (and/or class).

GEOGRAPHY

1. If you did not finish all the suggested geography work from last week, do those assignments first.
2. Label these political places and pyramid locations on a map in your workbook:
 - Memphis
 - Abydos
 - Thebes
 - Heliopolis
 - Abusir
 - Sakkara (also spelled Saccara or Saqqara)
 - Cush (also spelled Kush)
 - Meidum
 - Herakleopolis
 - Nubia
 - Giza
 - Location of Sphinx and the Great Pyramids
3. Two kingdoms developed early: Upper Egypt (southern, but upland of the delta region) and Lower Egypt (near the delta).
 - Be sure you can show on a map the general region each kingdom occupied.
 - Where was the new capital of the unified kingdom located?

LITERATURE

Reading

The Golden Goblet, by Eloise Jarvis McGraw (JUV FICTION) chapters IX-XVI (Week 2 of 2)


Worksheet 2

Complete a character analysis of Ranofer by giving several examples in each category below.


Traits and Abilities




Thoughts and Feelings




Responses to Circumstances and Events



Beliefs



Actions



FINE ARTS & ACTIVITIES

Reading

Ancient Egyptians and their Neighbors, by Marian Broida (J 939) p. 8-11, 21-26, 42-45

Exercises

1. Make a papier-mâché mummy. Create it this week, and then paint it next week. (Week 1 of 2)
2. Paper sculpture challenge: using only a single piece of paper (construction paper or cardstock is preferable, but plain white paper works, too), a ruler, a 6 inch piece of tape and a pencil, can you design, cut, and fold a pyramid? Challenge a friend or sibling to do this with you, giving yourself an hour or so. Debrief afterwards, and discuss what did and didn't work. If you could start over, what might you do differently? What other designs might work?
3. Use Model Magic™ and natural materials from outside in your yard to make a 3-D model showing the process of building pyramids. Show sledges, building materials, and a half-completed pyramid.
4. One reason that Egyptian arts remained so uniform was that painters of tombs used a grid system to make sure that all figures were exact copies, though they were often different sizes. This week, use grid techniques to enlarge a small Egyptian drawing (perhaps one of their idols) to make a large mural. Look in your resources for this week to find a small picture to copy.
 - Look at supporting links¹ or in your resource books and choose the drawing you want to enlarge.
 - Gather your materials: You may use posterboard or newsprint for your mural. You will need a pencil and a ruler or yardstick. If you use posterboard, you may use paints to finish your mural. If you use newsprint, markers or colored pencils will be a better choice.
 - Measure height and width. The height and width of your mural must have the same ratio as the height and width of the drawing. Ask your teacher for help if this is confusing.
 - Use a copy of the drawing you have chosen and draw a grid on top of the copy with your pencil and your ruler. Make sure the distances between the horizontal and vertical lines of your grid are all the same.
 - How many boxes does the grid you've drawn have? Is it 4 boxes by 5 boxes? Or 10 by 15? No matter how many, you must now divide your mural into the same number of boxes. Because your mural is larger, each box in the grid will be larger, but they must still all be the same size as each other. Make sure the short side of the mural has the same number of boxes as the short side of the drawing, and the long side of the mural has the same number as the long side of the drawing. Now that you have made both your grids, you are ready to start drawing.
 - Look at the box in the top right corner of your drawing. Still using your pencil, draw the part of the picture in that box into the top right corner box of your mural so that it looks like a larger version of itself. Make sure it fits into the mural box the same way that part of the drawing fit into its grid.
 - Copy each of the boxes from your drawing into your mural until the mural is complete and you have successfully enlarged the drawing.
 - Color in your mural with paint, markers, or colored pencils.
5. Imagine a pharaoh's court, and then write a skit that dramatizes a day in his life.

From *Ancient Egyptians and Their Neighbors*:

6. Construct a model garden. (Week 1 of 2)
7. Build a simple pyramid using sugar cubes on a paper plate.
8. Learn about hieroglyphic writing and write a secret note in hieroglyphs.
9. Read about Egyptian burial rituals and construct a coffin for a mummy.

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

HISTORY

Historical Introduction

This week, we'll finish our three-week mini-unit on ancient Egypt with a detailed study of Egyptian mythology. Egyptians chose to worship various aspects of God's creation instead of worshipping the Creator Himself. We will then be well positioned to read Moses' account of 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 them 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,¹ 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!

As we'll see this week, 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.

Threads

- Consider the pagan beliefs of Egyptians. Contrast them with biblical wisdom.
- Learn about the ancient Egyptian's method of writing: hieroglyphics.

PEOPLE	TIME LINE	VOCAUBLARY
	<p>1445 or 1446 B.C.</p> <p>Probable date for the Exodus according to most Bible dating systems</p>	<ul style="list-style-type: none"> <input type="checkbox"/> polytheism <input type="checkbox"/> judgement

Reading

- Early Times: The Story of Ancient Egypt* (Fourth Edition) by Suzanne Strauss Art, chapters 4-5 (Week 3 of 3)
- The Kregel Bible Atlas*, by Tim Dowley, p. 21-22 (stop at "Wilderness Wanderings")
- Technology in Ancient Egypt*, by Charlie Samuels, p. 34-35 (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

Accountability Questions

1. What is the difference between "superstition" and "religion"? Look up both words in a dictionary and then summarize the difference in your own words.

¹ 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.

2. Which were the major idols or “gods” of Egypt? List the ten or twelve deities that Egyptians considered the most important.
3. Egyptian idols were often pictured as animal/human combinations. Prepare to share details about two of these. (Your teacher may choose to assign you two specific “deities” to tell your classmates about in a mini-report.)
 - What did your chosen “deities” represent to the Egyptians?
 - What do scientists think is the most probable reason for these half-human representations?
4. Why did the Egyptians develop a pantheon of over 2,000 “deities”?

Thinking Questions

1. Were the Egyptians polytheists or pantheists? Using a dictionary, define these two terms precisely. Then answer the question, listing specific aspects of Egyptian beliefs that support your answer.
2. Connect factors in the Egyptian environment with the development of Egyptian religion.
 - What was the basis of the relationship between the Egyptians and their idols?
 - Outline ways that the climate and location of Egypt may have affected their belief system. For instance, did the Egyptians have a god of the mountains?
3. Why do you think Egyptian mythology included several versions of the stories of creation?
4. Consider the concept that the Egyptians worshipped evil gods in order to placate them. How is this different from a Christian’s reasons for worshipping God?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
6	<ul style="list-style-type: none"> <input type="checkbox"/> Dictation <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Writing Sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Look in your grammar book and review the proper punctuation of dialogue. <input type="checkbox"/> Practice dictation at least once this week and include sentences that contain dialogue. <input type="checkbox"/> Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under “Reference: Writing Construction.” <input type="checkbox"/> Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under “Reference.” <input type="checkbox"/> Write sentences from the information that you included in last week’s Graphic Organizers. File them under “Work in Progress” for use in Week 4. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Writing Sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Look in your grammar book and review the proper punctuation of dialogue. <input type="checkbox"/> Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under “Reference: Writing Construction.” <input type="checkbox"/> Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under “Reference.” <input type="checkbox"/> Write sentences from the information that you included in last week’s Graphic Organizers. File them under “Work in Progress” for use in Week 4. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Writing Sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Look in your grammar book and review the proper punctuation of dialogue. <input type="checkbox"/> Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under “Reference: Writing Construction.” <input type="checkbox"/> Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under “Reference.” <input type="checkbox"/> Write sentences from the information that you included in last week’s Graphic Organizers. File them under “Work in Progress” for use in Week 4. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
9	<ul style="list-style-type: none"> <input type="checkbox"/> Dialogue <input type="checkbox"/> Parts of a Sentence <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Sentence Structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Look in your grammar book and review the proper punctuation of dialogue. <input type="checkbox"/> Review the parts of a sentence, sentence combinations, and sentence structures. <input type="checkbox"/> Print and read (or review) the Talking Points about Writing Sentences. File them under the Reference section of your Grammar & Composition Notebook. <input type="checkbox"/> Write sentences from the information that you included in last week’s Graphic Organizers. File them under “Work in Progress” for use in Week 4. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

WORLDVIEW: BIBLE

Reading

- Read passages related to Exodus 6-18 in your youth Bible.
- Journey Through the Bible*, by V. Gilbert Beers, p. 58-67
- Jewish Holidays All Year Round*, by Ilene Cooper, p. 55-62

Exercises

After doing your assigned readings this week, answer the following questions in preparation for a discussion:

1. What did God repeatedly warn Moses to expect from Pharaoh as he confronted him?
2. From your reading of Scripture this week coupled with your general knowledge of the gospel, list some of God's ultimate aims in hardening Pharaoh's heart.
3. Focus this week on the fact that God used the events of the Exodus to call Israel to be a nation devoted to Him alone.
 - During the ten plagues, when did God start to make a distinction between Israelites and the Egyptians?
 - How did Pharaoh's repeated refusals help God to display a clearer and clearer the distinction between Egypt and Israel?
 - What was the final plague that God threatened against Pharaoh, and what distinction did God promise to make for the Israelites?
4. Do you believe that the Israelites fully understood God's plan during the dramatic events that you read in this week's Scripture chapters? Why, or why not?
5. Why is it sometimes hard to be faithful when God is working out His plan?
6. By what agency did death come to the land of Egypt?
7. By what agency were those firstborn, Israelite males who did not die that night saved?
8. Make a list of ways that the events of Passover or God's directives for observing the Passover offer types (foreshadowing) of the gospel?
9. How did the struggle between God and Pharaoh ultimately glorify God?

GEOGRAPHY

If you are also studying history or worldview with *Tapestry*, during your Bible reading this week, the story will pause at the foot of Mt. Sinai. On this week's map, trace the path that the Israelites probably took as they traveled out of Egypt to Mt. Sinai.

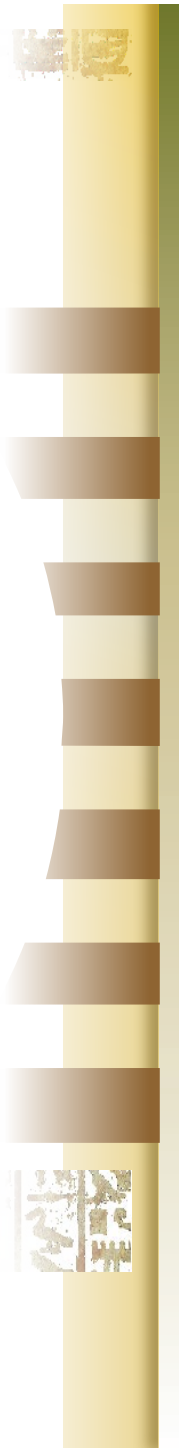
LITERATURE

Reading

Tales of Ancient Egypt, by Roger Lancelyn Green (J 398) prologue and section entitled “Tales of the Gods” (Week 1 of 3)

Worksheet 3

Write a brief description of each of the gods you read about this week.



Ra and his Children

Isis and Osiris

Horus the Avenger

Khnemu of the Nile

The Great Queen Hatshepsut

The Prince and the Sphinx

The Princess and the Demon

FINE ARTS & ACTIVITIES

Reading

Ancient Egyptians and their Neighbors, by Marian Broida (J 939) p. 8-17

Exercises

1. Finish your papier-mâché mummy. If you created it last week, paint it this week. (Week 2 of 2)

From *Ancient Egyptians and Their Neighbors*:

2. Fashion Egyptian clothes.
3. Finish your model garden. (Week 2 of 2)