

HISTORY

Historical Introduction

This week, you will begin to learn about Moses' world. Moses was an Israelite. His people were slaves in Egypt until God rescued them. God used Moses to help lead the Israelites away from Egypt.

Before he became the leader of the Israelites, Moses live with the Egyptians. He had been adopted by an Egyptian princess when he was a baby. He knew all about how the Egyptians worked, played, and dressed. He knew what they ate and what toys and pets they had. This week, you will learn about the sights Moses saw every day when he was a boy growing up in Egypt!

Threads

- Review with 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.

PEOPLE	VOCABULARY
<input type="checkbox"/> Moses	<input type="checkbox"/> delta <input type="checkbox"/> flax <input type="checkbox"/> flood <input type="checkbox"/> linen <input type="checkbox"/> reed <input type="checkbox"/> seed <input type="checkbox"/> soil <input type="checkbox"/> tunic <input type="checkbox"/> villa <input type="checkbox"/> year

Reading

- DK Eyewitness: Ancient Egypt*, by George Hart, p. 8-9, 32-35, 42-51, 54-59.
- Use Supporting Links for further information on Ancient Egypt.
- The Student Bible Atlas*, by Tim Dowley, p. 4-5
- SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 1-64 (Week 1 of 3)

Thinking

1. Name some things you can find on a map. Which ones are near your house? Which ones have you never seen?
2. Can you find Egypt on a map? How would you tell a friend where to look for it on the globe?
3. When Moses looked out his window as a boy, what did he see? Where did he play? What kinds of food did he eat?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Banks: Nouns	<input type="checkbox"/> Begin to build a Word Bank this week. Decide on the colors of your cards for each part of speech. <input type="checkbox"/> You can use pictures on the back of your Word Bank cards to help you remember the meanings of words. <input type="checkbox"/> Learn about nouns from your teacher. <input type="checkbox"/> Make noun cards for your Word Bank. Look around your house for ideas on which nouns to include. With your teacher's help, you could also include nouns that pertain to your history readings this week. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
2	<input type="checkbox"/> Word Banks: Nouns <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Ask your teacher to show you how to set up your Grammar & Composition Notebook. The first tabbed section will be labeled "Reference." The first page in this section should be entitled "Nouns." <input type="checkbox"/> Ask your teacher to explain (or review) what nouns are. Be able to recognize the differences between common and proper nouns. <input type="checkbox"/> Record as many nouns as you can in your notebook on your Nouns page. Distinguish which are common and which are proper nouns. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
3	<input type="checkbox"/> Parts of Speech: Nouns <input type="checkbox"/> Steps in the Writing Process <input type="checkbox"/> Grammar & Composition Notebook	<input type="checkbox"/> Ask your teacher to show you how to set up your Grammar & Composition Notebook. The first tabbed section will be labeled "Reference." This week, label a page "Nouns" and record the definition. If your grammar book has taught you more details about nouns, write them here. <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"/> What is your weakest area in the steps of the writing process? Write this down in your notebook under "Goals." <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 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:

1. 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.
2. 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.
3. 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,¹ 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.

¹ 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.

HISTORY

Historical Introduction

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.

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.

PEOPLE	VOCABULARY
	<input type="checkbox"/> breath <input type="checkbox"/> brick <input type="checkbox"/> death <input type="checkbox"/> dry <input type="checkbox"/> heart <input type="checkbox"/> life <input type="checkbox"/> mason <input type="checkbox"/> mummy <input type="checkbox"/> quarry <input type="checkbox"/> tomb

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.

Thinking

1. Do you know how to make a mummy? Describe the whole process from start to finish, if you can.
2. What were pyramids for? What kinds of things would you be likely to find inside a pyramid?
3. What is a pharaoh? What did they do? What did they look like? Where would you be likely to find one?

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Bank: Nouns <input type="checkbox"/> Draw and Caption	<input type="checkbox"/> Review and learn more about nouns from your teacher. <input type="checkbox"/> Add more noun cards to your Word Bank. <input type="checkbox"/> This week, learn how to draw and caption. <input type="checkbox"/> Start a “People of the Ancient World” book. You will be making a “draw and caption” representation for each famous person or people group you study this year. Here are some options for this week: <input type="checkbox"/> This week, use coloring book pictures or draw pictures of Pharaoh and Moses. <input type="checkbox"/> Draw and caption a picture of a pyramid. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
2	<input type="checkbox"/> Grammar & Composition Notebook <input type="checkbox"/> Word Bank: Pronouns	<input type="checkbox"/> In your Grammar & Composition Notebook, add a page entitled “Pronouns.” Put it behind the “Reference” tab. <input type="checkbox"/> Learn about or review pronouns with your teacher. <input type="checkbox"/> Record as many pronouns as you can in your notebook. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
3	<input type="checkbox"/> Dictation <input type="checkbox"/> Grammar & Composition Notebook <input type="checkbox"/> Parts of Speech: Pronouns <input type="checkbox"/> Steps in the Writing Process	<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"/> In your Grammar & Composition Notebook, add a page entitled “Pronouns,” and record their definition. If your grammar book has taught you more details about pronouns, write them here, too. File this information behind the “Reference” tab. <input type="checkbox"/> Review the steps in the writing process, focusing on the skill of pre-writing. <input type="checkbox"/> Do some prewriting by filling out a Graphic Organizer on one of the following topics. File it in your Grammar & Composition Notebook under “Work in Progress” for use during Week 3. <input type="checkbox"/> Describe the role of a pharaoh in ancient Egypt (<i>Writing Aids</i> Graphic Organizer: Describing Wheel). <input type="checkbox"/> Explain the steps taken in making a mummy (<i>Writing Aids</i> Graphic Organizer: Ladder Diagram). <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.

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 page¹ 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.

¹ <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**

HISTORY

Historical Introduction

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,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!

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

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

PEOPLE	VOCABULARY
	<input type="checkbox"/> faith <input type="checkbox"/> god <input type="checkbox"/> goddess <input type="checkbox"/> hero <input type="checkbox"/> idol <input type="checkbox"/> myth <input type="checkbox"/> nature <input type="checkbox"/> omen <input type="checkbox"/> story <input type="checkbox"/> worship

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.

Thinking

1. Some Egyptian idols had human bodies and animal heads. Which animals did the Egyptians worship in this way?
2. Have you learned any stories about the Egyptian “gods”? Which ones can you remember?
3. How many plagues did God inflict on the Egyptians? How many of them can you remember?

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.

Writing

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<input type="checkbox"/> Word Banks: Nouns <input type="checkbox"/> Draw and Caption	<input type="checkbox"/> Add more noun cards to your Word Bank. <input type="checkbox"/> Do more work on your “People of the Ancient World” book. <ul style="list-style-type: none"> <input type="checkbox"/> Represent the children of Israel being delivered from Egypt, using as many Draw and Caption pages as you need. <input type="checkbox"/> Using ten separate pages, Draw and Caption the plagues that God used to deliver His people from Egypt.
2	<input type="checkbox"/> Word Banks: Verbs	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about or review verbs with your teacher. <input type="checkbox"/> In your Grammar & Composition Notebook, add a page entitled “Verbs.” Put it behind the “Reference” tab. <input type="checkbox"/> Record as many verbs as you can in your notebook. Add more nouns and pronouns if you want to!
3	<input type="checkbox"/> Dictation <input type="checkbox"/> Parts of Speech: Verbs <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Writing Sentences	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking daily dictation. This week, apply this skill by combining sentences that your teacher gives you orally. <input type="checkbox"/> In your Grammar & Composition Notebook, add a page entitled “Verbs.” Record the definition; if your grammar book has taught you more details about verbs, write them here, too. File this information behind the “Reference” tab. <input type="checkbox"/> What are the parts of a complete sentence? Print and read the Talking Points about Writing Sentences. File them in your Grammar & Composition Notebook under “Reference.” <input type="checkbox"/> Print and read the Talking Points about Sentence Combinations. File them in your Grammar & 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 7.

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?