

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’ll study how his neighbors lived: how they worked, played, and dressed. We’ll learn what they ate and what kinds of toys and pets they had. 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 connected with Egypt’s everyday life, her highest places of government, and her system of worship.

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 way of understanding what the book of Genesis might 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.
- 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"/> ancient <input type="checkbox"/> amulet <input type="checkbox"/> famine <input type="checkbox"/> desert <input type="checkbox"/> papyrus <input type="checkbox"/> artifact <input type="checkbox"/> regent <input type="checkbox"/> linen <input type="checkbox"/> pharaoh <input type="checkbox"/> tunic

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
4	<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). Under Noun and Verb, write their definitions. <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.
5	<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.
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.

“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**Reading**

- Read stories related to Exodus 1:8-2:10 in your children's Bible.
- What the Bible is All About: Bible Handbook for Kids*, by Blankenbaker and Mears, p. 9-13, 16-23

Exercises

1. With your teacher's help, familiarize yourself with (or review) the general layout of the Bible.
 - Your teacher may want to do some simple Bible drills that will enable you to quickly and easily find such key books as Genesis, Exodus, Psalms, and the four gospels.
 - Your teacher may direct you to begin memorizing the books of the Bible in order.
 - What is your favorite Bible story? Your teacher can help you to find it after you've learned to better find your way around your Bible. Read it aloud to your teacher from your Bible this week.
2. After you've learned a bit about your Bible's structure, see if you can answer these questions for your teacher by this week's end:
 - How many major sections are there in the Bible?
 - What historical event divides the two sections?
 - How many books are in the Bible?
3. Moses was born to slave parents in Egypt, and then grew up as the foster child of the Pharaoh's sister.
 - You and your teacher will be talking about the fact that Moses played and learned and grew like you do today. Prepare to share with your teacher: What kinds of sights, sounds, and games or pastimes might Moses have enjoyed, both in his mother's slave hut and in his foster mother's palace?
 - Though his birth mother, Jochebed, was his nurse and he lived in his father, Amram's, house for several years, until Moses was grown up, he could not acknowledge or honor them as his parents. Think about this as you prepare to talk with your teacher about how that might have felt.
4. What problem did Pharaoh have with the Israelites, and how did he try to solve it?
5. What name did Pharaoh's daughter give to the baby she found? Why?
6. In what kind of setting did Moses, who was born a slave, grow up after he left his mother?

GEOGRAPHY

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

1. Review previous studies by labeling the following on a map in your workbook:

Continents of the world

- | | | |
|--|-------------------------------------|------------------------------------|
| <input type="checkbox"/> North America | <input type="checkbox"/> Africa | <input type="checkbox"/> Asia |
| <input type="checkbox"/> South America | <input type="checkbox"/> Antarctica | <input type="checkbox"/> Australia |
| <input type="checkbox"/> Europe | | |

Oceans of the world

- | | |
|---|---|
| <input type="checkbox"/> Atlantic Ocean | <input type="checkbox"/> Arctic Ocean |
| <input type="checkbox"/> Pacific Ocean | Some add: |
| <input type="checkbox"/> Indian Ocean | <input type="checkbox"/> Southern Ocean |

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 | | | |

2. OPTIONAL: 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 |

3. Label a paper map of Egypt (in your workbook) with the following features. Alternatively, you can make a salt map that you paint and label.

- | | | | |
|--|--------------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Mediterranean Sea | <input type="checkbox"/> Upper Egypt | <input type="checkbox"/> 1 st Cataracts | <input type="checkbox"/> Red Lands |
| <input type="checkbox"/> Nile River | <input type="checkbox"/> Lower Egypt | <input type="checkbox"/> 2 nd Cataracts | <input type="checkbox"/> Black Lands |
| <input type="checkbox"/> Red Sea | <input type="checkbox"/> Nile Delta | <input type="checkbox"/> 3 rd Cataracts | |
- Shade the region where the “black land” would have been, in green, on your map.
- Shade the region where the “red land” would have been, in brownish red.

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 or reviewing this week (they are listed above in #1 under “Major geographic terms”).

- See a recipe for salt dough below.
- You can copy your salt map from a resource map, an imaginary place,¹ or make it up from your imagination!
- Your map should be of a coastal region and progress from mountains to sea level, including islands and archipelago.
- 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

- ❑ *Ancient Egypt (Make it Work)* by Andrew Haslam (J 932) p. 14-15, 26-27, 32-33, 44-47 (Week 1 of 4)
- ❑ *A Child's Introduction to Art*, by Heather Alexander (J 750) p. 8-11

Exercises

This week's suggestions and directions are as follows:

1. If you have not already set up your notebook for this year, do so this week with your teacher's help. 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. If you make a salt map of Egypt for your geography assignment, make a working Nile River so that you can see how it flows up!
4. From your art history book, read about and observe, ancient Egyptian art.

From *Ancient Egypt (Make it Work!)*:

5. Make a beaded collar ("pectoral").
6. Craft a reed boat.
7. With parental supervision, use balsa wood and a craft knife to make the ancient board game called Senet. When you are finished, you can play it with your family and friends!

LITERATURE

Reading

Peeps at Many Lands: Ancient Egypt, by James Baikie, chapters I-VIII (Week 1 of 2)

Worksheet 1

Egyptians lived their lives very differently from how you live yours. Write descriptions of Egyptians' lives in the following areas.

Home and Family



Sickness, disease,
or injury



Political leaders



Worship and prayer



In the spaces below, write quotations from your book about the Nile River.

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"/> Akhenaten <input type="checkbox"/> Tutankhamun <input type="checkbox"/> Ramesses II (the Great) <input type="checkbox"/> Ramesses III <input type="checkbox"/> Hatshepsut	<input type="checkbox"/> burial <input type="checkbox"/> embalm <input type="checkbox"/> pyramid <input type="checkbox"/> scribe <input type="checkbox"/> shroud <input type="checkbox"/> canopic jar <input type="checkbox"/> dynasty <input type="checkbox"/> mortuary <input type="checkbox"/> natron <input type="checkbox"/> vizier

Reading

- DK Eyewitness: Ancient Egypt*, by George Hart, p. 6-7, 10-23, 66-67
- Use Supporting Links for further information on Ancient Egypt.
- Pyramid*, by David MacAulay (J 932)
- SUGGESTED READ-ALoud: *A Cry from Egypt*, by Hope Auer, p. 65-126 (Week 2 of 3)

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
4	<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, record the definition of a pronoun. File this information behind the "Reference" tab. You will be writing the definitions of the other parts of speech in future weeks. <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, one for each of 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 commoner in ancient Egypt. Describe how a king is important in your society (<i>Writing Aids</i> Graphic Organizer: Describing Wheel). <input type="checkbox"/> Explain one of the burial customs of the ancient Egyptians (<i>Writing Aids</i> Graphic Organizer: Simple Cluster Diagram). <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
5	<input type="checkbox"/> Dictation <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"/> 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 system of Egyptian government (<i>Writing Aids</i> Graphic Organizer: Line Diagram). <input type="checkbox"/> Explain the steps in mummification (<i>Writing Aids</i> Graphic Organizer: Sequencing Chart). <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
6	<input type="checkbox"/> Dictation <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"/> 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.

WORLDVIEW: BIBLE**Reading**

- Read stories related to Exodus 2:11-5:23 in your children's Bible.
- What the Bible is All About: Bible Handbook for Kids*, by Blanken-baker and Mears, p. 35-37 (stop before "Chapters 7-10")

Exercises

Discuss with your teacher the answers to the following questions:

1. Why did Moses kill a man?
2. Where did Moses go after he fled from Pharaoh?
3. What did Moses notice about a bush while he was tending his flocks one day?
4. For what specific reasons did Moses think that he would not make a good leader? What did the LORD say to him about this?
5. How did Pharaoh first respond to Moses' request to let the LORD's people go?

GEOGRAPHY

1. Label these man-made places on a map of Egypt found in your workbook.
 - Memphis
 - Thebes
 - Red Sea
 - Nubia
 - Location of the Sphinx and the Great Pyramids
2. If necessary, finish any geography assignments left from last week.
3. 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)

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

FINE ARTS & ACTIVITIES

Reading

Ancient Egypt (Make it Work) by Andrew Haslam (J 932) p. 38-41, 54-55 (Week 2 of 4)

Exercises

1. 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 the 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.
2. Look at pictures of hieroglyphics in your history books or online. See if you can replicate any of them on paper that looks old or like papyrus.
3. Using small bricks you make by hand or toy building blocks, try making a model of a pyramid.

From *Ancient Egypt (Make it Work)*:

4. Use Plaster of Paris to replicate a tomb painting.
5. With supervision from an adult, make a pen case out of balsa wood.
6. Create a death mask out of modeling clay and cardboard.

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

LITERATURE

Reading

Peeps at Many Lands: Ancient Egypt, by James Baikie, chapters IX-XIII (Week 2 of 2)

Worksheet 2

Write two facts about each of the following topics:







Write “person” or “place” to identify each of the following:

Soudan

Punt

Nehsi

Parihu

Karnak

Merenptah

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

- Read about the Egyptian religion and the gods which the Egyptians worshipped.
- Learn how religion affected the Egyptians’ daily lives.

PEOPLE	VOCABULARY	
	<input type="checkbox"/> festival <input type="checkbox"/> goddess <input type="checkbox"/> god <input type="checkbox"/> idol <input type="checkbox"/> priest <input type="checkbox"/> religion <input type="checkbox"/> temple <input type="checkbox"/> worship	<input type="checkbox"/> afterlife <input type="checkbox"/> myth <input type="checkbox"/> oracle <input type="checkbox"/> omen <input type="checkbox"/> purify <input type="checkbox"/> relief <input type="checkbox"/> ritual <input type="checkbox"/> sanctuary <input type="checkbox"/> shrine <input type="checkbox"/> superstition

Reading

- DK Eyewitness: Ancient Egypt*, by George Hart, p. 24-25
- Use Supporting Links for further information on Ancient Egypt.
- 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

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
4	<ul style="list-style-type: none"> <input type="checkbox"/> Dictation <input type="checkbox"/> Parts of Speech: Adjectives and Adverbs <input type="checkbox"/> Sentence Combinations <input type="checkbox"/> Writing Sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Practice taking dictation at least three times this week, focusing on combining short sentences that your teacher gives you orally. <input type="checkbox"/> In your Grammar & Composition Notebook, record the definitions of adjectives and adverbs. File this information behind the “Reference” tab. You will be writing the definitions of the other parts of speech in future weeks. <input type="checkbox"/> Define 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 4. <input type="checkbox"/> Do any writing worksheet(s) that your teacher gives you.
5	<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"/> Practice taking dictation at least twice this week, focusing on combining short sentences that your teacher gives you orally. <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.
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.

WORLDVIEW: BIBLE**Reading**

- Read stories related to Exodus 6-18 in your children's Bible.
- What the Bible is All About: Bible Handbook for Kids*, by Blankenbaker and Mears, p. 37-38
- Walk with Y'shua Through the Jewish Year*, by Wertheim et al., section on Passover

Exercises

1. List the ten plagues that God sent on Egypt.
2. Why did God send these ten plagues?
3. God told Moses repeatedly that he was going to harden Pharaoh's heart so that He would be glorified. This is a big idea. How was God glorified because Pharaoh's heart was hardened?
4. What was the Egyptians' basis for hope concerning eternal life?
5. Do you think that the ancient Egyptians really believed the mythical tales that we are reading about this week in our history studies? If so, why did they believe them?
6. What are the differences between the supernatural stories that the Egyptians recounted about their origins and their early heroes and the miracles that are recorded in the Bible?

GEOGRAPHY

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

FINE ARTS & ACTIVITIES

Reading

Ancient Egypt (Make It Work) by Andrew Haslam (J 932) p. 10-11, 30-31, 36-37 (Week 3 of 4)

Exercises

From *Ancient Egypt (Make it Work)*:

1. Shape a pot, using clay or salt dough.
2. Make and wear sandals and/or a tunic.
3. Make a sistrum or harp.

LITERATURE

Reading

Voices of Ancient Egypt, by Kay Winters

Worksheet

Answer the following questions:

1. Who copies retold tales? _____
2. Who scatters seed? _____
3. Who says the cows are his kin? _____
4. Which person says the Nile is his workplace? _____
5. Whose job takes 89 days to complete? _____
6. Who uses an adze and mallet to shape wood? _____
7. Whose work glitters almost as bright as the sun god, Re? _____
8. Who lays out gifts for the goddess, Hathor? _____
9. Who thinks that no feast is complete without her presence? _____
10. Which god does the farmer worship? _____

Try to draw your own hieroglyphs below.

