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(Samples and purchases)

No one wants to scroll through dozens or hundreds of pages! For that reason, we have provided bookmarks in all our PDFs.

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(Visitors and Customers)

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- Inspiration and Training section: articles, audios, and videos.

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- Get information about all things *Tapestry*-related, including new products, sales, and updates.

- Chat with other *Tapestry* users and with staff who can answer questions.

- Visit an online *Tapestry* group (there are at least five) and explore group options for next year

- Visit the online private school, Lucerna Academy, that offers paid classes using *Tapestry*.

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(purchases only)

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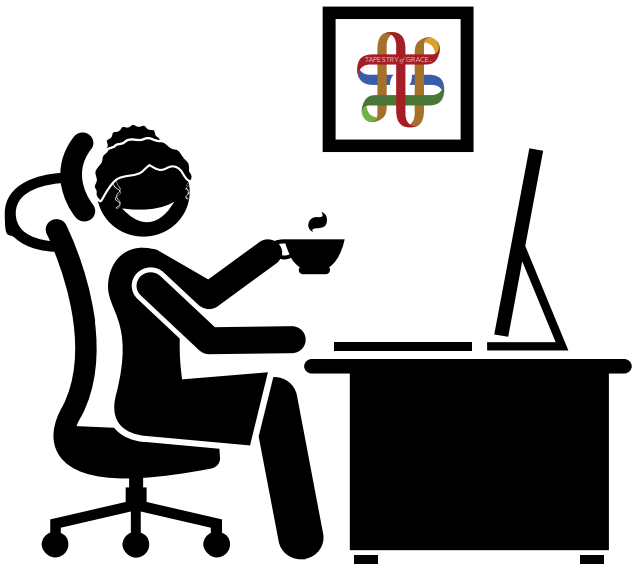

Questions? Clarifications? Suggestions?

Email Us: support@tapestryofgrace.com

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
☐ Moses	☐ ancient ☐ amulet ☐ famine ☐ desert ☐ papyrus ☐ artifact ☐ regent ☐ linen ☐ pharaoh ☐ 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?

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Writing

Level	Genres	Instructions and Topics
4	☐ Parts of Speech: Nouns and Verbs ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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. ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Parts of Speech ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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). ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Parts of Speech: Nouns and Verbs ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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). ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.

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"Why Study History?": A Scriptual 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.*

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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.*

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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?

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1 Curtain Rises on Egypt: Gift of the Nile

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 amap in your workbook:

Continents of the world

- ❑ North America
- ❑ South America
- ❑ Europe
- ❑ Africa
- ❑ Antarctica
- ❑ Asia
- ❑ Australia

Oceans of the world

- ❑ Atlantic Ocean
- ❑ Pacific Ocean
- ❑ Indian Ocean
- ❑ Arctic Ocean

Some add:

- ❑ Southern Ocean

Major geographic terms

- ❑ equator
- ❑ longitude
- ❑ latitude
- ❑ isthmus
- ❑ mesa
- ❑ strait
- ❑ estuary
- ❑ archipelago
- ❑ glacier
- ❑ piedmont
- ❑ fall line
- ❑ arroyo
- ❑ chasm
- ❑ reservoir
- ❑ precipice
- ❑ cataracts
- ❑ fiord or fjord

2. Optional: Learn or review major features of Africa. Looking at a resource map, label the following on a map in your workbook:

- ❑ Sahara Desert
- ❑ Sudan (area, not country)
- ❑ Atlas Mountains
- ❑ Indian Ocean
- ❑ Congo River
- ❑ Zambezi River
- ❑ Cape of Good Hope
- ❑ Atlantic Ocean
- ❑ Niger River
- ❑ Lake Tanganyika
- ❑ Lake Malawi
- ❑ 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.

- ❑ Mediterranean Sea
- ❑ Nile River
- ❑ Red Sea
- ❑ Upper Egypt
- ❑ Lower Egypt
- ❑ Nile Delta
- ❑ 1st Cataracts
- ❑ 2nd Cataracts
- ❑ 3rd Cataracts
- ❑ Red Lands
- ❑ Black Lands
- ❑ 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*.

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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!

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1 Curtain Rises on Egypt: Gift of the Nile

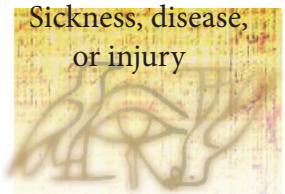
Literature

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.

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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
☐ Akhenaten	☐ burial
☐ Tutankhamun	☐ embalm
☐ Ramesses II (the Great)	☐ pyramid
☐ Ramesses III	☐ scribe
☐ Hatshepsut	☐ shroud
	☐ canopic jar
	☐ dynasty
	☐ mortuary
	☐ natron
	☐ 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?

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2 Pharaohs and Pyramids

Writing

Level	Genres	Instructions and Topics
4	☐ Dictation ☐ Grammar & Composition Notebook ☐ Parts of Speech: Pronouns ☐ Steps in the Writing Process	☐ 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. ☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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. ☐ Pretend you are a commoner in ancient Egypt. Describe how a king is important in your society (*Writing Aids* Graphic Organizer: Describing Wheel). ☐ Explain one of the burial customs of the ancient Egyptians (*Writing Aids* Graphic Organizer: Simple Cluster Diagram). ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Dictation ☐ Steps in the Writing Process	☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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.) ☐ Describe the system of Egyptian government (*Writing Aids* Graphic Organizer: Line Diagram). ☐ Explain the steps in mummification (*Writing Aids* Graphic Organizer: Sequencing Chart). ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Dictation ☐ Steps in the Writing Process	☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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.) ☐ Pretend you are a worker helping to build a pyramid. Describe the busy, active workplace that you see around you (*Writing Aids* Graphic Organizer: Sensory Chart). ☐ Explain why the interior of pyramids were built as they were (*Writing Aids* Graphic Organizer: Simple or Advanced Cluster Diagram). ☐ Do any writing worksheet(s) that your teacher gives you.

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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?

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2 Pharaohs and Pyramids

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 page[1] 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

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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 links[1] 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 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

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2 Pharaohs and Pyramids

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:

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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	
	☐ festival ☐ goddess ☐ god ☐ idol ☐ priest ☐ religion ☐ temple ☐ worship	☐ afterlife ☐ myth ☐ oracle ☐ omen ☐ purify ☐ relief ☐ ritual ☐ sanctuary ☐ shrine ☐ 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 inf lict 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.

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Writing

Level	Genres	Instructions and Topics
4	☐ Dictation ☐ Parts of Speech: Adjectives and Adverbs ☐ Sentence Combinations ☐ Writing Sentences	☐ Practice taking dictation at least three times this week, focusing on combining short sentences that your teacher gives you orally. ☐ 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. ☐ 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." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar & Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Dictation ☐ Sentence Combinations ☐ Writing Sentences	☐ Practice taking dictation at least twice this week, focusing on combining short sentences that your teacher gives you orally. ☐ Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under "Reference: Writing Construction." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Dictation ☐ Sentence Combinations ☐ Writing Sentences	☐ Look in your grammar book and review the proper punctuation of dialogue. ☐ Practice dictation at least once this week and include sentences that contain dialogue. ☐ Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under "Reference: Writing Construction." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.

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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?

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3 Egyptian Polytheism and the Judgment of God

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.

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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.

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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.

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History

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.

Reading & Materials

- ❑ 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
  - ❑ Optional Suggested Read-Aloud: *A Cry from Egypt*, by Hope Auer, p. 1-64 (Week 1 of 3)

Teacher's Check List

- ❑ Our optional prompt for handwriting embraces upper grammar students who are still learning cursive handwriting and those who need to learn touch-typing/keyboarding. You may wish to plan in typing lessons from a program that you purchase separately.
- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 4, 5, or 6) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L4, L5, or L6).
- ❑ If you have not done so already, you will need to take time this week to set up notebooks and explore the *Loom* documents (see the Year One page of *Tapestry* Online) for helpful setup information.
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.
- ❑ As your children do more and more independent work, you may want to conflate "classes" to twice or three times per week.
- ❑ As you feel led, go over "Why Study History?": A Scriptural Basis (found at the end of this week's History) with your student. Discuss with students why it is important to study history, and establish a scriptural basis for doing so.

People	Vocabulary	
☐ Moses	☐ ancient	☐ artifact
	☐ amulet	☐ regent
	☐ famine	☐ linen
	☐ desert	☐ pharaoh
	☐ papyrus	☐ tunic

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1 Curtain Rises on Egypt: Gift of the Nile

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.

Thinking

1. Name some things you can find on a map. Which ones are near your house? Which ones have you never seen?
   Answers may vary. Some answers you may recieve are:
   - ❑ *Rivers*
   - ❑ *Lakes*
   - ❑ *Mountains*
   - ❑ *Deserts*
   - ❑ *Oceans*
   - ❑ *Roads*
2. Can you find Egypt on a map? How would you tell a friend where to look for it on the globe?
   Answers may vary. Here is a sample answer: You can find Egypt by looking at the top of Africa and near the bottom right of the Mediterranean Sea. You could also look for the Nile River near the top of Africa; it is a long river with forks on the top.
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?
   Answers may vary. Here is a sample answer: If Moses looked out his window as boy, he may have seen desert land and Egyptian buildings. He may have seen common people of Egypt and perhaps even pyramids! He may have played in the Pharoah's palace instead of in the streets, and he may have eaten foods such as grains and fish.

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Writing

Level	Genres	Instructions and Topics
4	☐ Parts of Speech: Nouns and Verbs ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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. ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Parts of Speech ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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). ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Parts of Speech: Nouns and Verbs ☐ Steps in the Writing Process ☐ Grammar & Composition Notebook	☐ 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). ☐ From *Writing Aids*, 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. ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week...

Week 2: Pharaohs and Pyramids	
Upper Grammar	The History assignment could be quite lengthy, so determine your own "threads" before making this assignment as-is.
Teacher	There are no special concerns this week.

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1 Curtain Rises on Egypt: Gift of the Nile

"Why Study History?": A Scriptual 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.

Below are a few Scriptures with some questions. 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.

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.*

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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.

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1 Curtain Rises on Egypt: Gift of the Nile

Worldview: Bible

Threads

- ❑ Students should read in children's Bibles or an adult Bible about Moses' early childhood.
- ❑ They should become aware that ancient Egypt was the culture in which Moses grew up.

Reading & Materials

- ❑ 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
- ❑ A way of storing work in progress, and a place to file completed work, such as a three-ring binder or file folder.

Teacher's Check List

- ❑ Choose your plan(s) for the next week (or two) and print them if desired.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ As your children do more independent work, consider conflating "classes" to twice or three times per week.
- ❑ Determine a storage system to begin the year. (You can always tweak/change it later!)

Worldviews Introduction

Perhaps you have never heard the terms "**common grace**" and "**special grace**." Theologians use them to distinguish differing acts of God in believers' lives. **Common grace** describes the kindness and mercy that God pours out on the entire world. The sun shines, the rain falls, and the crops grow. People live and love and laugh. All enjoy life sometimes, and God has mercy time and again on all human sinners everywhere, during all historical periods.

Special grace is that grace reserved for God's chosen people. It is His special care, concern, love, and mercy that is over and above common grace. Special grace may be likened to the special relationship your children have with you. While you are kind to all children, and wish them well, you are responsible to care for and love and instruct your own children in a special way that is different from the way you treat all other children.

Of course, grace is—well—grace! It is the unmerited favor of God towards human sinners. But it is often helpful to look at the ways God's grace works out in history, and these terms have helped many to more fully understand God's amazing grace. It has been aptly said that "God is kind in some ways towards all, and in all ways towards some."

Make it clear, as you study the daily habits of Egyptians, that their lives contained only common grace. Even with common grace, they enjoyed no modern medical care, no electricity, and most endured grinding poverty or slavery.

Scriptural basis for "common grace"

Matthew 5:44-45
But I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.

2 Peter 3:9
The Lord is not slow in keeping his promise, as some understand slowness. He is patient with you, not wanting anyone to perish, but everyone to come to repentance.

John 3:16
For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.

Scriptural basis for "special grace"

Job 36:7
He does not take his eyes off the righteous; he enthrones them with kings and exalts them forever.

Psalm 34:15
The eyes of the Lord are on the righteous and his ears are attentive to their cry.

Isaiah 41:9-10
I took you from the ends of the earth, from its farthest corners I called you. I said, "You are my servant"; I have chosen you and have not rejected you. So do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand.

Jeremiah 31:3
The Lord appeared to us in the past, saying: "I have loved you with an everlasting love; I have drawn you with loving-kindness."

Matthew 6:26
Look at the birds of the air; they do not sow or reap or store away in barns, and yet your heavenly Father feeds them. Are you not much more valuable than they?

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Discussion Instructions

Week by week, we recommend that your student listen to or read for themselves a children's Bible and a few pages of some supportive resources, as listed in the reading assignments. Here are our thoughts in thus arranging *Tapestry* plans:

1. We plan to cover a majority of the Bible in our survey over the 36 weeks of Year 1 (for most families, this means a 9-month time period). This is a lot to cover, and these children are young! We favor children's Bibles because they cover the stories (the facts) of the Bible without burdening small children with too much detail.
   Note: We in no way feel that the actual Bible (in translation) should be withheld from students as a means of grace for parenting, sanctification, memorization, etc. It is purely for the purposes of *surveying* the Bible that we suggest substituting a Bible storybook.
2. With upper grammar students (who are reading independently) we are providing questions in the Student Manual, but we strongly recommend that you not require these young students to answer them in written format. The most we suggest is that they look them over and see if they can answer them. The questions will undergird the brief discussion outlines that we provide most weeks in this section of the Teacher's Notes. We don't feel that discussion is mandatory at this age, however the Bible survey is uniquely tied to shaping your child's spirituality. Your home is the place for bringing personal applications to Bible readings. Our guides will therefore often encourage you to share anecdotes from your own life as a Christian, and go beyond the questions we've given your student in order to seize this year's study as a springboard for spiritual growth. If your upper grammar child is fluently reading, you can just allow him to enjoy his Bible storybook without closely checking his comprehension. However, parents have asked us for guidance on how to discuss the readings with children of this age, so we do provide this sample for you, week by week. We hope it serves you!

As is always the case in using *Tapestry of Grace*, you are free to use, adapt, change, or ignore any of our suggested approaches to teaching. You know your child best, and should decide which of our suggestions to follow.

Discussion Questions

1. Familiarize your student with (or review with him) the general layout of the Bible. You may also want to do simple Bible drills, assisting him if necessary, so that he can find the books that he needs to in the year ahead.
2. Students who are able can also begin memorizing the books of the Bible, in order. (You will not be reminded of this throughout the year, so make a note in a place so that you won't forget this ongoing task.)
   - ❑ The purpose for memorizing the names of the books of the Bible in order is to enable your child to easily find passages therein for the rest of his life.
   - ❑ Ask your student what his favorite Bible story is and help him to find it in his Bible. Then, show him how his memory work will make that task easier in the future.
3. Ask your student, "How many major sections are there in the Bible?"
   There are two major sections in the Bible: the Old Testament and New Testament.
4. Ask, "What happened in history that divides the two sections?"
   There are about 400 years between the events recorded in the last books of the Old Testament and the events recorded in the New Testament. Christ's birth is the event that begins the New Testament.
5. Ask, "How many books are in the Bible?"
   - ❑ *There are 66 books in the Bible.*
   - ❑ Dwell on the fact that these 66 books are the very Word of God: living and active and able to provide wisdom and guidance to all of life's situations, including providing invaluable insight into your child's heart.
   - ❑ Share the interesting fact that these 66 books were written by a wide variety of people (farmers, soldiers, statesmen, shepherds, fishermen, scholars, and tent makers, to name just a few) over a very long time (thousands of years, even if just dating from Moses), yet the message of this glorious book is unified and consistent: it is the good news that mankind, while fallen and hopeless in itself, has been provided the means of salvation in Jesus Christ's finished work on the cross alone.

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6. Optional: If you are also using *Tapestry*'s History Spool this week, then you have been learning about the land where Moses was born and grew up: ancient Egypt. The book of Exodus records that Moses was born to slave parents in Egypt, and then grew up in the royal palace complex as the foster child of the Pharaoh's sister. Talk with your youngster about these conditions, and relate them both to the history studies this week and also to some human elements in Moses' story.
   - ❑ Talk about the fact that Moses played and learned and grew like your child does today. Ask your child to share from his history work: "What kinds of sights, sounds, and games or pass times might Moses have enjoyed, both in his mother's slave hut and in his foster mother's palace?"
     Answers will vary. You might want to employ some of your history resources to give images that you can then talk about with your child as you both picture Moses in this setting.
   - ❑ 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. Talk with your child about how that might have felt.
     Note: This is speculation, so do not confuse your child with what the Bible actually says about Moses' childhood. The purpose of this question is to help young students to remember, as they learn about Egypt, that the Bible is a book about real people. This week's overall *Tapestry* study is devoted to finding out all the real, everyday activities of Moses' world!
     Answers will vary.
7. Ask, "What problem did Pharaoh have with the Israelites, and how did he try to solve it?"
   - ❑ *Pharaoh was afraid that the Israelites had become so numerous a subculture within Egypt that, if war broke out, they would join his enemies (Exodus 1:9-10).*
   - ❑ *His response was to oppress them as slaves, but they only multiplied in numbers all the more (Exodus 1:8-14).*
   - ❑ *Finally, he gave the harsh and cruel order that all male babies must be exposed (thrown into the Nile River where they would certainly perish) (Exodus 1:22).*
8. Ask, "What name did Pharaoh's daughter give to the baby she found? Why?"
   - ❑ *She named him Moses because she drew him out of the water (Exodus 2:10).*
   - ❑ Share with your student how this name has a double meaning, in that Moses will grow up to be the one who draws God's chosen nation out of Egypt.
9. Ask, "In what kind of setting did Moses, who was born a slave, grow up after he left his mother?"
   - ❑ *Moses grew up in Pharaoh's household, which would have been the center of power, wealth, and religious emphasis in Egypt (Exodus 2:10).*
   - ❑ Moses could well have been turned from faith in the God of his fathers during these years. We can speculate that early training in his parents' home was effectively used by God's Spirit to keep his heart steadfast. (What an encouragement for mothers to carefully instruct young children in the ways of the Lord!)
   - ❑ The Bible pictures Egypt over and over again as the center of worldly temptations and pride. It was one of the most sophisticated cultures of the Ancient World. Show children that this rich and well-established culture would definitely presented temptations for any young man, and especially so in a privileged household of that culture. If you wish, share a time when worldiness was a temptation for you, and how God kept you strong as you resisted that temptation.

Glance Into Next Week...

There is no Glance this week.

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GEOGRAPHY

Threads

- ❑ Review/teach, as necessary, the continents, oceans, major mountain ranges, major deserts, and major river systems of the world.
- ❑ Learn the peculiar aspects of the Nile River: its direction of flow (north, which is "up" on most maps) and its yearly flood pattern.
- ❑ Color and label outline maps of Egypt and Africa.
- ❑ Make a salt map of an imaginary country.

Reading & Materials

- ❑ Map(s) for the student: Ancient Egypt, Ancient Africa, World
- ❑ Map(s) for you, the teacher: Ancient Africa, Ancient Egypt, World
- ❑ A way of storing work in progress, and a place to file completed work, such as a three-ring binder or file folder.

Teacher's Check List

- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ Please see the *Loom* for suggested approaches to geography, and then purchase necessary materials to get started.
- ❑ Determine a storage system to begin the year. (You can always tweak/change it later!)

Geographical Introduction

Note: See the Year 1 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.

Exercises

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:

<u>Continents of the world</u>

- ❑ North America
- ❑ South America
- ❑ Europe
- ❑ Africa
- ❑ Antarctica
- ❑ Asia
- ❑ Australia

<u>Oceans of the world</u>

- ❑ Atlantic Ocean
- ❑ Pacific Ocean
- ❑ Indian Ocean
- ❑ Arctic Ocean

Some add:

- ❑ Southern Ocean

<u>Major geographic terms</u>

- ❑ equator
- ❑ longitude
- ❑ latitude
- ❑ isthmus
- ❑ mesa
- ❑ strait
- ❑ estuary
- ❑ archipelago
- ❑ glacier
- ❑ piedmont
- ❑ fall line
- ❑ arroyo
- ❑ chasm
- ❑ reservoir
- ❑ precipice
- ❑ cataracts
- ❑ fiord or fjord

2. OPTIONAL: Learn or review major features of Africa. Looking at a resource map, label the following on a map in your workbook:
   - ❑ Sahara Desert
   - ❑ Sudan (area, not country)
   - ❑ Atlas Mountains
   - ❑ Indian Ocean
   - ❑ Congo River
   - ❑ Zambezi River
   - ❑ Cape of Good Hope
   - ❑ Atlantic Ocean
   - ❑ Niger River
   - ❑ Lake Tanganyika
   - ❑ Lake Malawi
   - ❑ 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.
   - ❑ Mediterranean Sea
   - ❑ Nile River
   - ❑ Red Sea
   - ❑ Upper Egypt
   - ❑ Lower Egypt
   - ❑ Nile Delta
   - ❑ 1st Cataracts
   - ❑ 2nd Cataracts
   - ❑ 3rd Cataracts
   - ❑ Red Lands
   - ❑ Black Lands
   - ❑ 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.

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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!

Glance Into Next Week...

There are no special concerns for this week.

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*.

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Fine Arts And Activities

Threads

Note: Each week, the Student Manual contain ideas for ways that your young student can "experience" the historical period that you are studying. See the Year 1 Arts & Activities page on the *Tapestry* website each week for even more ideas.

- ❑ Choose one or more hands-on projects that will help your student to "experience" life along the Nile.
- ❑ Students should set up their notebooks if they have not already done so.
- ❑ Read about, and observe, ancient Egyptian art.

Reading & Material

- ❑ 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
- ❑ A way of storing work in progress, and a place to file completed work, such as a three-ring binder or file folder.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.
- ❑ Setting up your notebook: Have on hand a three-ring binder. Ideally, it should be one that takes a student-created cover.
- ❑ Making a beaded collar:
  - ❑ compass (to draw circles)
  - ❑ cardboard
  - ❑ rolling pin
  - ❑ modeling clay
  - ❑ plaster of paris
  - ❑ paints

Teacher's Check List

- ❑ Read the artistic background below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ Determine a storage system to begin the year. (You can always tweak/change it later!)
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

Artistic Introduction

Artisic introduction sections here in the Teacher's Notes will usually focus on Art History (including analyses of painting, sculpture, and architecture). Some basic Art History is often incorporated into history text books, but we will take time to look further at ancient art from an artistic perspective. To that end, we will spend some time in the upcoming weeks covering the formal art elements; we will also note important aesthetic trends, etc. Our commentary is here primarily to help you and your students learn to observe art with an analytical eye.

Directions for Hands-On Projects are found in the Student Manual, though occasionally a long or complex project will require further commentary here. Doing activities adds interest to the study of history, so try to set aside time for your students to do some of them!

1. Drawing is an important skill for any student, regardless of age. It requires close observation, which is a valuable skill in any discipline. You need no special urging or instruction to make use of this tool as a teacher. For example, whether we suggest it or not, you could encourage your student to draw the various aspects of Egyptian life (from illustrations he finds in his resource books) this week. He could illustrate his writing assignments with descriptive paragraphs.
2. There are various coloring books of Egyptian life available, especially from Dover publishers. Younger students, or those who feel insecure about drawing, could spend some time coloring them with colored pencils and creating colorful inserts for their portfolios or their lapbooks on Egypt.

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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 this week, 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!

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.

Glance Into Next Week...

There are no special concerns for this week.

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LITERATURE

Threads

Gain a window into Egypt by reading about the people's everyday lives.

Reading and Materials

- ❑ Reading: *Peeps at Many Lands: Ancient Egypt*, by James Baikie, chapters I-VIII (Week 1 of 2)
- ❑ A way of storing work in progress, and a place to file completed work, such as a three-ring binder or file folder.

Teacher's Check List

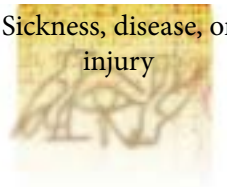
- ❑ There is a Literature work page offered this week. Print/photocopy it.
- ❑ Determine a storage system to begin the year. (You can always tweak/change it later!)

Answers to Upper Grammar Worksheet for *Peeps at Many Lands: Ancient Egypt*

Egyptians lived their lives very differently from how we live today. Your student has been instructed to describe Egyptians' lives in the following areas. If you desire, you can ask your student to verbally contrast these ways with modern day life.

Home and Family

/ *Children wore very few clothes because Egypt was so hot.*
/ *Children played with such things as string toys, toy crocodiles, dolls, and played games such as ninepins.*
/ *Boys went to school and learned how to read and write.*
/ *Children were taught to be respectful, especially to their mothers.*
/ *Families would sometimes go on fishing or fowling expeditions.*



Sickness, disease, or injury

i *Pills were made up of moisture scraped from pig's ears, lizard's blood, bad meat, decaying fat, and more.*
i *Sometimes a doctor would declare that a child was "bewitched" and write an odd prescription to drive it away.*
i *There were times that a doctor wrote down magic words and tied the words around the painful part of the body.*

Political leaders

m *The King of Egypt was called a Pharaoh and was considered a god.*
m *Ramses II was the king in described in Chapter III.*
m *Counselors gave the king advice in matters of importance.*
m *The king wore a sacred headdress and a false, braided beard.*

Your student has been instructed to write quotations from his book about the Nile River. The point of this exercise is to further the ability to mine a book for information and to reinforce the importance of the Nile River.

Worship and prayer

l *Images of gods were carried in procession to important services and festivals.*
l *Shrines to gods were carried on poles to the temple.*
NOTE: Please take the time to read Bible verses that reiterate that, as Christians, we should not worship other gods. See Exodus 20:3, Deuteronomy 11:16, and Psalms 44:20-21.

- *"The real Egypt is just a narrow strip of land on either side of the great River Nile…." (3)*
- *"An old Greek historian once said, 'Egypt is the gift of the Nile,' and it is perfectly true." (4)*
- *"All the lower lands are covered, and a fresh deposit of Nile mud is left upon them…." (5)*

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Glance Into Next Week...

Week 2: Pharaohs and Pyramids	
Upper Grammar	Chapter IX in *Peeps at Many Lands: Ancient Egypt* has a reference to donkeys that could be construed as a curse word by youngsters. Additionally, Chapter XIII is called "An Egyptian's Heaven," which you may want to read ahead of time so that you can appropriately discuss it with your students.
Teacher	There are no special concerns this week.

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History

Threads

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

Reading & Materials

- ❑ 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)

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 4, 5, or 6) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L4, L5, or L6).

People	Vocabulary	
☐ Akhenaten	☐ burial	☐ canopic jar
☐ Tutankhamun	☐ embalm	☐ dynasty
☐ Ramesses II (the Great)	☐ pyramid	☐ mortuary
☐ Ramesses III	☐ scribe	☐ natron
☐ Hatshepsut	☐ shroud	☐ vizier

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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.

Egyptian Government

One necessary element of a great civilization is a strong, stable, centralized government. This week, we will study the government of ancient Egypt, whose focal point was her **pharaoh** (king). A pharaoh was believed to be the incarnate sun god who, when he died, mounted the sun's rays to rejoin his celestial counterpart. This belief evolved, and was well established by the time the Great Pyramids were constructed; indeed, scholars believe that the pyramid shape represented the rays of the sun and was constructed as a means by which the god might more easily ascend after leaving his earthly home. Because pharaohs, pyramids (their tombs), mummies (their remains), and the general Egyptian beliefs about life after death are intimately connected, we will cover them all in these notes. Next week, we will expand our study to the entire body of Egyptian mythology.

Two kingdoms developed early: **Upper** Egypt (**south of—but upland of—the Nile delta region**) and **Lower** Egypt (in **northern Egypt, near the delta**). Lower Egypt is called "lower" because the land is lower! As we learned last week, the highlands are in Central Africa, where Lake Victoria is, and thus the Nile flows downhill, from south to north. Upper Egypt was the more conservative culture, living in relative isolation in the hill country, and thus separated from foreigners. Lower Egypt was more progressive, accepting influences from Mediterranean cultures with whom they traded. Menes was king of Upper Egypt before the unification, so his views prevailed as the combined kingdoms became established, and traditionalism became a strength of Egyptian culture.

After Menes unified these two kingdoms, Egyptian pharaohs were always titled "King of Upper and Lower Egypt." Their crowns were double crowns. Before unification, the crown of Upper Egypt was a white conical headpiece, and the crown of Lower Egypt was a red, cylindrical one. After unification, kings wore a "double crown," white within red, and added sometime later, the royal cobra emerging from them. One reason that Egyptian government remained so secure was the belief in its king as a deity. Bring this fact out when discussing Egyptian government.

Older students will read about various dynasties from their printed resources. If they are keeping a time line, they can record the dates of these dynasties and kingdom eras into time lines. *These dates will serve as reference points as we continue our studies of the Ancient World*, so you should ask your student to record all the dates dealing with Egyptian pharaohs or governments down to the time of Julius Caesar and Cleopatra. You'll find a handy chart in the Supplement at the end of this week-plan that has details that your rhetoric student can reference for his assignment in the Student Manual. (Supplements are placed at the end of week-plan, after the Teacher's Notes, so that you can decide whether or not to use them with your student.)

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Pyramids and Fun Facts

With younger students, don't focus so much on the "big picture." Rather, let them enjoy their first glimpses of the fascinating line of pharaohs. Most younger students will also enjoy learning about pyramid construction. Resist the urge to require a lot of analytical discussion with little ones. Simply allow them to explore facts and details about Egyptian pharaohs. If your older student is interested in pyramid construction, by all means, let him dive into some of the books recommended for younger students this week!

Background for Bible Survey Questions for Next Week

With all students who are using *Tapestry*'s Worldview Spool this year, when discussing the pyramids this week, lay groundwork for next week's Bible survey topic: God's judgment of the idols of Egypt through the ten plagues. Make a strong connection between the fact that while pyramids were constructed to serve as tombs, they were also intended to be monuments to the greatness of both the pharaoh and the Egyptian civilization. In Bible times, Egypt was the strongest, most advanced civilization of human pride and accomplishment in its day, and the pharaoh was the focal point of this pride and self-importance. Small wonder that God chose to display His power in Egypt when He called his people out of slavery and began to prepare the world for its Savior!

Mummies, Funeral Rites, and Egyptian Beliefs About Death

All levels will read about the mummification processes and rituals associated with funerals, since we will study both the tombs themselves, and the men and women entombed in them. A tricky aspect of this part of the week is that Egyptian funeral rites are tied to religious beliefs, and students have not yet studied those beliefs in detail. Indeed, you may not be planning to study them at all with younger students. Though the topics are somewhat hopelessly intertwined, try to focus this week's discussions on the physical aspects of the mummification process and leave the religious details (especially those about mythology) for next week.

Thinking

1. Do you know how to make a mummy? Describe the whole process from start to finish, if you can.
   Answers will vary.
2. What were pyramids for? What kinds of things would you be likely to find inside a pyramid?
   The pyramids were great tombs for dead pharoahs. Inside of a pyramid, you would likely find things such as mummified their pets, made little clay images of servants, and painted pictures on the walls.
3. What is a pharaoh? What did they do? What did they look like? Where would you be likely to find one?
   - ❑ *Pharaohs are the kings or queens of Egypt, and they ruled Egypt.*
   - ❑ *Pharoahs wore a crown that represented the combined kingdoms of Upper and Lower Egypt. The double crown was a red cylinder around a white cone with a cobra emerging from the front.*
   - ❑ *There's more than one right answer to where you might find a pharoah. Some answers may include "inside a palace" or "in the capital city." This would be if the king is alive. "Inside a pyramid" or "in a sarcophagus" would be correct if the pharaoh is a mummy!*

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Writing

Level	Genres	Instructions and Topics
4	☐ Dictation ☐ Grammar & Composition Notebook ☐ Parts of Speech: Pronouns ☐ Steps in the Writing Process	☐ 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. ☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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. ☐ Pretend you are a commoner in ancient Egypt. Describe how a king is important in your society (*Writing Aids* Graphic Organizer: Describing Wheel). ☐ Explain one of the burial customs of the ancient Egyptians (*Writing Aids* Graphic Organizer: Simple Cluster Diagram). ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Dictation ☐ Steps in the Writing Process	☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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.) ☐ Describe the system of Egyptian government (*Writing Aids* Graphic Organizer: Line Diagram). ☐ Explain the steps in mummification (*Writing Aids* Graphic Organizer: Sequencing Chart). ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Dictation ☐ Steps in the Writing Process	☐ 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. ☐ Review the steps in the writing process, focusing on the skill of pre-writing. ☐ Learn about or review Graphic Organizers, how they are used for pre-writing, and which to use for each writing genre. ☐ 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.) ☐ Pretend you are a worker helping to build a pyramid. Describe the busy, active workplace that you see around you (*Writing Aids* Graphic Organizer: Sensory Chart). ☐ Explain why the interior of pyramids were built as they were (*Writing Aids* Graphic Organizer: Simple or Advanced Cluster Diagram). ☐ Do any writing worksheet(s) that your teacher gives you.

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Glance Into Next Week...

Week 3: Egyptian Polytheism and the Judgment of God	
Upper Grammar	There are no special concerns this week.
Teacher	Be aware that a heavy focus of this week is the religion and gods of ancient Egypt. Please preview all resources if you desire. Before assigning myths, read the Teacher's Notes to frame your own perspective. Also consider teaching about myths before your students do their required reading.

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2 Pharaohs and Pyramids

Worldview: Bible

Threads

Read stories from the book of Exodus, focusing on the relationship between Moses and Pharaoh.

Reading & Materials

- ❑ 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")

Discussion Outline

1. Ask, "Why did Moses kill a man?"
   - ❑ *He saw an Egyptian beating a Hebrew, one of his own people, and decided to stop him by slaying him. Moses then hid the dead Egyptian's body in the sand (Exodus 2:11).*
   - ❑ Note that "he looked this way and that" and then "seeing no one, he struck down the Egyptian" (Exodus 2:12). Moses' action was not "in the heat" of a fight. He did this deliberately, and then tried to hide his actions from just retribution.
2. Ask, "What is it called when someone kills another human being?"
   - ❑ *Murder*
   - ❑ Note with your students that Moses was human, and not sinless. He murdered this Egyptian. The Bible does not try to hide this fact, or pretend that any of its heroes (except Jesus) is perfect, or above reproach.
3. Ask your student, "Where did Moses go to flee from Pharaoh?"
   - ❑ *Moses went to live in Midian (Exodus 2:15).*
   - ❑ You might want to use a map found in either your adult Bible or one of your other Bible resources to see where Midian was located, especially in relation to Egypt.
4. Ask, "What did Moses notice about a bush as he was tending his flock?"
   - ❑ *He noticed that even though the bush was on fire, it did not burn up (Exodus 3:2).*
   - ❑ Talk with your student about why the burning bush was significant. Share that it was an abnormal occurrence that both drew Moses' attention and showed him that divinity was present. God is real, and while doing his everyday tasks, Moses suddenly found himself encountering the Living God. If you have any experiences where God was clearly made manifest to you during your life, share this with your child!
5. Share with your young student that it was very significant that God should share His name—YHWH (rendered Yahweh in most English references)—with Moses.
   - ❑ In Jewish culture, all names had meaning, and were believed to have power in and of themselves.
   - ❑ Savor the name that God gives to Moses in Exodus 3:14. The translation of this Name is either "I am who I am" or "I shall be what I shall be." Help your children understand that it is an expression of complete sovereignty and self-sufficiency. God is all-powerful, cannot be denied, and needs no one.
   - ❑ Share with your student the interesting fact that, in most modern English translations, the proper name of God, YHWH in Hebrew, is rendered "the LORD"—all capitals. In Hebrew, YHWH is read as *Adonai,* meaning "my Lord" during prayer, and referred to as *HaShem*, "the Name" at all other times. The Jews wanted to be scrupulously careful not to ever take the name of YHWH in vain, so they almost never spoke it. And, in most translations that we have, scribes never wrote "YHWH" with any vowel markings. The modern term among English speakers, Yahweh, is derived, and thus it is not certain that it is wholly correct.
6. Ask, "For what reasons did Moses think he would not be a good leader? What was the LORD's response to him?" Note: These answers are found in Exodus 4:1-17.
   - ❑ *Moses was at first afraid that the Israelites would not listen to him if he attempted to lead them. (Doubtless, this harkens back to his faltering attempts to mediate disputes 40 years earlier. See Exodus 2:12-14.) The Lord responded by giving Moses three miraculous signs (his staff would turn into snake, Moses' hand would become leprous, and the Nile's water would be turned to blood) that would convince the Israelites of his favor with God.*

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- ❑ *Moses stated that he had never been an eloquent speaker and was slow of speech and tongue (Exodus 4:10). The Lord responded that He had made Moses' tongue (and all men's faculties) and that He would put His very words in Moses' mouth, making him more eloquent than he could be naturally. Also, Yahweh offered Moses the aid of his brother Aaron's eloquence as well.*
- ❑ While pride is an issue for many of us, some of us have trouble believing that we have any significant role to play in God's Kingdom. Similarly, we can feel that our small efforts—attending church, doing household chores, or even teaching Sunday School—are pretty small potatoes in a big world. The truth is that faithful service, done unto God, is meaningful, because God is infinite and made us for good works which He prepared for His children to walk in. If your child feels like his efforts to do righteous things, or to serve, don't matter, encourage him from Ephesians 2:10 and Galatians 6:7-10.

7. Ask your student, "How did Pharaoh first respond to Moses' request to let the LORD's people go?"
   - ❑ *He said that Moses and Aaron were distracting the numerous Israelite slaves from their labors. That they might pay closer attention and not listen to "lying words," Pharaoh made their labors heavier by requiring the people to gather their own straw for making their set quotas of bricks for building projects (Exodus 5:7-8).*
   - ❑ Even though God had forewarned Moses that this would be Pharaoh's reaction (Exodus 4:21-23), it must have been both hard and discouraging for Moses (especially when his own people blamed him for Pharaoh's response and the multiplication of their own labors—see Exodus 5:21).

If you can remember a time when you felt led to perform services for God and it did not initially go well at all (either circumstantially or relationally) tell your child the story of your own walk through difficulty, and how God met you there. This will prepare him for next week's readings.

Glance Into Next Week...

Week 3: Egyptian Polytheism and the Judgment of God	
Upper Grammar	There are no special concerns this week.
Teacher	Be aware that a heavy focus of this week is the religion and gods of ancient Egypt. Please preview all resources if you desire. Before assigning myths, read the Teacher's Notes to frame your own perspective. Also consider teaching about myths before your students do their required reading.

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Geography

Threads

- ❑ Continue, as necessary, your review of major world landforms from last week.
- ❑ Label major cities of ancient Egypt.
- ❑ Optional (for children who love hands-on approaches): Start a two-week project of creating a lapbook, poster, or booklet on the flora and fauna of Egypt.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 3 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Map(s) for the student: Ancient Egypt
- ❑ Map(s) for you, the teacher: Ancient Egypt
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

- ❑ Read the geographical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.

Geographical Introduction

Most of the students' work this week focuses their attention on major ancient cities and locations of the larger pyramids. Your printed resources, the Year 1 Geography supporting links page of *Tapestry*'s website, and historical atlases will help your student to find these places. If you own our *Map Aids*, you can also use the teachers' maps as a fall-back resource.

Exercises

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 sipporting links page of *Tapestry*'s website) or draw pictures of animals, birds, fishes, and plants that would have been familiar to Israelites and Egyptians. Perhaps you'll discover why the Israelites were so often tempted to return to Egypt! (Week 1 of 2)

Glance Into Next Week...

There is no Glance this week.

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Fine Arts Elective

Threads

Do hands-on projects related to ancient Egypt.

Reading & Materials

- ❑ Reading:
  - ❑ *Ancient Egypt (Make it Work)* by Andrew Haslam (J 932) p. 38-41, 54-55 (Week 2 of 4)
  - ❑ None this week, but we encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.
- ❑ If you are also doing the tomb painting craft:
  - ❑ plaster of paris
  - ❑ 6" X 5" polystyrene tray
  - ❑ tracing paper
  - ❑ paints
  - ❑ steel wool
- ❑ If you are doing the model death mask:
  - ❑ 16" X 12" plywood
  - ❑ papier-mache materials: paste and paper strips

Teacher's Check List

- ❑ Read the artistic introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

Artistic Introduction

Egyptian architecture is more about function than aesthetic concerns. Still, Egyptian architects designed with a purpose in mind. The structure and symbolism of Egyptian's pyramids were designed intentionally to provide for the needs of the afterlife. It may seem basic, but it will benefit students of all ages to observe and point out geometric forms used in the design of these pyramids. Hands-on projects will also give your students further opportunities to observe.

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 links on the Year 1 Arts & Acivities supporting links page of *Tapestry*'s website 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

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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 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.

Glance Into Next Week...

There is no Glance this week.

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LITERATURE

Threads

- ❑ Write descriptions of three characters.
- ❑ Identify items in a list as either people or places.

Reading & Materials

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

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for Peeps at Many Lands: Ancient Egypt

Your student has been asked to write two facts about each of the following.

- *He was a baron who made no fewer than four separate expeditions.*
- *While he was still young, he made the first expedition with his father and was gone for seven months.*
- *His fourth expedition was the most successful and he brought back a dwarf from a pigmy tribe.*

- *She was a great Queen in Egypt who shared sovereignty with her husband for a time, then her half-brother or nephew. She was sole ruler in Egypt for at least twenty years.*
- *After praying to the god Amen, she felt sudden inspiration to send an expedition to Punt (also known as Somaliland).*
- *She resolved to finish the temple her father started building as a "Paradise for Amen."*

- *Egyptian writing is called "hieroglyphics," which means "sacred carving."*
- *Pictures represented words and eventually formed a type of alphabet.*
- *Egyptians wrote on papyrus or stone.*

Your student has been asked to identify the following as either a person or a place. Explain that the person is called a "character," and the place is a part of the "setting" in a story.

Soudan *Place: Herkhuf made expeditions into Soudan.*

Punt *Place: Hatshepsut sent an expedition into Punt.*

Nehsi *Person: He was the royal envoy on the expedition to Punt.*

Parihu *Person: He was the chief of Punt.*

Karnak *Place: The Temple of Amen was located in Karnak.*

Merenptah *Person: He was the Pharaoh with whom Moses pled to let the Hebrew people go.*

NOTE: You may want to discuss the Egyptian fairy tales that the student read in Chapters VII and VIII. Especially note the distinction that fairy tales include fantastic elements such as miraculous events, magical characters, strange creatures and settings, or magical powers.

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Glance Into Next Week...

Week 3: Egyptian Polytheism and the Judgment of God	
Upper Grammar	The literature selection contains references to *The Book of the Dead* and gods/goddesses.
Teacher	Be aware that a heavy focus of this week is the religion and gods of ancient Egypt. Please preview all resources if you desire. Before assigning myths, read the Teacher's Notes to frame your own perspective. Also consider teaching about myths before your students do their required reading.

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HISTORY

Threads

If you plan to teach Egyptian polytheism, the objectives are below; otherwise, use materials from Weeks 1 and 2.

- ❑ Read about the Egyptian religion and the gods that Egyptians worshipped.
- ❑ Learn how religion affected the Egyptians' daily lives.

Reading & Materials

- ❑ 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

Teacher's Check List

- ❑ Read the historical introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ We have included optional language arts assignments that complement your student's history studies. Choose the Writing level you will follow from the chart at the end of these History pages (Level 4, 5, or 6) and tell your student which level to follow in his *Spools* Student Manual History pages.
- ❑ Check to see if any *Writing Aids* Talking Points or graphic organizers will be needed, and print these. Then, follow only directions for your chosen level (L4, L5, or L6).
- ❑ If you have not done so already, you will need to take time this week to set up notebooks and explore the *Loom* documents (see the Year Two page of *Tapestry* Online) for helpful setup information.
- ❑ With each week in this History thread, you will find age appropriate vocabulary words suitable to the time period you are studying. Memory work is always optional, but you may choose to introduce some of these listed words.
- ❑ As your children do more independent work, you may want to conflate "classes" to twice or three times per week.

PEOPLE	VOCABULARY	
	☐ festival	☐ afterlife
	☐ priest	☐ shrine
	☐ religon	☐ sanctuary
	☐ temple	☐ relief
	☐ purify	☐ oracle

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3 Egyptian Polytheism and the Judgment of God

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.

Thinking

1. Some Egyptian idols had human bodies and animal heads. Which animals did the Egyptians worship in this way?
   - ❑ *The jackal: Anubis was the jackal-headed god of the dead, and Wepwawet was the jackal god of war and funerals.*
   - ❑ *The cat: Bast was the cat goddess of the home.*
   - ❑ *The scorpion: Selket was the scorpion-goddess, helper of women in childbirth.*
   - ❑ *Set was the god of the desert and the enemy, who killed his brother Osiris. He had a human body and the head of an animal nobody has been able to identify. Perhaps it was an aardvark.*
   - ❑ *The crocodile: Sobek.*
   - ❑ *The hippopatmus: Tawaret, the hippopotamus goddess, was the goddess of childbirth.*
2. Have you learned any stories about the Egyptian "gods"? Which ones can you remember?
   Answers will vary. One story your student(s) may remember the death of Osiris. The basic storyline is:
   - ❑ *Seth, the god of deserts, envied his brother Osiris and killed him by luring him into a beautifully decorated chest which was really a coffin.*
   - ❑ *Seth locked Osiris into it and sealed it with lead, and Seth floated the coffin down the Nile.*
   - ❑ *Osiris' sister and wife, Isis, would not rest until she found the body and buried it properly.*
   - ❑ *Seth was so angry that he dug it up again and cut the body into pieces, which he scattered all over Egypt.*
   - ❑ *However, Isis found the pieces, put most of them back together, and breathed life back into him.*
   - ❑ *Osiris rose to rule over the dead.*
3. How many plagues did God inflict on the Egyptians? How many of them can you remember?
   God inflicted ten plagues on Egypt. Answers will vary as to how many your student(s) can remember. The ten plagues were (given in the order from Exodus 7:14-12:32):
   - ❑ *the Nile River turned to blood*
   - ❑ *frogs*
   - ❑ *gnats*
   - ❑ *flies*
   - ❑ *death of livestock*
   - ❑ *boils*
   - ❑ *hail*
   - ❑ *locusts*
   - ❑ *darkness*
   - ❑ *the death of the firstborn*

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.

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Optional: Discuss Mythology Worksheet

This week's History Supplement provides an optional worksheet on differences between myths, legends, and folktales. Your student was not given this worksheet in his Student Manual. If you feel it would be appropriate and helpful, you may wish to give it to him to complete this week in addition to his other History work.

Here are answers to the questions in this week's History Supplement:

1. *a, b, c*
2. *c*
3. *a*
4. *b*
5. *legend*
6. *mythology*
7. *legend*
8. *folk tale*
9. *mythology*
10. *legend*

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Writing

Level	Genres	Instructions and Topics
4	☐ Dictation ☐ Parts of Speech: Adjectives and Adverbs ☐ Sentence Combinations ☐ Writing Sentences	☐ Practice taking dictation at least three times this week, focusing on combining short sentences that your teacher gives you orally. ☐ 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. ☐ 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." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar & Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
5	☐ Dictation ☐ Sentence Combinations ☐ Writing Sentences	☐ Practice taking dictation at least twice this week, focusing on combining short sentences that your teacher gives you orally. ☐ Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under "Reference: Writing Construction." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.
6	☐ Dictation ☐ Sentence Combinations ☐ Writing Sentences	☐ Look in your grammar book and review the proper punctuation of dialogue. ☐ Practice dictation at least once this week and include sentences that contain dialogue. ☐ Define the parts of a complete sentence. Write these down and file them in your Grammar & Composition Notebook under "Reference: Writing Construction." ☐ Print and read the Talking Points about Sentence Combinations. File them in your Grammar and Composition Notebook under "Reference." ☐ 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. ☐ Do any writing worksheet(s) that your teacher gives you.

Glance Into Next Week...

Week 4: Creation Through Noah	
Upper Grammar	Read several versions of the Noah's Ark story to begin teaching basic discernment skills.
Teacher	❑ All students can compare various episodes in biblical history with their storybook assignments. Be ready to discuss and emphasize your beliefs concerning creation and the flood. ❑ Students doing time line work will be adding the date of Creation. Don't forget that resources vary as to the date and the date you choose to use may cause other dates to conflict in your time line.

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Optional History Supplement: Myths, Legends, and Folktales: What are the differences?

***World Book* dictionary definitions for myths, legends, and folk tales**

Myths are religious stories that explain how the world and humanity developed into their present form. Myths differ from most types of folk stories because myths are considered to be true among the people who develop them. Many myths describe the creation of the earth. In some of these stories, a god creates the earth. In others, the earth emerges from a flood. A number of myths describe the creation of the human race and the origin of death.

Legends, like myths, are stories told as though they were true. But legends are set in the real world and in relatively recent times.

Folk tales are fictional stories about animals or human beings. Most of these tales are not set in any particular time or place, and they begin and end in a certain way. For example, many English folk tales begin with the phrase "Once upon a time" and end with "They lived happily ever after."

Grammar students, complete the worksheet below.

Mark the correct answers.

1. Which of the following are fiction?
   a. mythology b. legends c. folktales
2. Which kinds of stories may include characters that are animals, but speak and act like people?
   a. mythology b. legends c. folktales
3. When reading about gods and goddesses, what type of literature are you reading?
   a. mythology b. legends c. folktales
4. If you are reading exaggerations about a king and his domain, what type of literature are you probably reading?
   a. mythology b. legends c. folktales

Write the type of literature each represents.

5. Davy Crockett—"king" of the wild frontier: _____
6. Story of a goddess conquering the stars: _____
7. Johnny Appleseed planting all the apple trees: _____
8. Story of the tortoise and the hare: _____
9. Romulus and Remus founding Rome: _____
10. Paul Bunyan and his blue ox: _____

Discuss with your teacher the answers to the following questions concerning Egyptian myths.

11. If you were an Egyptian child learning these myths, how would you feel if you were sick or hurt? Would you fear death? Why, or why not?
12. How would you feel if someone you loved was in trouble and you couldn't pray to an all-powerful God but had to rely on stone idols?
13. What would you feel if you didn't know if the "gods" were angry or pleased with you?
14. What is the difference between a belief system based on works and a belief system based on grace? How does this affect the life of the believer?
15. Read this verse: "The LORD is good, a refuge in times of trouble. He cares for those who trust in him" (Nahum 1:7). Compare the comforts of our God with the superstitious fears the Egyptians labored under.
16. Spend some time thanking God that He has placed you in a Christian family where you can learn about the true and living God.

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3 Egyptian Polytheism and the Judgment of God

Worldview: Bible

Threads

- ❑ Consider the reasons that God sent ten plagues on Egypt during the Exodus.
- ❑ Think about how God was glorified through Pharaoh's hardened heart.
- ❑ Explore the reasons why the Egyptians might have believed their myths, and discuss what those myths taught about a hope for life after death.

Reading & Materials

- ❑ 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

Teacher's Check List

Read the worldview introduction below.

Worldviews Introduction

This is our last week to study Egyptian culture, and the focus for this week in both history and Bible lessons is on the mythology of ancient Egypt in relationship to the history of redemption. If you've been reading about the Egyptian myths and legends, you know that they are polytheistic (have many deities) and pagan (non-Christian). A major focus for this week is to help our children clear up any confusion about why pagan myths should not be readily believed the way Bible miracles are. On the surface, and at first glance, pagan myths and Bible stories do the same thing: help people to make sense of their world with reference to the supernatural. Ever since Enlightenment thinkers of the 1800's openly challenged the existence of the supernatural, Western culture has more and more relegated religion to the realm of things that are not necessarily true for all people (since they can't be proven factually). Religion, when contrasted with such things as "hard" scientific data, the visible world around us, and newspaper accounts of current events, seems subjective: a matter of personal belief, a mysterious thing. To many moderns, supernatural realities seem to be improbable ones. But in almost every culture preceding ours, the supernatural realm was taken for granted as real and relevant, and religious beliefs and practices were both expected and integral to all areas of life. The Egyptians belong to this era of thinking, not to our current, atheistic one. So it is not surprising that they had a system of religion, and believed in the supernatural and life after death. The question for your students this week is, "How (or why) did they err in their religious beliefs?"

You may be wondering, "Why does it matter what my child believes about the long-gone Egyptian culture and their false gods?" The reason that this study matters is that the Egyptians' answer to the question of what happens to a person after he or she dies is both a false one and a common one. In essence, it is this: "I must make myself good enough to be allowed by powers greater than myself to live eternally, because I cannot bear the thought of my life ending forever." The response of sinful, rebellious human beings to their death sentence is to try to escape their just punishment or justify themselves before their deities by winning their favor. In studying this aspect of the Egyptian culture, we lay groundwork for exploring this self-same expression of the lostness of humankind in every culture that we'll study throughout our four-year survey of human worldviews, including—especially in—our own times.

Mankind has wrestled with a fear of death from the Garden of Eden onward, and Romans 1:18-25 tells us the process by which many ancient people (and modern ones too, by extension) came to invent false gods, and thus bear the punishment that they deserve:

> For the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who by their unrighteousness suppress the truth. For what can be known about God is plain to them, because God has shown it to them. For his invisible attributes, namely, his eternal power and divine nature, have been clearly perceived, ever since the creation of the world, in the things that have been made. So they are without excuse. For although they knew God, they did not honor him as God or give thanks to him, but they became futile in their thinking, and their foolish hearts were darkened.

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> Claiming to be wise, they became fools, and exchanged the glory of the immortal God for images resembling mortal man and birds and animals and creeping things.
>
> Therefore God gave them up in the lusts of their hearts to impurity, to the dishonoring of their bodies among themselves, because they exchanged the truth about God for a lie and worshiped and served the creature rather than the Creator, who is blessed forever! Amen (ESV).

A second major theme for this week concerns God's glory. Until the time of the Exodus, though God was always present everywhere, He had only actively spoken to one family on earth (that of the line from Adam to Abraham), and a few of the people with whom they associated (Exodus 6:3-8). After four hundred years of living in Egypt, the descendents of Abraham had multiplied to over a million souls, and God was ready to make his name much more widely known. The importance of God's glory being revealed to men might be one that your child struggles with at first. It can sound selfish to us: God wants to be worshipped, praised, extolled, made much of—in short, glorified. He commands us to do it! In this week's Bible accounts, He purposefully hardens Pharaoh's heart so that, in the end, He will be glorified.

The question can easily arise, "Isn't that prideful and selfish?" In humans, it would most certainly be so, because we are not perfect, holy, powerful beings who *deserve* worship, adoration, and glorification. But, God *is* such a being! He is the most powerful, important, beautiful, perfect, wise, and glorious being in the universe! He is the *only* being who wholly deserves unending praise and adoration. As such, it would be simply *wrong* for God to allow His glory to be hidden, stolen by, or given to another less worthy than Himself.

So, God is about displaying His glory, and one of the first places that the wider world of men interacts with this glory is through the struggle between God and Pharaoh. The take-home message of the struggle is this: God is *the* Creator, and He will do as He wills with people. In our egalitarian, individualistic society, we struggle with the concept that God owns what He creates, and has the right to do with us what He will, but this is the clear teaching of Scripture and we must remind ourselves and our children that what God wills is always the best, most loving, kindest, most benign, wisest of things. He is God; He is sovereign. And His good plans are unstoppable!

Finally, the Bible account of the Exodus that we are covering this week sets forth several very important Bible themes that we'll follow throughout our Bible survey this year.

- ❑ This is the first time where God clearly calls, and sets apart, an entire nation of people for Himself (Exodus 6:3-8).
- ❑ He introduces Himself to the Egyptians (the mightiest and most sophisticated nation of the Middle East) and demonstrates through a series of plagues and miracles that He is more powerful than the deities that this pagan society has invented and worships (Exodus 7:3-5). (By extension, then, He is all-powerful. Throughout the Bible, Egypt remains that symbol of worldly, man-centered societies that stand out against the Living God.)
- ❑ He presents Himself as the Redeemer for the first time in this section of Exodus. He is the One who sovereignly sets His love on a nation that He chooses, not because they are worthy but because He is good and chooses to provide all that they need to become His own. With demonstrations of great power, He sets His people free from slavery so that they can serve Him.
- ❑ While Moses is God's mediator, God is clearly the Actor in the drama that your children will read about this week. It is He who both plans the events of history and reveals His glory through them. Over and over, it is God acting on humans and through events that drives His plans forward. And, as we know, the culmination of His plan is that Jesus Christ be eternally praised and worshipped throughout eternity.

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Discussion Outline

This outline attempts to give you a few simple questions with which you can open a discussion with young children about the profound themes outlined above. Only you can know which of these themes your child needs to explore at his age. The depth of a child's questions and their understanding from a very young age can astound adult Christians. Please take all the time you need to discuss the contents of this week-plan, and do not be at all limited to the questions printed below.

1. Review each of the ten plagues with your student. Ask, "What parts of Egypt or human life did each one affect?"

Plague	What the Plague Represented
1. The Nile turned to blood; by-waters and small streams were also turned to blood. Egyptians dug near the Nile for drinking water. Magicians turned water to blood, too.	*The Nile god was named and represented in various ways, depending on the resource: Hopi, Khnum, and other things (e.g., Sothis, god of floodwaters). Obviously, turning the Nile to blood showed Yahweh's power over Egypt's very life-source.*
2. Frogs further fouled the land of Egypt and the Nile. Again, the magicians could match Moses' plague.	*The frog symbolized the goddess Heqt, or Heket. She was a primordial (foundational) deity and specially associated with childbirth. Burning piles of frogs would have been a painful sight (and smell!) to the Egyptians.*
3. Gnats filled the land. Magicians could not create gnats, and they told Pharaoh, "This is the finger of God!"	*There doesn't seem to have been one deity to whom this plague applies. But it was the first plague that the magicians couldn't match, and they admitted that this display of power was God operating. Isis and Thoth were the deities of Magicians.*
4. Insects infested the land—but God began to set His people apart. Insects did not infest Goshen, where the Israelites lived.	*The Bible says that "the land was laid waste." We don't know what insects these were, but they were harmful to vegetation and humans. Probably little normal work could go on; perhaps they brought diseases. The idols of health (Isis and Thermuthis) and crops (Osiris) would be affected.*
5. Severe pestilence came on all livestock: horses, donkeys, cattle, herds, and flocks. Again, no Israelite animals died.	*This was a severe blow to the wealth and prestige of the Egyptian culture. Animals were very valuable. Furthermore, Apis, represented by a bull and patron god of Memphis, was overpowered, as was Hathor, who was associated with cows.*
6. Fine dust caused boils and sores to break out on man and beast, from head to foot. Again, not in Goshen.	*All Egyptian deities of healing were powerless before the Lord, especially Isis.*
7. Hail, thunder, and fire rained down on Egypt, destroying all crops that were in flower or bud (flax and barley) and all trees that were in the fields (valuable for both shade and wood). In Goshen, there was no hail.	*Again, this was a blow to the wealth of Egypt: valuable crops were destroyed. The god Osiris again took a beating. Some servants of Pharaoh heeded Moses and took servants and animals out of the fields. These were saved from this judgment, in a picture of common grace.*
8. Locusts ate the remaining vegetation, especially the important crops of wheat and spelt. They came into the houses and fields throughout Egypt, but not in Goshen.	*Once again, Egypt was further impoverished, and Pharaoh was proven impotent before the plague. His subjects began to murmur against him. No Egyptian idols could help.*
9. Darkness, a darkness that could even be felt, covered the land for three days; but not in Goshen.	*Darkness would, of course, topple the chief idol: the sun god Re, or Ra, or Amon-Re. Also affected would be Mut (eye of the sun) and Nut (sky goddess) and Khepri (god of the rising sun). Furthermore, Pharaoh was powerless (even though he believed himself to be the brother of the Ra).*
10. The firstborn of Egypt died, both of men and of cattle, from the Pharaoh to the prisoner in his dungeon. Israelites who observed Passover were safe.	*The firstborn son represents the strength of a man's life and his hope for a continuation of his line on Earth. This was a huge blow to human pride and also to family emotions and relationships. (See comments below.) Not one house in Egypt was unaffected; all had someone dead. Pharaoh's firstborn son would also have been viewed as a descendent of Ra, and thus all of the above applies plus opposition to Egypt's major idol.*

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2. Ask, "Why did God send these plagues?"
   They forced stubborn Pharaoh to let God's people go. They also showed the entire Egyptian nation and all onlookers that God was more powerful than the Egyptian idols, who were previously thought to be the most powerful in the Near East. See Exodus 9:16, 10:1-2, and other parallel passages.
3. Ask your student to put himself first in the shoes of the Israelites, then in the shoes of the Egyptians. Ask, "In either case, what would you be thinking as the events of the Exodus unfolded?"
   Note: One purpose for this question is to get the students identifying with the real people of this story!
   Answers will vary.
   - ❑ *Israelites started to be alarmed and depressed as they scurried to find straw and still meet their quota of bricks after Moses first confronted Pharaoh.*
     - ❑ *Their weeping gradually turned to incredulity and joy as God moved mightily on their behalf, as they plundered the Egyptians, and as they left Egypt.*
     - ❑ *Their faith in Yahweh would have been built slowly and fitfully, as events went up and down, especially during the episode of the crossing of the Red Sea.*
   - ❑ *Egyptians would have started by mocking Yahweh.*
     - ❑ *Some might have used the early advantage to treat the Israelites cruelly.*
     - ❑ *Then, as the plagues unfolded, Egyptians would have been either in denial, fear, or faith (for quite a few Egyptians chose to leave Egypt with the Israelites and convert to Judaism, and we do read of some of Pharaoh's servants heeding the warnings of Moses, as in Exodus 8:19, 9:20-21, 10:7, and 11:3).*
4. Ask, "How did the struggle between God and Pharaoh glorify God?"
   - ❑ *People usually respect power, and in the Ancient World, gods (idols) were often nature gods associated with powerful natural forces, such as Ra, the sun god, or Hapi, god of the Nile. God's plagues demonstrated his power!*
   - ❑ Remind your student that he learned that the Egyptians revered Pharaoh as a god. God demonstrated that He had power over all of Egypt's idols, including the mighty pharaoh, especially when He killed Pharaoh's son—the heir to the Egyptian throne and pride of Pharaoh's life. His will and word were done, not Pharaoh's.
   - ❑ The Egyptians witnessed each stage of the struggle and clearly saw the LORD prevail utterly, as He intended that they should (Exodus 7:3-5; 8:19).
   - ❑ Can you share a time in your life when God's power was obvious, and human hearts were instructed (or changed) as a result of the display?
5. Ask, "What was the Egyptians' basis of hope for life after death?"
   - ❑ *Their religious teachers taught them that their only hope was a superstitious belief in capricious, impersonal, mostly unloving gods who might grant them eternal happiness if they passed certain tests.*
   - ❑ *They also thought that, if their bodies were preserved, their* ka *and* ba *could return to them after death.*
   - ❑ Point out the difference between Egyptians and those who love God. Their goal was to cheat death, not to pass from death to life because of a loving, compassionate act of an all-knowing Savior God.
6. Optional: If your student is also using *Tapestry*'s History Spool, ask, "Did the ancient Egyptians really believe the mythical tales that we are reading about this week in our history studies? If so, why?"
   - ❑ *Yes, a majority of Egyptians would have fully believed in their nature gods.*
   - ❑ *The Egyptians had to have some way to explain their world and deal with their fears of death and disasters.*
   - ❑ *The Egyptians made up these tales and told them to one another. Because people needed a reason to work, hope, and live, they clung to false stories about creation and about the afterlife.*
   - ❑ Scripture tells us that because they did not worship the one true God as God, nor give Him thanks, their foolish hearts were darkened, and God gave them over to superstitious fears (Romans 1:18-23).

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7. Ask, "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?"
   - ❑ *As we've observed, but bears repeating, Egyptian myths were made up by men to explain their world and to comfort themselves. As Romans 1 reveals, the ancestors of the Egyptians knew about God, but they chose to worship deities that they created for themselves.*
   - ❑ Help your young student see that the deities that the Egyptians created were remarkably human, especially in their sinfulness! They quarrelled, deceived, and made mistakes. They used weaker gods and occasionally humans as playthings and as means to their own ends. They could be defeated. They also mirrored some of the good qualities of humans who were created in God's image: they loved, they saved, and they healed.
   - ❑ Note with students that the God of the Bible is distinctively "other" than humans: He is omniscient and omnipotent, He is One, and He often does the unexpected thing (such as either requiring suffering of His servants or showing undeserved mercy to His enemies, for instance) which shows us that He is not invented by men. Who among humans would conceive of the gospel story, where the offended, holy God comes looking for the sinner in order to love, save, and adopt him?

Glance Into Next Week...

Week 4: Creation Through Noah	
Upper Grammar	Read several versions of the Noah's Ark story to begin teaching basic discernment skills.
Teacher	All students can compare various episodes in biblical history with their storybook assignments. Be ready to discuss and emphasize your beliefs concerning creation and the flood.

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Geography

Threads

- ❑ Continue work on flora and fauna for your Egypt lapbook.
- ❑ Trace a possible path the Israelites took as they traveled out of Egypt to Mt. Sinai.

Reading & Materials

- ❑ Reading
  - ❑ You will need access to a child's atlas for this week's geography assignments. We recommend *The Kingfisher Atlas of World History*. This is not listed in *Tapestry*, and any atlas will do.
  - ❑ See the Year 1 Geography Supporting Links via *Tapestry* Online for helps for teaching and/or reviewing the geographic terms this week.
- ❑ Map(s) for the student: The Israelites Leave Egypt
- ❑ Map(s) for you, the teacher: The Israelites Leave Egypt
- ❑ Colored pencils or markers of the appropriate type for your map surface.

Teacher's Check List

Collect, and if necessary print, supplies needed for assignments according to the list above.

Exercises

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.

Glance Into Next Week...

Week 4: Creation Through Noah	
Upper Grammar	There are no special concerns this week.
Teacher	There are no special concerns this week.

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Fine Arts & Activities

Threads

- ❑ Do hands-on projects related to ancient Egypt.
- ❑ Begin a study of the eleven elements and principles of design by making note cards this week for the first two elements: "Line" and "Shape."

Reading & Materials

- ❑ Reading:
  - ❑ *Ancient Egypt (Make It Work)* by Andrew Haslam (J 932) p. 10-11, 30-31, 36-37 (Week 3 of 4)
  - ❑ We encourage you to explore the Arts & Activities Supporting Links page on *Tapestry* Online. This page will provide many ideas that you can use throughout the year.
- ❑ "Regular supplies" for the year such as scissors, paper, glue, markers, crayons, and colored pencils.
- ❑ If you are also using the sandals project:
  - ❑ darning needle
  - ❑ braided raffia
- ❑ If you are doing the tunic project:
  - ❑ needle and thread
  - ❑ felt tip pen
  - ❑ safety pin
  - ❑ fabric

Teacher's Check List

- ❑ Read the artistic introduction below.
- ❑ Collect, and if necessary print, supplies needed for assignments according to the list above.
- ❑ If you do not like the craft activity options that we have chosen, always feel free to select others from the Student Activity Pages or Arts & Activities Supporting Links page on *Tapestry* Online, or to not do any craft this time.

Artistic Introduction

This week, we begin our study of the elements and principles of design by suggesting that your student keep a small collection of note cards for art terms. (Please note that you may wish to save this study until your student is older, but you have the option of beginning now if you wish.) Print terms on one side of the card and take notes or draw examples on the other side. Again, these cards will be used with all ages and will help you and your student to observe art more closely. You may want to clip them together and keep them near your student's Art History books so that you get in the habit of pulling them out together. This week, make cards for "line" and "shape":

- ❑ **Line (Element of Design)**
  - ❑ For a definition of line, use the Paul Klee quote, "A line is a dot who went for a walk."
  - ❑ Though most students will be familiar with what a line is, it will be helpful to point out the vast variety of lines possible. Brainstorm a list of possible kinds of lines. (Have your students illustrate and write them on the back of the card.) Examples include straight, curved, diagonal, wide, bold, even, quiet, or impulsive.
  - ❑ One kind of line that might be new to you is the implied line. This includes dotted lines and lines that might "trail off" while the viewer understands that it is implied that the line continues. In other words, every part of the line does not need to be visible to be understood (an important concept when learning to draw).
- ❑ **Shape (Element of Design)**
  - ❑ Again, this term is very basic, and could be defined as a line enclosing a space. When discussing this definition, ask the student to tell you the difference between a shape (like a square) and a form (like a box or a cube).
  - ❑ Also point out the difference between geometric and organic shapes. Geometric shapes here are defined as any man-made shapes with straight edges. Examples would include triangles, squares, and other polygons. Organic shapes here are defined as natural (not man-made) shapes with any variety of curved or non-straight edges: flowers, trees, or birds, for example.

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Egyptian art was almost solely devoted to adorning temples, palaces, and tombs. Tombs received the greatest attention because of the belief that the deceased would only enjoy what was pictured, and then only if the painting was exactly according to set forms.

In the Egyptian wall paintings, observe the varieties of lines and shapes that they used. Pull out your note cards and add to the list any new varieties that you find. Spend some time having your student point out and describe the varieties of lines and shapes. What kinds of shapes seem to be repeated? What patterns seem common? Are all of the objects outlined? What colors are the outlines? Describe the scale (size) of the shapes in relation to each other.

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.

Glance Into Next Week...

There is no Glance this week.

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Literature

Threads

Check comprehension by reviewing answers from this week's assignment.

Reading & Materials

Voices of Ancient Egypt, by Kay Winters

Teacher's Check List

As needed, print the Literature worksheet for your student.

Answers to Upper Grammar Worksheet for *Voices of Ancient Egypt*

1. *the scribe*
2. *the farmer*
3. *the herdsman*
4. *the washer of clothes*
5. *the embalmer*
6. *the carpenter*
7. *the goldsmith*
8. *the sailor*
9. *the dancer*
10. *Min*

Glance Into Next Week...

Week 4: Creation Through Noah	
Upper Grammar	There are no special concerns this week.
Teacher	All students can compare various episodes in biblical history with their storybook assignments. Be ready to discuss and emphasize your beliefs concerning creation and the flood.

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