



⌘ STUDENT NOTEBOOK ⌘

FIRST EDITION  
UNIT  
1

*Journeys through the Ancient World*

Student Notebook

by Debbie Strayer and Linda Fowler

**Unit 1: Patriarchs & Egypt**

**Badger**

7th Grade

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**Instructions**

The Student Notebook pages are designed to be used in tandem with *Journeys through the Ancient World*, a complete curriculum for grades 6-8. Each page is designed specifically to correspond to assignments given in the curriculum. Use the lesson, part, and subject noted at the bottom of each page to match notebook pages with assignments.





PATRIARCHS AND EGYPT UNIT 1 – Lesson 1 <i>At A Glance</i>			
MAKING CONNECTIONS		<i>Assumptions That Affect Our Lives</i>	Extra work – Enrichment
	Part 1	<input type="checkbox"/> Page 8, paragraphs 1–3 <input type="checkbox"/> Question 1 <input type="checkbox"/> 1– 2 sentences	
	Part 2	<input type="checkbox"/> Page 8, paragraph 3 <input type="checkbox"/> Question 2 <input type="checkbox"/> 1– 2 sentences	
	Part 3	<input type="checkbox"/> Page 8, paragraph 3 <input type="checkbox"/> Question 3 <input type="checkbox"/> 1– 2 sentences	
	Part 4	<input type="checkbox"/> Page 8, paragraph 3 <input type="checkbox"/> Question 4 <input type="checkbox"/> 1– 2 sentences	
A. COPYWORK/DICTATION			Extra work – Enrichment
	Parts 1-4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Text paragraph OR 9 sentences of choice	
B. READER		<i>Tirzah</i> (silently) <i>Bible</i> (aloud)	Extra work – Enrichment
	Part 1	<input type="checkbox"/> <i>Tirzah</i> : Pages 7-10 <input type="checkbox"/> New event <input type="checkbox"/> 2 descriptions of Tirzah or Oren <input type="checkbox"/> <i>Bible</i> : Genesis 11:27–32 <input type="checkbox"/> Joshua 24:1–3 <input type="checkbox"/> Nehemiah 9:6–8	
	Part 2	<input type="checkbox"/> <i>Tirzah</i> : Page 11–page 14, paragraph 8 <input type="checkbox"/> <i>Bible</i> : Genesis 12:1–9 <input type="checkbox"/> Acts 7:2–5 <input type="checkbox"/> New event <input type="checkbox"/> 2 descriptions of Abram	
	Part 3	<input type="checkbox"/> <i>Tirzah</i> : Page 14, paragraph 9–page 17 <input type="checkbox"/> New event <input type="checkbox"/> 2 descriptions of Tirzah, Oren, or Ram <input type="checkbox"/> <i>Bible</i> : Genesis 12:10–20 <input type="checkbox"/> Genesis 20:1–17	
	Part 4	<input type="checkbox"/> <i>Tirzah</i> : Page 18–page 21, paragraph 8 <input type="checkbox"/> <i>Bible</i> : Genesis 13 <input type="checkbox"/> Acts 7:6–8 <input type="checkbox"/> New event <input type="checkbox"/> 2 description of Abram	
C. READ-ALOUD		<i>The Pillar of Fire</i> (listen)	Extra work – Enrichment
	Part 1	<input type="checkbox"/> Pages 5–7 <input type="checkbox"/> Discussion <input type="checkbox"/> 2 examples	
	Part 2	<input type="checkbox"/> Pages 9–13 <input type="checkbox"/> Narration <input type="checkbox"/> 3 details	
	Part 3	<input type="checkbox"/> Pages 15–18 <input type="checkbox"/> Discussion <input type="checkbox"/> 2 examples	
	Part 4	<input type="checkbox"/> Pages 19–22 <input type="checkbox"/> Illustration <input type="checkbox"/> Caption	
D. VOCABULARY SPELLING GRAMMAR WRITING			Extra work – Enrichment
	Part 1	<input type="checkbox"/> 12 words <input type="checkbox"/> Definitions <input type="checkbox"/> Picture Clues	
	Part 2	<input type="checkbox"/> Choose 12–14 words <input type="checkbox"/> Practice	
	Part 3	<input type="checkbox"/> Review nouns <input type="checkbox"/> Find in reader	
	Part 4	<input type="checkbox"/> Paragraph structure <input type="checkbox"/> 1 paragraph	
E. GEOGRAPHY		<i>Trail Guide to Bible Geography</i>	Extra work – Enrichment
	Part 1	<input type="checkbox"/> Week 1-Abraham, Ur <input type="checkbox"/> Mapping <input type="checkbox"/> Day 1 questions <input type="checkbox"/> Geography Dictionary	
	Part 2	<input type="checkbox"/> Mapping <input type="checkbox"/> Day 2 questions <input type="checkbox"/> Geography Dictionary	
	Part 3	<input type="checkbox"/> Mapping <input type="checkbox"/> Day 3 questions	
	Part 4	<input type="checkbox"/> Day 4 questions <input type="checkbox"/> See-through map	
F. HISTORY SCIENCE HISTORY SCIENCE		<i>Backyard Guide, What You Aren't Being Told DVD, Astronomy for Every Kid</i>	Extra work – Enrichment
	Part 1	<input type="checkbox"/> Make Timeline <input type="checkbox"/> Background <input type="checkbox"/> Fill in blanks	
	Part 2	<input type="checkbox"/> Fact vs opinion <input type="checkbox"/> Discussion <input type="checkbox"/> List of questions	
	Part 3	<input type="checkbox"/> Timeline: Flood <input type="checkbox"/> Important events	
	Part 4	<input type="checkbox"/> Pages 8, 12–13, 26–27: Preparation <input type="checkbox"/> Planetarium program	
G. TYPING HEBREW TYPING HEBREW		<i>Typing Instructor Platinum</i> <i>Biblical Hebrew</i>	Extra work – Enrichment
	Part 1	<input type="checkbox"/> Install program <input type="checkbox"/> Set up <input type="checkbox"/> Explore	
	Part 2	<input type="checkbox"/> Pages 13–17, Introduction <input type="checkbox"/> DVD, #1 <input type="checkbox"/> Interesting points <input type="checkbox"/> Discussion	
	Part 3	<input type="checkbox"/> Practice, 30 minutes	
	Part 4	<input type="checkbox"/> Pages 18–20, Alef <input type="checkbox"/> Alef-Bet cards <input type="checkbox"/> Vocabulary cds <input type="checkbox"/> DVD, #2 <input type="checkbox"/> Interesting points <input type="checkbox"/> Discussion	
H. STUDY SKILLS/INDEP. READING			Extra work – Enrichment
	Parts 1-4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Time Management Chart <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 35 minutes	
REVIEW	Part 5	<input type="checkbox"/> Connections, #5 <input type="checkbox"/> Descriptions <input type="checkbox"/> Vocabulary review <input type="checkbox"/> Spelling review <input type="checkbox"/> Geography review <input type="checkbox"/> Hebrew review <input type="checkbox"/> Matching game	
MATERIALS		Supplies:	Books:

## My Thoughts

*Assumptions That Affect Our Lives, Question #1:*

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## Descriptions: *Tirzah*

### Major Event

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### Character

(Choose **one** person for **each** description—he or she may be the same or different!)

Tirzah:

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Oren:

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## Discussion

### New Words

**carriage** \_\_\_\_\_  
**obelisks** \_\_\_\_\_

**poop** \_\_\_\_\_  
**inaugurated** \_\_\_\_\_

### *Focus Question:*

Who is Sesostris, and what was it like when he left his country?  
What was it like to arrive in Egypt?

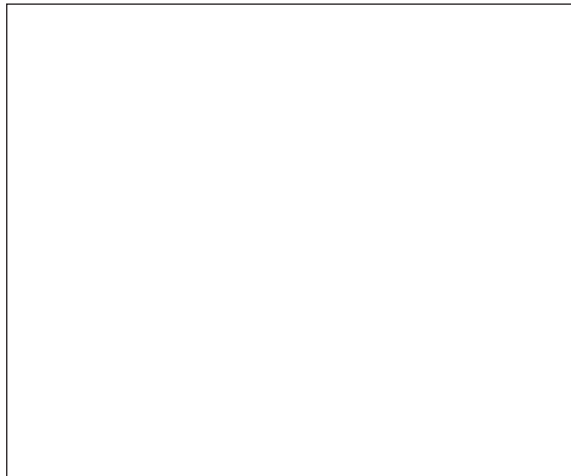
### Quick Notes

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Vocabulary

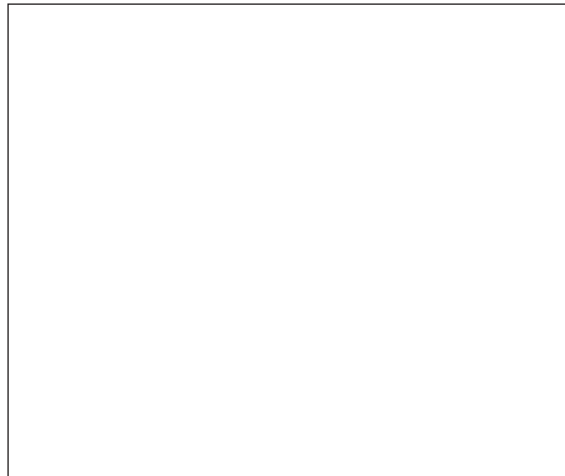
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

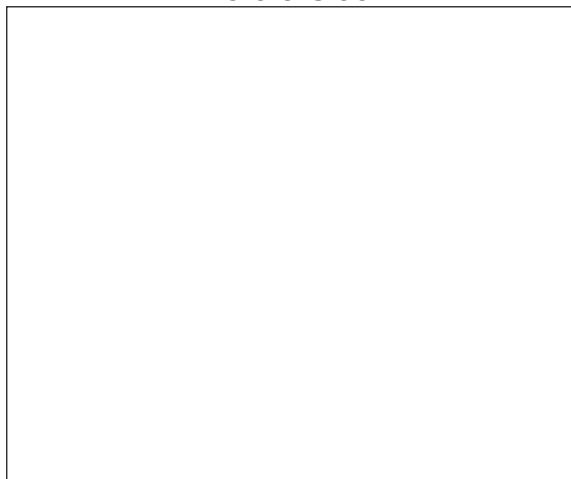
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

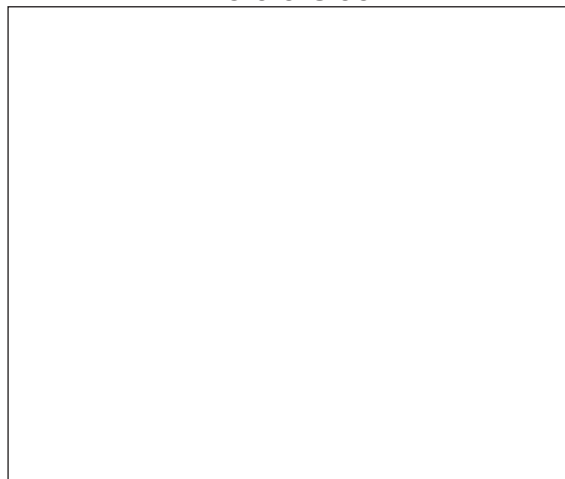
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture Clue

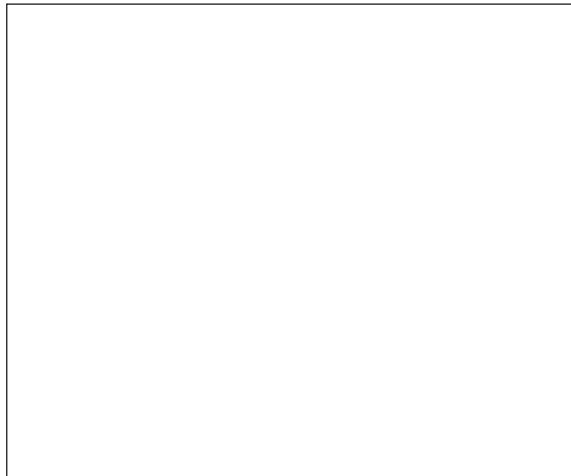


\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Vocabulary

Picture Clue



\_\_\_\_\_ (Word)

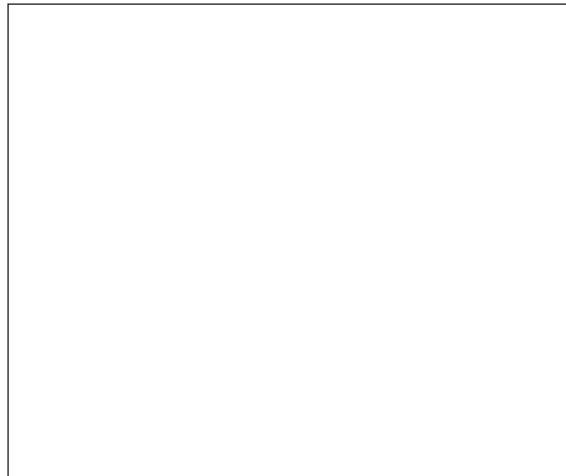
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Picture Clue



\_\_\_\_\_ (Word)

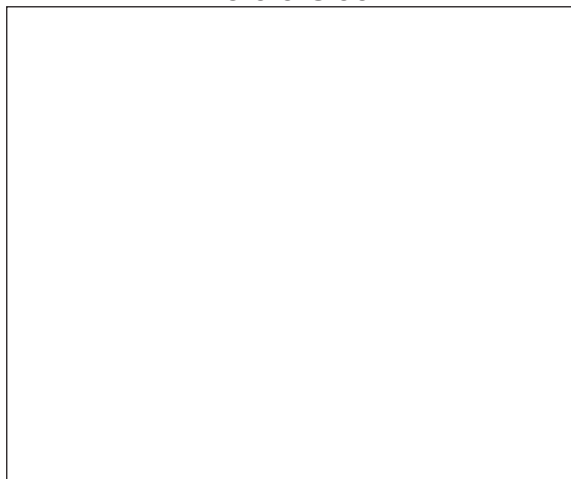
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Picture Clue



\_\_\_\_\_ (Word)

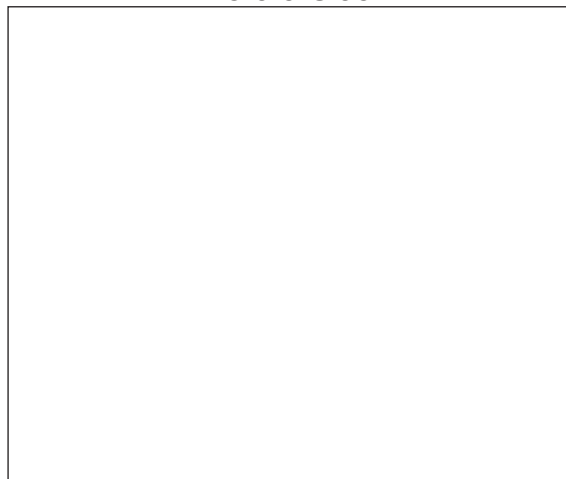
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Picture Clue



\_\_\_\_\_ (Word)

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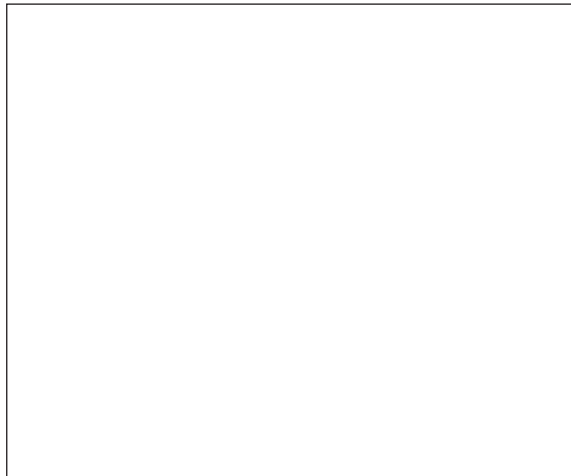
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# Vocabulary

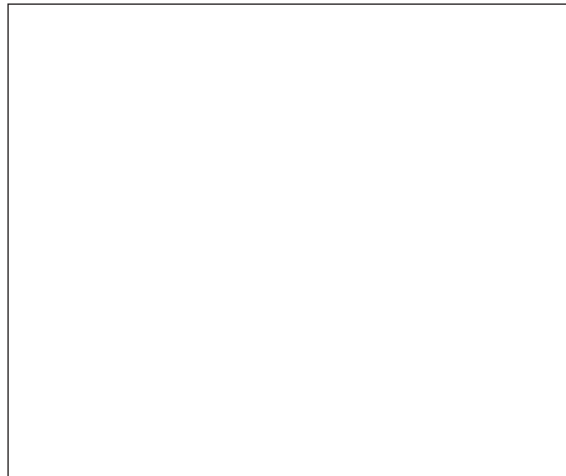
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

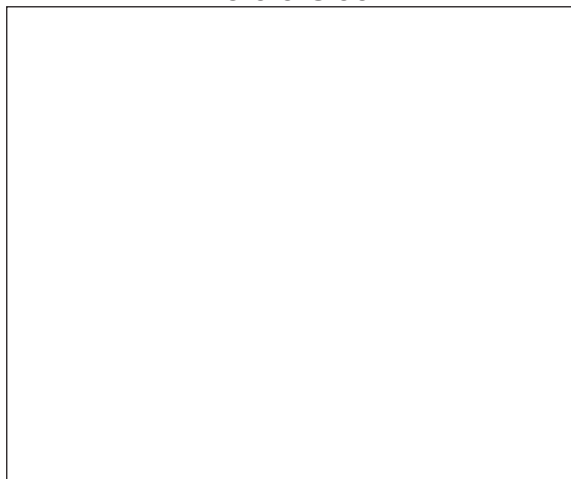
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

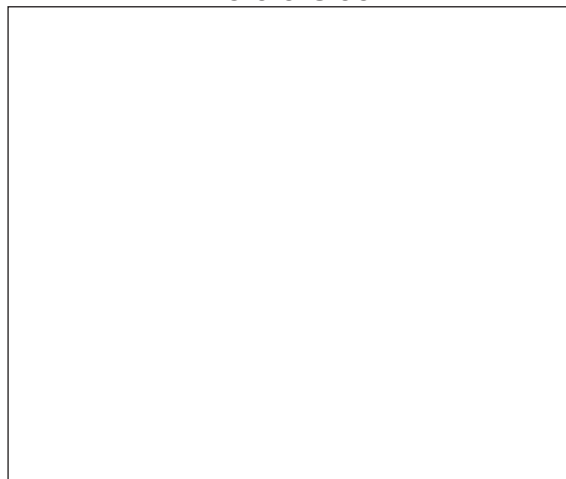
Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture Clue



\_\_\_\_\_ (Word)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Week One

### Abraham: Ur to Egypt

Day 1:

Bird:

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Deer:

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## History

1. Adam's son was named \_\_\_\_\_. Adam lived \_\_\_\_\_ years and then died.
2. Seth's son was named \_\_\_\_\_. Seth lived \_\_\_\_\_ years and then died.
3. Enosh's son was named \_\_\_\_\_. Enosh lived \_\_\_\_\_ years and then died.
4. Kenan's son was named \_\_\_\_\_. Kenan lived \_\_\_\_\_ years and then died.
5. Mahalalel's son was named \_\_\_\_\_. Mahalalel lived \_\_\_\_\_ years and then died.
6. Jared's son was named \_\_\_\_\_. Jared lived \_\_\_\_\_ years and then died.
7. Enoch's son was named \_\_\_\_\_. Enoch lived \_\_\_\_\_ years and then God took him away.
8. Methuselah's son was named \_\_\_\_\_. Methuselah lived \_\_\_\_\_ years and then he died.
9. Lamech's son was named \_\_\_\_\_. Lamech lived \_\_\_\_\_ years and then he died.
10. Noah was the father of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

These are the generations from Adam to Noah.

## Time Management Chart: Activities in Part 2

Time	Activity/Subject	Time	Activity/Subject
8:00 a.m.		1:00 p.m.	
8:15 a.m.		1:15 p.m.	
8:30 a.m.		1:30 p.m.	
8:45 a.m.		1:45 p.m.	
9:00 a.m.		2:00 p.m.	
9:15 a.m.		2:15 p.m.	
9:30 a.m.		2:30 p.m.	
9:45 a.m.		2:45 p.m.	
10:00 a.m.		3:00 p.m.	
10:15 a.m.		3:15 p.m.	
10:30 a.m.		3:30 p.m.	
10:45 a.m.		3:45 p.m.	
11:00 a.m.		4:00 p.m.	
11:15 a.m.		4:15 p.m.	
11:30 a.m.		4:30 p.m.	
11:45 a.m.		4:45 p.m.	
12:00 p.m.		5:00 p.m.	
12:15 p.m.		5:15 p.m.	
12:30 p.m.		5:30 p.m.	
12:45 p.m.		5:45 p.m.	

\*\* PLEASE NOTE: This chart is not meant to imply a time frame for completing schoolwork. Ten hours are listed to accommodate most schedules. However, if you work earlier or later than the included times, please note these hours in the spaces at the bottom of the chart.

## My Thoughts

*Assumptions That Affect Our Lives, Question #2:*

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## Descriptions: *Bible*

Major Event

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Character

Abram:

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## Narration

### New Words

**edifice** \_\_\_\_\_

**fanels** \_\_\_\_\_

**caparisoned** \_\_\_\_\_

**sphinxes** \_\_\_\_\_

**aedile** \_\_\_\_\_

### *Focus for Listening:*

Describe Prince Sesostris' arrival at the City of the Sun and the palace.

### Quick Notes

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Spelling List

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Additional Problem Words

_____	_____
_____	_____

## Week One

### Abraham: Ur to Egypt

Day 2:

Bird:

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Deer:

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## Astronomy Questions

*History, the Sun, the Solar System, and Earth*

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

6. \_\_\_\_\_  
\_\_\_\_\_

7. \_\_\_\_\_  
\_\_\_\_\_

8. \_\_\_\_\_  
\_\_\_\_\_

9. \_\_\_\_\_  
\_\_\_\_\_

10. \_\_\_\_\_  
\_\_\_\_\_

NOTE: The numbers in this activity are not meant to limit your thinking--you may come up with fewer questions, or more. If necessary, additional questions can be written on the back.

# **Biblical Hebrew “Show and Tell” DVD**

## Lesson 1

\_\_\_\_\_  
(Lesson Title)

*Interesting points:*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### Time Management Chart: Activities in Part 3

Time	Activity/Subject	Time	Activity/Subject
8:00 a.m.		1:00 p.m.	
8:15 a.m.		1:15 p.m.	
8:30 a.m.		1:30 p.m.	
8:45 a.m.		1:45 p.m.	
9:00 a.m.		2:00 p.m.	
9:15 a.m.		2:15 p.m.	
9:30 a.m.		2:30 p.m.	
9:45 a.m.		2:45 p.m.	
10:00 a.m.		3:00 p.m.	
10:15 a.m.		3:15 p.m.	
10:30 a.m.		3:30 p.m.	
10:45 a.m.		3:45 p.m.	
11:00 a.m.		4:00 p.m.	
11:15 a.m.		4:15 p.m.	
11:30 a.m.		4:30 p.m.	
11:45 a.m.		4:45 p.m.	
12:00 p.m.		5:00 p.m.	
12:15 p.m.		5:15 p.m.	
12:30 p.m.		5:30 p.m.	
12:45 p.m.		5:45 p.m.	

\*\* PLEASE NOTE: This chart is not meant to imply a time frame for completing schoolwork. Ten hours are listed to accommodate most schedules. However, if you work earlier or later than the included times, please note these hours in the spaces at the bottom of the chart.

## My Thoughts

*Assumptions That Affect Our Lives, Question #3:*

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## Descriptions: *Tirzah*

### Major Event

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### Character

(Choose **one** person for **each** description—he or she may be the same or different!)

Tirzah:

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Oren:

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Ram:

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## Discussion

### New Words

**embodiment** \_\_\_\_\_

**pantheism** \_\_\_\_\_

**polytheism** \_\_\_\_\_

**vicarious** \_\_\_\_\_

**appertain** \_\_\_\_\_

**lineaments** \_\_\_\_\_

*Focus Question:*

How did Prince Remeses describe the Egyptian religion?

### Quick Notes

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Grammar

### Common Nouns

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Proper Nouns

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Week One

### Abraham: Ur to Egypt

Day 3:

Bird:

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Deer:

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## The Flood

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

## Time Management Chart: Activities in Part 4

Time	Activity/Subject	Time	Activity/Subject
8:00 a.m.		1:00 p.m.	
8:15 a.m.		1:15 p.m.	
8:30 a.m.		1:30 p.m.	
8:45 a.m.		1:45 p.m.	
9:00 a.m.		2:00 p.m.	
9:15 a.m.		2:15 p.m.	
9:30 a.m.		2:30 p.m.	
9:45 a.m.		2:45 p.m.	
10:00 a.m.		3:00 p.m.	
10:15 a.m.		3:15 p.m.	
10:30 a.m.		3:30 p.m.	
10:45 a.m.		3:45 p.m.	
11:00 a.m.		4:00 p.m.	
11:15 a.m.		4:15 p.m.	
11:30 a.m.		4:30 p.m.	
11:45 a.m.		4:45 p.m.	
12:00 p.m.		5:00 p.m.	
12:15 p.m.		5:15 p.m.	
12:30 p.m.		5:30 p.m.	
12:45 p.m.		5:45 p.m.	

\*\* PLEASE NOTE: This chart is not meant to imply a time frame for completing schoolwork. Ten hours are listed to accommodate most schedules. However, if you work earlier or later than the included times, please note these hours in the spaces at the bottom of the chart.

## My Thoughts

*Assumptions That Affect Our Lives, Question #4:*

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## Descriptions: *Bible*

Major Event

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Character

Abram:

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## Illustration

### New Words

**obeisance** \_\_\_\_\_

**volition** \_\_\_\_\_

**dais** \_\_\_\_\_

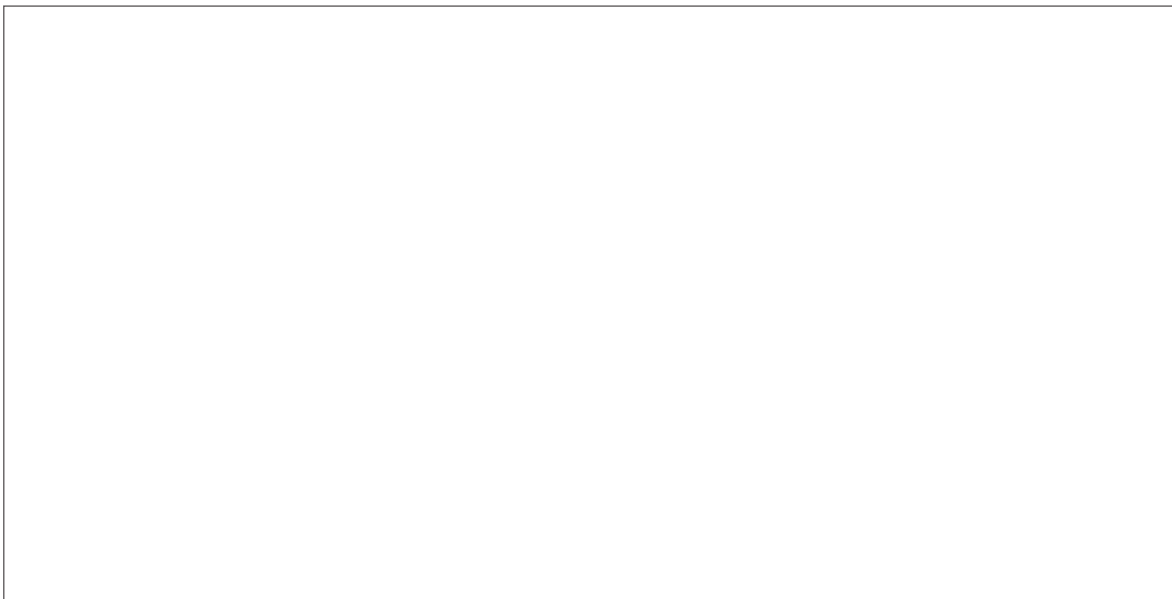
**potentate** \_\_\_\_\_

**benign** \_\_\_\_\_

*Focus for Listening:*

Show Prince Sesostris' meeting with Queen Amense.

### Read-Aloud Illustration



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## Week One

### Abraham: Ur to Egypt

Day 4:

Bird:

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Deer:

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## Writing Practice

*Alef*

															<b>Block Print</b>
															<b>Block Print</b>

## ***Biblical Hebrew “Show and Tell” DVD***

### Lesson 2

\_\_\_\_\_  
(Lesson Title)

*Interesting points:*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## My Thoughts

*Assumptions That Affect Our Lives, Question #5:*

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## Unit 1 Matching Game

- |              |  |
|--------------|--|
| 1. Cain      | first woman                                    |
| 2. Abram     | garden planted by God                          |
| 3. Noah      | God of the Hebrews                             |
| 4. astronomy | man led to Canaan by God                       |
| 5. Abel      | how God destroyed mankind                      |
| 6. Adam      | righteous man who built the ark                |
| 7. ark       | Abram's nephew                                 |
| 8. flood     | Adam's son, who killed his brother             |
| 9. Seth      | first science pursued by man                   |
| 10. Sarai    | first man                                      |
| 11. Yahweh   | land that God promised to Abram                |
| 12. Eden     | vessel built to preserve life during the flood |
| 13. Lot      | Adam and Eve's third son                       |
| 14. Eve      | Abram's wife                                   |
| 15. Canaan   | Adam's son, the first murder victim            |