



Trail Guide to Learning: *Journeys through the Ancient World*

Unit 1: Patriarchs & Egypt

by Debbie Strayer and Linda Fowler

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Second Edition

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Dedication

Journeys through the Ancient World is lovingly dedicated to the memory of our sister in the Lord, friend, and coworker, Debbie Strayer, who envisioned its creation long before it became a reality. May every family that embarks on this journey be blessed by its simplicity, reason, and truth.

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 INSTRUCTIONS 

Journeys through the Ancient World will transport your students into four important early civilizations—**Egypt, Israel, Greece, and Rome**. The *Bible* is an essential part of this study, as both an historical and a literary text. And this is completely understandable, since it is one of very few eyewitness accounts of history unfolding at a time before written records were common.

Your children will explore Greek culture through the eyes of a young Athenian boy who suddenly finds himself living in Sparta, and a thoughtful look at its intriguing myths and legends. Then students will view Rome from the opposing perspectives of a zealot and the Caesars.

As always, our goal is to engage families through real, interesting books, and to continue building thinking skills by linking concepts and examining various worldviews and assumptions. Discussion is a primary focus, along with illustrating ideas with words and sketches, and recognizing the differences between facts and opinions. All in all, it's a fascinating trip.

***Journeys through the Ancient World* Web Page**

There is a special web page with links to all things related to *Journeys through the Ancient World*. This page includes:

- Detailed instructions for using this curriculum
- Corrections and updates (check here for updates before starting the unit)
- Links to Facebook and user groups
- Links associated with lessons in this book

The web address for this page is: **www.geomatters.com/pages/journeys**.

When the curriculum text or margin notes refer you to the “links page,” this is where you go to access those supplementary sites. From there, simply find the lesson and part associated with the unit you are teaching, and visit a website that enhances your study. Be sure to bookmark this page for easy access throughout the unit.

Individual research is always an important part of gaining information, especially as students enter the secondary phase of their educations. For that reason, access to a library or computer (always with parental guidance) is necessary.

Units

Journeys through the Ancient World is a one-year, multi-level curriculum covering four ancient cultures. It is divided into the following units:

1. **The Patriarchs & Egypt**
2. **Israel**
3. **Greece**
4. **Rome**

Each lesson in this study contains five parts, and is designed to take about a week—but you retain the freedom to make the curriculum's schedule fit the needs of your students. Because of this, even though one part can take one day, this curriculum is your servant, not your master. Taking longer to complete a section is fine, so do what is best for your family or classroom.

Flexibility is built in, since Part 5 of each lesson is largely devoted to review, and the last lesson in each unit completes assignments and provides a time of review and assessment. In addition, several lessons in the last unit

are devoted to review of the other units studied throughout the year. These reviews are important parts of making learning permanent.

Enrichment Activities

Most Part 5's contain Enrichment Activities that serve two main purposes. Use them throughout the lesson to help your older students (eighth grade and up) go deeper with the subject matter. Younger students who complete the lessons quickly, or who simply enjoy learning on a more in-depth level, can use the Enrichment Activities as well.

Grade Levels

This curriculum targets grades 6, 7, and 8, but can easily be adapted for 5th grade abilities by reducing the suggested reading, and assigning other work with the student's success in mind. Even younger students can be included in the read-alouds, activities, discussions, and presentations.

In most assignments, the recommended activity levels are noted with icons: 🐾 for grade 6, 🐾 for grade 7, and 🐾 for grade 8. **If there is no icon present, the activity is to be completed by all levels.** You can flex within these levels to customize assignments according to your students' interests and abilities.

Although a High School Extension is planned, until it's ready, the upper level reading, thinking, presentation, and discussion activities are appropriate for that age. Enrichment Activities (in most Part 5's) provide an opportunity for more in-depth study, which is the best way to extend learning to a deeper level. Assign further literature and history reading from the Additional Resources (also in Part 5's), and then follow the format in the Language Skills sections to choose alternate passages to write from dictation (if you wish), define unknown vocabulary, identify usage and mechanics activities in the literature, and so forth. In writing, extend the activities to include greater length or frequency. In the science and history activities, ask your high school students to learn more about the topics, or find and research related topics to share with you or other students. Challenge them to vary their presentation styles to include multi-media presentations, plays, games, etc. This is a perfect time to increase responsibility for learning and sharing what they know.

High school students are encouraged to log the time spent on various subjects, and record short notes about their additional research and activities. The far right column on the student's Lesson At A Glance (included with the upper-level Student Notebook) will work well for this.

Answers & Appendix

Answers to questions asked within the lesson text are marked with a superscript number and are located on the last page of each lesson. Answers to games are found in the appendix. The appendix also contains teacher aides, such as the Unit Summary, Lesson At A Glance planners, skills and topics charts, and instructions for games and projects.

Margin Notes

Margin notes appear in the text for several reasons, including to offer encouragement, expand or recall instructions, and explain teaching strategies. Think of them as your teacher guide, and be sure to read them all as they appear. Sometimes the margin note is repeated as a helpful reminder for those who may have missed it the first time.

LESSON CONTENTS

Basic instructions for teaching the different subject sections in this unit are provided below. There are more detailed instructions and tips for teaching available on the website, www.geomatters.com/pages/journeys.

Making Connections

Since the history of any culture is a direct reflection of its worldview, no understanding of the past is possible without examining the driving forces that compelled a people's decisions and directions. Therefore, a typical lesson in *Journeys through the Ancient World* should begin with Making Connections. This section is designed to help students examine and solidify their personal worldviews, and to recognize similarities and differences in the cultures they study.

A. Copywork or Dictation

Copywork and dictation provide a consistent method for students to see, hear, and write language correctly. They are the perfect techniques for practicing all language skills. Regardless of age or grade, begin this study by asking your student to copy the passages. After copying, he should match what he has written word for word to the text, and correct anything that is not the same. Copywork should continue for as long as your student seems sufficiently challenged. Remember, this process is developing a skill, so don't worry about the time invested. Your goal is to build the ability to read and write language, and *teaching* means providing the support needed to be successful.

As your student becomes proficient in correctly copying passages, begin a slow transition to dictation—a few words at first, then one or two sentences, and finally the entire assignment. Dictation can be overwhelming to people of any age, but achieving success in small increments can inspire your child to continue.

If you and your student prefer, it is perfectly acceptable to type the Dictation passages.

B. Reader

The natural method of learning continues in this section. These assignments occur in real literature, and there are several reasons why this is important. Real literature is more interesting. The language used is more natural. Willingness to read is built as your student experiences the success and enjoyment of reading a good book.

All students are to read portions of their assignments aloud. The purpose for this is to continue building reading fluency. Fluency, or the ability to read something effortlessly, is an important part of comprehension. If a student can read a passage aloud with expression, correct phrasing, and attention to punctuation, he is much more likely to understand the meaning of the passage. To practice fluency at all levels, use passages that seem easy for the student to read. Often, you might allow him to choose the passages for fluency practice, and sometimes you can select them in order to gauge his growth. To do this, find a passage that is a sentence or two longer than the last one he read, or one that contains structures requiring attention to punctuation, such as dialogue. Real books are perfect for this fluency practice. Artificial fluency practice is unnecessary when literature provides such an abundant source of reading materials.

Readers are coordinated with the units, and provide a ready-made history lesson. The lives of real and made-up people become linked to places and events. In turn, this connection brings character and convictions to light, as well as great adventures and drama. From the wellspring of literature comes examples of mechanics and word usage, as well as spelling patterns and vocabulary.

Every student is to read or listen to **all** literature selections for the unit. Reading or hearing the various perspectives adds richness to the stories, and depth to the understanding of the events and circumstances of the times. Critical thinking skills build as the related stories allow students to compare and contrast to find similarities and differences. An artist's illustrations contribute to learning about context clues, and the divisions of chapters and paragraphs help students recognize important main ideas and details that support the bigger ideas. All of these lessons come naturally from real books.

C. Read-Aloud and Discussion, Narration or Illustration

Most parents agree that it is good to read aloud to young children to develop prereading skills. However, the benefits don't stop there. Reading aloud to children of all ages is one of the easiest, most enjoyable, and effective ways to share ideas and begin thoughtful conversations. Since your child does not have to worry about decoding during read-aloud time, he can focus totally on the meaning of what he is hearing. This allows him the opportunity to think about the ideas and information being presented, and to formulate his own thoughts. It prepares your student to respond to what he has heard through discussion, retelling, or sketching simple pictures of scenes described in the book.

D. Language Skills

This section exists to equip your child with strategies to gain meaning from unfamiliar words and concepts. This information must be connected to other learning in order to remain with your student on a long-term basis. So the best time to teach word usage, mechanics, vocabulary, spelling, and grammar is when he reads or hears a word, phrase, or sentence in a story. Study of a word form or grammar concept is natural and makes sense to your child when he sees a need to read, understand, and use that word or concept.

Vocabulary is a focus of this curriculum as students are asked to illustrate the meanings of words as used in their literature, and then confirm their interpretations with the dictionary. The purpose of this activity is not memorization or dictionary skills, but understanding. New vocabulary words appear in the context of a lesson or story, which helps your child recognize that the way a word is used is closely connected to its meaning. This is an important thinking skill called *using context clues*, and provides a bridge to understanding the importance of learning and using new words as he writes, discusses, and retells.

Spelling is a skill that comes naturally to some people, but not to others. For that reason, the goal of this study's spelling section is to use your child's own work to identify words with which he has problems, and work on them. Memorizing a list is not as valuable to your student as increasing his ability to comfortably and correctly write the words that express his understanding and opinions. The goal then, is to increase your child's ability to recognize and spell more words correctly—not just to be able to spell a new word correctly for a week or two and then forget it.

Grammar concepts are best taught in the context of your student's literature, as the pages and storylines of his books provide ample opportunities to see the components of grammar in real usage. The language skills handbook, *Write Source 2000*, is also called into play as a handy reference tool for the many facets of word use and sentence structure, as well as various writing techniques. The goal in this area of study is not simply to define a part of speech correctly, but rather to recognize the relationships between words in a sentence, and to understand their functions.

Writing should be thought of as a natural response to learning new things, and is an integrated part of this curriculum. It is not a separate subject, but rather a set of skills with which to become familiar. Writing ability improves with practice and time, both of which come in the context of literature, history, science, and geography

learning. Writing is best when it is a response to thinking about content learned, new ideas, or activities completed. Since writing begins with thinking, once your children engage in assigned thinking activities, the way is naturally prepared. As you use this approach, your students will begin to see themselves as writers, which is the first and most important step to becoming a writer.

E. Geography

The study of Geography is closely connected to understanding the history and culture of any area or nation. By considering the links between subjects in real life, connections occur naturally for the students. This helps them add to what they know when they encounter new information. It also helps students remember what they have learned.

Geography is the umbrella under which many other studies connect. It includes the study of places. If you learn about places, you learn about the impact those places have on people. If you learn about people, you learn about cultures and worldviews, and the impact they have on places. So in the study of geography, you naturally learn about people, places, and all the ways they affect each other.

F. History/Science

Journeys through the Ancient World employs the *Bible* as both a challenging reader and a reliable history source. This is appropriate apart from any devotional aspect, since it is by far the most influential and enduring example of ancient literature available.

History is a daily part of the curriculum through literature readings, discussions, and activities. A study of history that focuses on dates and facts alone can be dry and hard to remember. But when events in history are associated through the literature, the geography, media presentations, and various language skills, it connects the learning and is much more likely to be retained. Great stories and biographies help students relate to the struggles and triumphs of the times, while providing a basis for discussion and evaluation of decisions made, and their results. Learning history could not be more natural.

Science is naturally enjoyable to young people when they're able to connect the things they analyze—the cycles and processes that occur in nature—with other areas of study. We employ Charlotte Mason's approach to learning as closely as possible in a study of astronomy, by reinforcing concepts with observations, experiments, recording (by drawing, charting, and describing), modeling, discussing, and evaluating. Natural occurrences connect to one another to introduce and reinforce the order and interdependency of space systems.

An important aspect in building student confidence is the use of real books and independent research—and not pre-digested textbooks. In all of our curricula, these things play an integral role, allowing students to discuss various points of view with their parents and ultimately reach their own conclusions. *The Backyard Guide to the Night Sky*, coupled with the *What You Aren't Being Told About Astronomy* DVDs, present two separate perspectives of astronomy topics, and become sources of information for thinking, discussion, and activities.

G. Typing/Hebrew

Although typing is admittedly not connected to a study of the ancient past, it is a skill set that becomes increasingly important as your students progress through school. It is therefore included now as preparation for high school, higher-level education (should your student pursue it), and life in general. Even if your child has already developed keyboarding skills, he can always benefit from the reinforcement of proper techniques

and regular practice. As he becomes more comfortable typing, consider allowing your student to finish select assignments on the computer.

Learning a foreign language is generally considered to be one of the best ways to broaden cognitive problem-solving abilities. In fact, reputable studies have shown that it increases critical thinking skills, creativity, and flexibility of mind. But why Hebrew? First, because it is an ancient language that has undergone a profound revitalization in the past century—moving from the classical realm to again become a vital, living language. Second, it is the primary language of most historical and literary texts in the *Bible*. And third, a familiarity with Hebrew's roots, structure, and forms naturally strengthens your child's connection to the Judeo-Christian ethics upon which our nation was founded.

H. Independent Reading/Study Skills

This time is an important part of each student's daily schedule. It provides opportunities to evaluate routines, confront attitudes, and analyze selected readings—as well as many other aspects of developing successful study skills. Then, a quiet time of reading something for fun allows students to consider ideas and tie new information to old. This is an essential part of building thinking skills and new understandings.

Though you might be tempted to skip these activities to save time, please don't! Completing the reading log and At A Glance checklist each day gives your student a sense of accomplishment and builds organizational skills and responsibility.

📖 STUDENT NOTEBOOKS 📖

The Student Notebook is not only a vital part of the curriculum, but it also provides a **portfolio** of your student's work. Maps, charts, and other activities assigned in the textbook are included in an easy, ready-to-use format for the student.

How can you begin to transfer the responsibility for completing assignments from yourself to your student? At A Glance checklists for each lesson are included in the Student Notebook to ease this process. The student has a ready-made task list to guide and direct his efforts, and the teacher can tell at a glance what needs to be done. This checklist system encourages your student to take responsibility for his daily work, and allows him to be easily accountable for assignments.

Since portfolios are often the best possible written measure of student achievement, completion of the Student Notebook creates an excellent, consecutive record of your student's work in *Journeys through the Ancient World*. It provides teacher, student, and evaluator with a clear picture of sequential progress in each subject area, samples of student work, and examples of creative projects. It includes the dates assignments were completed, assisting with the documentation process. This helps teachers to see time spent on each unit, as well as giving your student a sense of accomplishment as he looks over the finished product.

Astronomy Lab Book

This is an addendum to the Student Notebook, which allows your student easy access to pre-printed Lab Forms and resources. Since it is separate, it's more mobile and available for notes and comments as Lab work is being done.

🏺 GETTING STARTED 🏺

Materials

Before beginning a lesson, look at the **Materials List** in Part 1 to be sure you have what you will need to complete the regular activities. This list includes books and necessary items in addition to the list of supplies used regularly.

The following standard materials should be readily available, since all or many lessons in this study require their use:

Astronomy Lab Book	lined notebook paper
fine-tip marker	pencil or pen
scissors, glue, tape	index cards
dictionary	DVD and CD players
highlighters, colored pencils, or crayons	

Updates & Corrections

Occasionally, a reader or other required resource goes out of print. When this happens, we locate a suitable substitute and write new lessons for that section. Sometimes, when a book is reprinted by the publisher, the newer edition page numbers no longer match up to our assignments. When this happens, we create an updated sheet with new page numbers. All corrections and updates are located on the web page below.

Check the updates page before you begin this unit to see if there are any changes that you may need to incorporate.

Support

The Trail Guide to Learning series Yahoo! user group gives you an opportunity to be a part of the community of those who are traveling the Trail. Post questions, share experiences, and read the thoughts of others who are using our materials with their families.

Facebook is a great place to connect with us for news and info about the curriculum or to just post a comment about your experience using the Trail Guide to Learning series.

You can connect to the group and Facebook page from the web page shown below and mentioned at the beginning of these instructions, www.geomatters.com/pages/journeys.

🏰 REQUIRED RESOURCES 🏰

Core Resources - used throughout the year

Trail Guide to Bible Geography (digital download from GeoMatters.com)
 Bible Lands Activity Map Set
 Biblical Timeline Figures CD-ROM
 Student Bible Atlas (published by Augsburg Fortress)
Write Source 2000
 Typing Instructor Platinum (by Individual Software)
Assumptions that Affect Our Lives by Christian Overman
Astronomy for Every Kid by Janice Van Cleave
Backyard Guide to the Night Sky by Howard Schneider
 Astronomy Lab Book (GeoMatters)
Biblical Hebrew Homeschool Primer (Student Book)
Biblical Hebrew Annotations and Answers (Teacher Guide)
Biblical Hebrew Jonah Copybook
 Traditional Hebrew Songs CD
 Biblical Hebrew Show and Tell DVD

Readers/Literature by Unit

Unit 1: Patriarchs & Egypt

Tirzah by Lucille Travis
The Pillar of Fire by J. H. Ingraham (Lamplighter Books edition)
 What You Aren't Being Told About Astronomy DVD Vol. 1 (Units 1-2)
 Holy Lands, Volume 1 – Egypt to Qumran Drive Through History DVD (Units 1-2)

Unit 2: Israel

The Pillar of Fire by J. H. Ingraham (Lamplighter Books edition)
Hittite Warrior by Joanne Williamson
God's Appointed Times by Barney Kasdan
 What You Aren't Being Told About Astronomy DVD Vol. 1 (Units 1-2)
 Holy Lands, Volume 1 – Egypt to Qumran, Drive Through History DVD (Units 1-2)
 Holy Lands, Volume 2 – Jericho to Megiddo, Drive Through History DVD (Unit 2)

Unit 3: Greece

Ben Hur (Christian Epics), abridged by James Bell, Jr.
Theras and His Town by Caroline Dale Snedeker
D'Aulaire's Book of Greek Myths by Ingri and Edgar D'Aulaire
Aesop's Fables (Dover Children's Thrift Classics) Dover Publications, 1994, ISBN-13: 978-0-486-28020-2
 What You Aren't Being Told About Astronomy DVD Vol. 2 (Units 3-4)

Unit 4: Rome

Ben Hur (Christian Epics), abridged by James Bell, Jr.
The Bronze Bow by Elizabeth George Speare
Augustus Caesar's World by Genevieve Foster
 What You Aren't Being Told About Astronomy DVD Vol. 2 (Units 3-4)

Lesson 1: Part 1

MAKING CONNECTIONS

With your teacher, read and discuss the first three paragraphs on page 8 (“This book is based...”) in your book, *Assumptions That Affect Our Lives*. These paragraphs try to explain the importance of a person’s worldview and how it is shaped.

In your Student Notebook, write one or two sentences that explain your personal thoughts about the first question in paragraph 3. There’s no right or wrong answer to this question, but it’s very important for you to consider what you really believe.

A. Copywork or Dictation

Language Skills

Look over the words in italics below and their meanings.

progenitor – a patriarch; a father of generations


posterity – future generations

Now read the following passage silently before you follow the directions for your level.

Abram, the great *progenitor* of the Israelites and the father of the faithful, was the son of Terah, and born in Ur of the Chaldees. At the age of seventy-five years, he was directed by God to depart from his country and kindred and go to a land which God would show him. And God promised to make his *posterity* a great nation.

Use lined paper for writing all copywork or dictation passages. If you’re writing from dictation, you may listen to the assignment more than once.

When you’re finished copying or writing from dictation, compare your work to the text and make any needed corrections. Date and add the page to your Student Notebook.

 Copy the above passage, or write it from dictation.

 Write or type the above passage from dictation.


MATERIALS


- *Assumptions That Affect Our Lives*
- *Tirzah*
- *Bible*
- *The Pillar of Fire*
- *Biblical Hebrew Homeschool Primer Show and Tell DVD*
- *Backyard Guide to the Night Sky*
- *Trail Guide to Bible Geography*
Maps and Pages:
Fertile Crescent
“Illustrated Geography Dictionary” page
Several Timelines of Biblical History pages
- Ancient Civilizations map
- Eastern Mediterranean map
- *Student Bible Atlas*
- *Write Source 2000*
- Typing Instructor Platinum
- A watch or clock
- Transparency (acetate) sheets
- Wet erase markers

Additional Resources and Enrichment Activities are found in Part 5.


Copywork or Dictation passages are taken from Noah Webster’s book, *Biography, for the Use of Schools*. Because this book was originally published in 1830, many of the words are not commonly used nowadays, and the language structure may prove challenging for your student.

If these facts present a problem, please feel free to select passages for copywork or dictation from your child’s reading assignments. Use the following guidelines:

 at least seven sentences


 at least nine sentences


A.

B. Reader*Language Skills, History**Tirzah*: page 7 (Chapter 1) through page 10 (“...learning this time?”)*Bible*: Genesis 11:27–32 Joshua 24:1–3 and Nehemiah 9:6–8

As you complete the assignments in this section, you need to read carefully. This means that you should give special attention to the passage by looking for certain types of information, rereading, and taking notes. When you read carefully, it equips you to think about and understand what you have read and then to talk or write about it confidently.

In your Student Notebook, write a short description of a new event that happens in this part’s assignment from *Tirzah*. Be sure to choose the one that you think makes the biggest change for the characters. Then begin a description of Tirzah or Oren by writing a sentence that tells something you learned about him or her in the passages.

 Read the above passage from *Tirzah* aloud; then team-read or follow along as someone else reads the passage from the *Bible*.

 Read the above passage from *Tirzah* silently; then read the passages from the *Bible* aloud. Add a second description of Tirzah or Oren.

 Add a third description of Tirzah or Oren.

C. Read-Aloud and Discussion*Language Skills, History, Thinking Skills**The Pillar of Fire*: Letter I (pages 5–7)

Together with your teacher, review the meanings of the following words before listening to the Read-Aloud passage. You may want to make a mark on the line after each word in your Student Notebook when you hear it during the story.

carriage – a person’s way of standing or moving (story context: “his majestic yet winning *carriage*”)

poop – the highest deck of a sailing ship (story context: “stood upon the lofty *poop* of my ship”)

obelisks – a stone pillar set up as a monument (story context: “we saw...palaces and *obelisks* and groves”)

inaugurated – began, or introduced (story context: “*inaugurated* it by a prayer”)




C.

Reading aloud to students of all ages is one of the easiest, most enjoyable, and most effective ways to share ideas and begin thoughtful conversations.

Focus Questions:

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

As you listen to your teacher or someone else read the assigned passage aloud, keep the *Focus Questions* in mind. After the read-aloud, answer them and give examples from the story that support your thoughts. There are spaces in your Student Notebook to write a few quick words while you're listening to help you remember how you want to answer.

-  Give one example.
-  Give two examples.
-  Give three examples.

D. Language Skills: Vocabulary

Thinking Skills

The vocabulary words below have been taken from your reader, *Tirzah*. Write each one in your Student Notebook, along with what you think it means. Be sure to use a dictionary to make sure you're correct. Then, in the space provided, draw a picture clue to help you remember the word's meaning as it was used in the story. This is an ongoing activity, since the words occur in reading assignments throughout Lesson 1.

- | | | | |
|---------------|----------------|------------------|----------------------|
| marsh | thicket | Nubian | warily |
| quota | papyrus | prominent | scarab beetle |
| tyrant | khamsin | gnarled | bleat |

E. Geography

History, Thinking Skills

Trail Guide to Bible Geography: Week 1 – Abraham: Ur to Egypt

In the Points of Interest section of the Week 1 lesson, follow the first four directions for labeling your Ancient Civilizations map. You may use Map 2 in the *Student Bible Atlas* for reference. In the Geography Trails section, complete the Day 1 questions for the Bird and Deer levels.

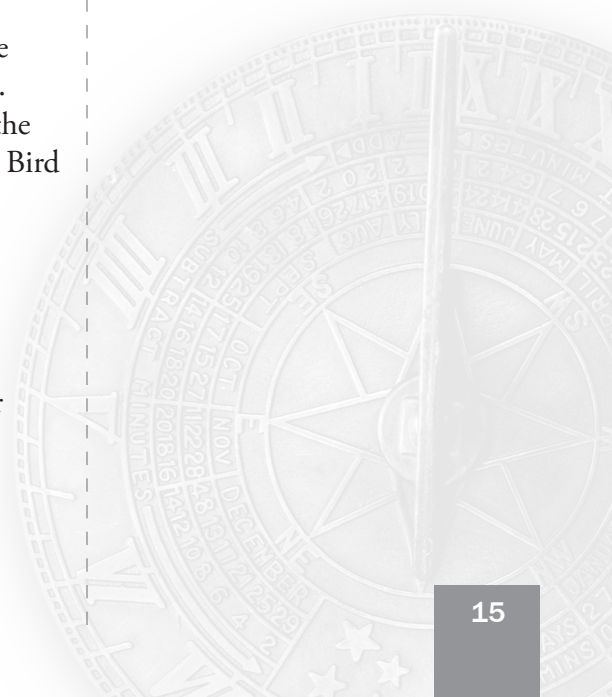
Begin your Illustrated Geography Dictionary with these words: **mountain** and **river**. Write the definitions, and draw or print a picture to illustrate the term.

When you're finished, add the map and dictionary page to your Student Notebook.

Each word in **bold letters** is considered a vocabulary word, which may or may not be new to your children. Besides completing the Student Notebook pages, if you and your child want to emphasize vocabulary in this study you can write these words on index cards and use them for occasional review (but not for memorizing). Be sure to write definitions on the backs of the cards. Also, try to use the new vocabulary words during conversation, and encourage your students to do the same.

For your convenience, the vocabulary words for each lesson are included in the Vocabulary section of the appendix.

D.



F. History*Thinking Skills*

Look over the Instructions section of your *Trail Guide to Bible Geography* to find out how to set up a Biblical Timeline of History. When that's all done, look at your *Bible Timeline Figures* CD so that you're familiar with what's on it, including the meanings of the borders and symbols.

As you progress through this study, you'll be given dates and events or people to add to your timeline.

To get started, you need a little background information—so take some time to scan, or read quickly, the following sections of Scripture silently. When you're finished, fill in the blanks on the page in your Student Notebook.¹

- Genesis 2:4–25
- Genesis 3
- Genesis 4:1–16
- Genesis 5

G. Typing*Thinking Skills*

This year you'll use the Typing Instructor Platinum computer program to either learn how to type properly or to improve your skill and speed.

To begin, follow the instructions on the program disk to install it on your computer. Be sure to use the correct disk for your PC or Mac! When you're finished, add yourself as a user by clicking "Add" on the menu. Then take the "Skill Test" to see where you should start.

When all that's done, click "OK" to move on to the Travel Port screen. Once there, click the "How To Type" signpost at the bottom of the main screen, and listen to the first two topics, "Proper posture" and "Positioning your hands on the keyboard."

Return to the Travel Port screen, and click the "Tour" signpost at the bottom left. The tour will explain exactly how to use your Typing Instructor program. Then you might also want to click each tab on the menu bar to the right of the screen to help you remember where everything is located.

The only thing left to do now is decide whether you want to start your lessons in the World Travel, Time Travel, or Photo Safari theme—icons for these are at the bottom of the menu bar. Remember, you can change themes any time! Go ahead and work on your first lesson for at least ten minutes.

H. Independent Reading & Study Skills


Time management is one of the most important study skills you can learn! The first step in mastering this skill is to gain an understanding of exactly where and how you spend your time now, in the course of a normal day.

To do that, use a watch or clock and the Time Management Chart in your Student Notebook to write down the things you do tomorrow during school hours and how long you spend doing each one. Include everything: lunch, chores, errands, recesses, subjects studied, and everything else that takes up time.

This activity, of course, begins tomorrow as soon as you get up. For Choose something to read that you'll enjoy. Then find a quiet, comfortable place and read for the following length of time:

 30 minutes

 35 minutes

 40 minutes

Look over the Lesson 1 At A Glance chart in your Student Notebook, and check off all the work you've done in this part. Be sure to write down what you read today on your Reading Log.



Independent reading provides regular practice for word study and reading skills, as well as time for practice of thinking skills. Quiet time to consider ideas and tie new information with old is essential in building new understandings.

H.



Lesson 1: Part 2

MAKING CONNECTIONS

In your Student Notebook, write one or two sentences that explain your personal thoughts about the second question on page 8, paragraph 3 of *Assumptions That Affect Our Lives*. There's no right or wrong answer to this question, but it's very important for you to consider what you really believe.

A.

You may want to allow your child the choice to practice typing skills (rather than writing) as you dictate. (Be sure to disable Spellcheck and any other Autocorrect functions!) Three-hole punch the page to add it to his or her Student Notebook.

A. Copywork or Dictation

Language Skills

Look over the words in italics below and their meanings.

pursuance – persistence in carrying out a plan

substance – one's possessions

Now read the following passage silently before you follow the directions for your level.

In *pursuance* of this command, Abram, with Sarai his wife and Lot his nephew, and all their children and *substance*, migrated and settled in the land of Canaan, and there he built an altar to God. He then removed to a mountain on the east of Bethel, where he pitched his tent and erected an altar, and worshiped the Lord.

When you're finished copying or writing from dictation, compare your work to the text and make any needed corrections. Date and add the page to your Student Notebook.



Copy the above passage, or write it from dictation.



Write or type the above passage from dictation.

B.

Every student should read or listen to **all** the literature selections for the unit. Reading or hearing the different perspectives adds depth to understanding the events and circumstances of the times.

B. Reader

Language Skills, History


Tirzah: page 11 (“Paser says I can...”) through page 14, paragraph 8 (“...sit in darkness.”)


Bible: Genesis 12:1–9

 Acts 7:2–5

Before you read or listen to the passages, look over the Careful Reading assignments below. After reading or listening, complete them. Be sure to review your descriptions by skimming the passages one more time.

In your Student Notebook, write a short description of a new event that happens in the *Bible* readings for parts 1 or 2. Be sure to choose the one that you think makes the biggest change in the story. Then begin a description of Abram by writing a sentence that tells something you learned about him in the passages.

 Read the above passage from *Tirzah* aloud; then team-read or follow along as someone else reads the passage from the *Bible*.

 Read the above passage from *Tirzah* silently; then read the passages from the *Bible* aloud. Add a second description of Abram.

 Add a third description of Abram.

C. Read-Aloud and Narration *Language Skills, History, Thinking Skills*
The Pillar of Fire: Letter II (pages 8–13)

Together with your teacher, review the meanings of the following words before listening to the Read-Aloud passage. You may want to make a mark on the line after each word in your Student Notebook when you hear it during the story.

edifice – a large, imposing building (story context: “This central temple is a lofty *edifice*”)

fanés – temples or shrines (story context: “avenue of palaces and *fanés* and fragrant gardens”)

caparisoned – having an ornamental covering spread over the horse’s saddle (story context: “a superbly *caparisoned* Arabian charger”)

sphinxes – statues of a mythological monster with a human’s head and a lion’s body (story context: “alternate obelisks and *sphinxes*”)

aedile – an official responsible for public buildings, games, and supplies (story context: “the *aedile* of my palace”)

Focus for Listening:


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

As you listen to your teacher or someone else read the assigned passage aloud, keep the *Focus for Listening* in mind. After the read-aloud, tell your teacher what you remember about it, and supply

It is likely that many words in the Copywork or Dictation and Read-Aloud assignments are unfamiliar to your student. Several of these are previewed in each section to aid in understanding the passages. These may or may not be used as additional or replacement vocabulary words, or as spelling words, depending on how useful you think they may be to your child in his or her speaking and writing.

C.

details from the story that support your thoughts. There are spaces in your Student Notebook to write a few quick words while you're listening to help you remember important points.

 Include at least two details.


  Include at least three details.



D. Language Skills: Spelling

Thinking Skills

Choose the number of words assigned below from your reader, dictation passage, or *Bible*. You may also want to add a few words from your own writing that you have difficulty spelling correctly. Make your spelling list on the page provided in your Student Notebook.

When you are finished, write the words you've chosen on a piece of scrap paper as your teacher dictates them. Be sure to take some time over the next parts to study any that you were unable to spell correctly. You'll have an opportunity to try again in Part 5.

 Choose eight words from your literature or dictation passages and two to four from your writing.

  Choose ten words from your literature or dictation passages and two to four from your writing.

E. Geography

History, Thinking Skills

Trail Guide to Bible Geography: Week 1 – Abraham: Ur to Egypt

In the Points of Interest section, follow the last four directions for mapping your Ancient Civilizations map. In the Geography Trails section, complete the Day 2 questions for the Bird and Deer levels. You may use Map 2 in the *Student Bible Atlas* for reference.

Add **plateau** to your Illustrated Geography Dictionary. Write the definition, and draw or print a picture to illustrate the term.

F. Science

Thinking Skills

Since astronomy is considered the first science ever pursued by man, your study of Ancient History this year naturally includes a journey through this amazing subject. Imagine! The very people you're reading about—the Patriarchs, the Hebrews, the Egyptians, and later the Greeks and Romans—were all extremely aware of what went on in their night skies. They regularly observed the movements of the sun, moon, and stars and recorded the patterns they saw.

Teaching Tip

Take the opportunities that occur in daily life to illustrate and help your children understand point of view. For example, watch or listen to a newscast together or read a newspaper or Internet article that presents an opinion about a current event. Ask your children what their point of view is on the subject, and perhaps share yours. Include as many family members as you think appropriate in the discussion. Are your points of view the same as or different from the authors of the articles or newscasts?

Take a few minutes to flip through your *Backyard Guide to the Night Sky*. This is a well-written book with beautiful pictures and up-to-date facts. It expresses the opinions of a large group of respected scientists very well. However, while reading it, you should remember that there are many other respected scientists who don't agree with some—or even most—of the opinions in its pages. This is because even though a huge amount of information about space has been and is being gathered every day...many things have not yet been proven to everyone's satisfaction.

It's important (in every area of life) to recognize the basic differences between a fact and an opinion. A **fact** is information that has been observed, measured, and/or proven beyond a shadow of doubt. Others can check this information and get the same results. In astronomy, facts are things like the sizes of the planets, their makeup, their orbits, and so forth.

An **opinion**, on the other hand, is a person's point of view about something. It is often based on that person's core beliefs, or **worldview**. Sometimes, however, an opinion is based simply on what someone has been told. In astronomy, opinions might be things like how space came to be as it is and how long it took. Bottom line, two people can look at the same facts and interpret them differently.

These differences of opinion make your study of astronomy a wonderful opportunity to practice thinking skills! As you travel through this study you'll be asked to explore different points of view, discuss the things you find, and evaluate your own thoughts.

Talk with your teacher about the differences between facts and opinions. Do you think faith in God is a good reason to form an opinion?² Do you think believing in God's existence is not an opinion, but a fact, to many people?³ What about believing that there is no God?⁴ Do you think it's possible for Christian believers to interpret *Bible* passages differently from one another?⁵ These are important questions, and the answers form parts of your family's worldview.

In the next few lessons you'll take quick looks at the history of astronomy and the sun and learn about our solar system and earth. Take a few minutes to discuss what you already know about these things with your teacher. Then make a list of questions or things you would like to find out about them. There's a page in your Student Notebook for the list. Later, you'll have an opportunity to look back and see if your questions have been answered.

The small superscript numbers that appear after some of the questions in this lesson refer to answers found in the answer key, which is located immediately after Part 5.

G. In the Lesson 1 “Show and Tell” video, your student will learn that ancient written languages began as symbols or drawings. In fact, most people have seen or heard about Egyptian hieroglyphics, which told stories by using pictures. Relate the vocabulary picture clues your student is asked to make (in Section D) to these ancient forms of writing—point out that in a way, he is being asked to create his own hieroglyph (picture) that stands for the word. Challenge him to see if others can “read” his pictures!

G. Hebrew

Thinking Skills

Biblical Hebrew Primer: Introduction (pages 13–17)

Your study this year uses the *Bible* as both an historical and a literary text, so this is a perfect time to introduce you to Hebrew, which is the **primary**, or main, language of the Old Testament.

This area of study may seem a bit challenging at first, because Hebrew is very different from English in both its structure and the way it looks. For example, English is written and read from left to right. But Hebrew is the exact opposite—it is written and read from right to left! Not only that, but the letters themselves look strange and unfamiliar even though most of the alphabet sounds are similar to English.

Hang in there, and you may find that reading and writing Hebrew is easier than you thought. And it’s definitely a skill of which you can be proud!


To get started, read the pages assigned above, and watch Lesson 1 on your *Biblical Hebrew* “Show and Tell” DVD. As you’re watching it, use the page in your Student Notebook to write down two or three interesting points (you may pause the video if you want). When you’re finished, discuss the reading assignment and the video with your teacher.


H. Independent Reading & Study Skills


Today you’ve logged all your activities and the time you spent on each one. Take a few minutes to look over this part’s Time Management Chart and discuss it with your teacher. Does anything surprise you? Do you think you made the best use of your day? Did anything take more time than you thought it would? Less time?

Of course, every day is different, and it’s impossible to judge your time management skills from only one chart. So you should continue to log your activities for the rest of this lesson. Time Management Charts for parts 3 and 4 are in your Student Notebook.

Choose something to read that you’ll enjoy. Then find a quiet, comfortable place and read for the following length of time:

 30 minutes

 35 minutes

 40 minutes

Be sure to keep your Lesson At A Glance chart and Reading Log current by checking off and writing down all the work you completed in this part.



Lesson 1: Part 3

MAKING CONNECTIONS

In your Student Notebook, write one or two sentences that explain your personal thoughts about the third question on page 8, paragraph 3 of *Assumptions That Affect Our Lives*. There's no right or wrong answer to this question, but it's very important for you to consider what you really believe.

A. Copywork or Dictation

Language Skills

Look over the words in italics below and their meanings.

fair – beautiful


notwithstanding – in spite of

reproached – scolded

Now read the following passage silently before you follow the directions for your level.

There being a famine in the land, Abram proceeded to Egypt. As Sarai was a *fair* woman, Abram was apprehensive the Egyptians would slay him and save her alive. He therefore advised her to say she was his sister. *Notwithstanding* this, the king took her into his family. But the Lord brought afflictions on Pharaoh and his family, and he sent her back to Abram and *reproached* him for the deception that had been practiced upon him.

When you're finished copying or writing from dictation, compare your work to the text and make any needed corrections. Date and add the page to your Student Notebook.

 Copy the above passage, or write it from dictation.

 Write or type the above passage from dictation.

Teaching Tip

The combination of history and language skills is a natural one. Children learn history content and the specifics of reading, writing, and speaking at the same time by studying the lives and events of the past. This is an important part of the unified approach.

B. Reader*Language Skills, History*


Tirzah: page 14, paragraph 9 (“Wiping the oil...”) through page 17 (end of chapter)


Bible: Genesis 12:10–20

 Genesis 20:1–17

Before you read or listen to the passages, look over the Careful Reading assignments below. After reading or listening, complete them. Be sure to review your descriptions by skimming the passages one more time.

In your Student Notebook, write a short description of a new event that happens in the *Tirzah* reading assignments for parts 2 or 3. Be sure to choose the one that you think makes the biggest change for the characters. Then begin or continue your description of Tirzah, Oren, or Ram by writing a sentence that tells something you learned about him or her in the passages.

 Read the above passage from *Tirzah* aloud; then team-read or follow along as someone else reads the passage from the *Bible*.

 Read the above passage from *Tirzah* silently; then read the passages from the *Bible* aloud. Add a second description of Tirzah, Oren, or Ram

 Add a third description of Tirzah, Oren, or Ram

C. Read-Aloud and Discussion*Language Skills, History, Thinking Skills*

The Pillar of Fire: Letter III (pages 15–18)

Together with your teacher, review the meanings of the following words before listening to the Read-Aloud passage. You may want to make a mark on the line after each word in your Student Notebook when you hear it during the story.

embodiment – a visible form of an idea or quality (story context: “they are but the *embodiment* of attributes”)

pantheism – worship that identifies God with the universe (story context: “It is a *pantheism*, then, rather than a polytheism”)

polytheism – the worship of more than one god (story context: “It is a pantheism, then, rather than a *polytheism*”)

vicarious – when a person experiences something indirectly, through the feelings or actions of someone else (story context: “The figures...are but *vicarious* forms”)




appertain – relate to, concern (story context: “assume the importance...to which they *appertain*”)

lineaments – a feature that is distinctive (story context: “*lineaments* of their country”)

Focus Question:

How did Prince Remeses describe the Egyptian religion?

As you listen to your teacher or someone else read the assigned passage aloud, keep the *Focus Question* in mind. After the read-aloud, answer it and give examples from the story that support your thoughts. There are spaces in your Student Notebook to write a few quick words while you’re listening to help you remember how you want to answer.

-  Give one example.
-  Give two examples.
-  Give three examples.

D. Language Skills: Grammar

Thinking Skills

In this unit you will review various parts of speech and find examples in your literature. The first parts you will review are nouns. Remember, there are two main types, common nouns and proper nouns.

A common noun names a general kind of person, place, thing, or idea. It isn’t capitalized unless it’s at the beginning of a sentence.

The children decided to play tag at the park.

A proper noun names a particular person, place, thing, or idea. It’s always capitalized, because it’s the name of something or someone.

Tirzah was a Hebrew slave held captive in Egypt.

Look at the first full page of this part’s reading assignment in *Tirzah* (“Wiping the oil...”), and make lists of all the common and proper nouns you can find. There’s a page in your Student Notebook for the lists.⁶

E. Geography

History, Thinking Skills

Trail Guide to Bible Geography: Week 1 – Abraham: Ur to Egypt

In the Points of Interest section, follow the Mapping directions for the Eastern Mediterranean map. Mark Abraham’s journey on the Fertile Crescent map, using Map 3 in the *Student Bible Atlas* for reference. In the Geography Trails section, complete the Day 3 questions for the Bird and Deer levels.

The Grammar section in this unit begins with skills that your student may already know. It is always a good idea to begin instruction with review, so please have your child complete these activities even if he already knows the concepts presented. A great way to enjoy a review is to ask him to be the teacher and present the information to you, the student!

D.

F. History*Thinking Skills*

Scan, or look over quickly, the following Scriptures silently:

- Genesis 6
- Genesis 7
- Genesis 8
- Genesis 9:1-17

When you're finished, add the Flood to your Biblical Timeline of History. Although it's impossible to know exact dates, it may have occurred sometime around 2500 BC. Use the Scriptures you just looked at to find at least five things that surrounded this important event, and list them on the page in your Student Notebook. Dates aren't important—just focus on the order in which things happened.

G. Typing*Thinking Skills*


Spend at least 30 minutes practicing your typing skills with your Typing Instructor program.


Whenever you complete a lesson, click on the “Results” tab in the menu bar on the right side of the Travel Port screen. Then click “Certificates,” print the one you like best, and add it to your Student Notebook.


H. Independent Reading & Study Skills

Take a few minutes to look over this part's Time Management Chart and discuss it with your teacher. Does anything surprise you? Do you think you made the best use of your day? Did anything take more time than you thought it would? Less time? How does it compare with the first chart you filled in?

When you're finished, choose something to read that you'll enjoy. Then find a quiet, comfortable place and read for the following length of time:

 30 minutes

 35 minutes

 40 minutes

Be sure to keep your Lesson At A Glance chart and Reading Log current by checking off and writing down all the work you completed in this part.

**G.**

Typing is admittedly not connected to a study of the ancient past, but it is a skill set that becomes increasingly important as your children progress through school. It is therefore included now as preparation for high school, higher-level education (should your student pursue it), and life in general.

Lesson 1: Part 4

MAKING CONNECTIONS

In your Student Notebook, write one or two sentences that explain your personal thoughts about the fourth question on page 8, paragraph 3 of *Assumptions That Affect Our Lives*. There's no right or wrong answer to this question, but it's very important for you to consider what you really believe.

A. Copywork or Dictation

Language Skills

Look over the words in italics below and their meanings.

erected – built


contention – strong disagreement

removed – left, changed location

Now read the following passage silently before you follow the directions for your level.

Abram now returned from Egypt to the south of Canaan, and to the place where he had before *erected* an altar. Abram and Lot were both rich in cattle, and the land was not sufficient for feeding the flocks and herds of both. This produced a *contention* between their herdsmen. They therefore agreed to separate, and Lot went and dwelt on the plains of Jordan to the east near Sodom. Abram also *removed*, and dwelt on the plain of Mamre in Hebron.

When you're finished copying or writing from dictation, compare your work to the text and make any needed corrections. Date and add the page to your Student Notebook.

 Copy the above passage, or write it from dictation.

 Write or type the above passage from dictation.

If your student is experiencing frustration with this activity, please adapt instructions to his individual needs. It's always a good idea to start the year with copywork, and if you find the assignment needs to be shortened a bit a first, that is fine. Your child should be **consistently successful** at one level before progressing to the next, **regardless of age or grade**.

A.

B. Reader*Language Skills, History*


Tirzah: page 18 (Chapter 2) through page 21, paragraph 8 (“...not to have one.”)

Bible: Genesis 13

 Acts 7:6–8

Before you read or listen to the passages, look over the Careful Reading assignments below. After reading or listening, complete them. Be sure to review your descriptions by skimming the passages one more time.

In your Student Notebook, write a short description of a new event that happens in the *Bible* readings for parts 3 or 4. Be sure to choose the one that you think makes the biggest change in the story. Continue your description of Abram by writing a sentence that tells something you learned about him in the passages.

 Read the above passage from *Tirzah* aloud; then team-read or follow along as someone else reads the passage from the *Bible*.

 Read the above passage from *Tirzah* silently; then read the passages from the *Bible* aloud. Add a second description of Abram.

 Add a third description of Abram.
C. Read-Aloud and Illustration*Language Skills, History, Thinking Skills*

The Pillar of Fire: Letter IV (pages 19–22)

obeisance – a gesture of great respect, such as a curtsy or bow
(story context: “paid me the lowest *obeisance*”)

volition – power of using one’s will (story context: “as if by their own *volition*”)

dais – a platform or raised table (story context: “elevated upon a *dais*”)

potentate – a monarch or ruler (story context: “the mighty *potentate*”)

benign – demonstrating kindness or gentleness (story context: “a countenance so dignified, yet so *benign*”)

Focus for Listening:




Show Prince Sesostri’s meeting with Queen Amense.

Listen carefully as your teacher or someone else reads the above passage. As you listen, keep the *Focus for Listening* in mind and make a quick sketch in your Student Notebook that pictures something related to it. Your drawing does not have to be elaborate or skillful, but do your best!

C.

If your student seems uncomfortable with the idea of illustrating, reassure him or her that this is not an art activity! It is just another way to retell an event or episode in the book you are reading. Since people envision different things, or pictures, in their minds when they hear something described, there is no one correct answer—and you are simply interested in how he or she pictured the event.

When the read-aloud is finished, show your sketch to others and explain what it illustrates.

-  Draw one quick, simple sketch.
-  Draw a quick, simple sketch, and add a caption that describes it.
-  Create a symbol that stands for this part of the story.

D. Language Skills: Writing

Thinking Skills

Look at the first section, “The Process of Writing,” in your *Write Source 2000* book, and find the chapter entitled, “Basic Elements of Writing.” Turn to the pages about building paragraphs and read about the parts of a paragraph. Then read over the answers you’ve written so far in the Making Connections sections of this lesson.

Now imagine you are composing an essay about your personal worldview, and write a paragraph for it on lined paper. If you need some help getting started, look over the section entitled “Writing the First Draft” in *Write Source 2000*. When you’re finished, date the page and add it to your Student Notebook.

E. Geography

History, Thinking Skills

Trail Guide to Bible Geography: Week 1 – Abraham: Ur to Egypt

In the Geography Trails section, complete the Day 4 questions for the Bird and Deer levels. Follow the directions for the See-through Maps assignment in the “Trail Blazing” section.

F. Science

Thinking Skills

Use this section to prepare for your astronomy study. Begin by reading page 8, “How to Use This Book,” and pages 12–13, “Into the Dark,” in your *Backyard Guide*. Skim through pages 26–27, and consider getting a pair of binoculars to help in your observations.

Pages 24–25 in your book talk about “Sky Watching in the City,” which can be difficult. If you live in a city or large town, or you have other issues with seeing the night sky, you might want to look into planetarium options online. These allow you to complete your observations on the computer—and make a cloudless night sky available whenever you need it. Of course, several good programs are available for purchase. The ones listed on the links page are considered user-friendly and are free.

If you and your teacher decide to use a planetarium program, take some time to become familiar with it. Set the date, time, and location, and experiment a bit to see what’s available on it.

G.

Why learn Hebrew?

First, because it is an ancient language that has undergone a profound revitalization in the past century—moving from the classical realm to again become a vital, living language. Second, because it is the primary language of most historical and literary texts in the *Bible*. And third, because a familiarity with Hebrew’s roots, structure, and forms naturally strengthens your child’s connection to the Judeo-Christian ethics upon which our nation was founded.

G. Hebrew

Thinking Skills

Biblical Hebrew Primer: Lesson 2 (pages 18–20)

After you read through this lesson and do the activities, practice writing *alef* in your Student Notebook.

Next, use index cards and a marker to begin a set of Hebrew Alphabet and Vocabulary game cards. For alphabet cards, write the name of the letter (*alef*) and its sound (silent) on one card; print its handwritten form on another. For vocabulary cards, write each new word from the lesson on one card in Hebrew letters, along with its pronunciation. Then write the word’s English translation on another card. Set all your cards aside to use for review later.

New letter: *alef*


New vocabulary: *love, truth, amen, and your God*

When you’re finished, watch Lesson 2 on your “Show and Tell” DVD. Use the page in your Student Notebook to write down two or three interesting points about the story portion as you watch (you may pause the video if you want). Discuss the video and the points you wrote down with your teacher.


H. Independent Reading & Study Skills

Take a few minutes to look over this part’s Time Management Chart and discuss it with your teacher. Does anything surprise you? Do you think you made the best use of your day? Did anything take more time than you thought it would? Less time? How does it compare with the other charts you’ve filled in?

When you’re finished, choose something to read that you’ll enjoy. Then find a quiet, comfortable place and read for the following length of time:

 30 minutes

 35 minutes

 40 minutes

Look over the Lesson 1 At A Glance chart in your Student Notebook, and check off all the work you’ve done in this part. Be sure to write down what you read today on your Reading Log.



Lesson 1: Part 5

This part is set aside for completion of any work left undone from the lesson and review of concepts and content.

1. In your Student Notebook, write one or two sentences that explain your personal thoughts about the fifth question on page 8, paragraph 3 of *Assumptions That Affect Our Lives*. There's no right or wrong answer to this question, but it's very important for you to consider what you really believe.

2. Look over the descriptions of major events that you wrote in the Reader sections of this lesson. Choose the ones that you think made the greatest impact on *Tirzah*, and on the *Bible* stories, and put stars by them.

Then choose one character description from this lesson's readings in *Tirzah* and one from the *Bible* that you consider to be the most important, and put stars by them. Tell your teacher why you chose these particular descriptions.

3. Ask your teacher to show you each Vocabulary Picture Clue that you drew in this lesson, while covering up the word and definition to which it refers. See if you can tell your teacher what the word is and how it was used in your reader.

4. Listen as your teacher reads the spelling words that you studied in this lesson, and write each one on lined paper as she dictates it. When you are finished, look at your word list, and make corrections as needed. Show your teacher how you did, then date and add the page to your Student Notebook.

5. Pretend you're a tour guide, and take your teacher on a journey using the Ancient Civilizations and Fertile Crescent maps you've worked on in this lesson. Make sure to stop at the following locations:

Zagros Mountains, Persian Gulf, Tigris River, Euphrates River, Canaan, Lower Egypt, Upper Egypt, Ur, Cyprus, Haran, Babylon, Shechem, Hebron, the Fertile Crescent, the Syrian Desert, the Anatolian Plateau, and the Nile Delta.

Tell her which are landforms, bodies of water, countries, or cities.⁷

Are games truly a valid part of school time? Absolutely! As your child revisits content, vocabulary, and concepts, an effective review of learning takes place. The game format makes review more inviting and, hopefully, more frequent.

6. Review Lesson 2 on your *Biblical Hebrew* “Show and Tell” DVD. To do this, select “Choose a Chapter” on the lesson’s menu, and then click on “Review.”

When you’re finished, follow the directions in the appendix to play Alef-Bet Concentration with the Hebrew alphabet and vocabulary cards you made in this lesson. Practice saying each letter and word as you turn it over.

7. Complete the Unit 1 Matching game in your Student Notebook.⁸

Enrichment:

1. Based on activities in the Trail Blazing section of the *Trail Guide to Bible Geography*: The Fertile Crescent is an area of the Middle East that played a very important part in ancient history, and is still valuable nowadays. In this part you’ll have an opportunity to find out more about this unique region.

To begin, look at the section titled “Note Taking: Web” on page 308 in your *Write Source 2000*. Look closely at the diagram, and discuss it with your teacher.

Then find at least two sources with information about the Fertile Crescent, either at the library or on the Internet. Draw a web diagram on a piece of notebook paper, and use it to write down at least seven important facts that you learn. Be sure to include things like what made it fertile, how it was named, how its climate differs from the surrounding climates, and what crops are best suited to this area.

When you’re finished, look at pages 231 (“Sample Works-Cited Entries”) and 232 (“Sample Internet Entries”) in *Write Source 2000*, for examples of how to write where you got your information. Date and add your Fertile Crescent information to your Student Notebook.

2. From the Trail Blazing section of the *Trail Guide to Bible Geography*: Make a salt dough or coffee clay 3-D map of the Fertile Crescent. Recipes for the dough and clay are in the instructions at the beginning of the book. When you’re finished, paint and label your map.

3. Sometimes it is difficult to tell the difference between facts and opinions! Check it out by choosing at least two articles in a newspaper, magazine, or online news source. As you read them, highlight facts in one color and opinions in another. If you’re working online, you can probably copy and paste the various statements onto a separate document and highlight them there. Choose at least five printed advertisements and do the same thing.

Enrichment activities are suggestions for ways your child can learn more about a topic of interest, dig deeper into a subject, or gain research skills. Please feel free to use these activities as guides for your child to do as stated, or amended to better fit his particular abilities, needs, or interests.

How did this experiment turn out? Discuss the results with your teacher, and see if you can figure out ways to make the opinions more factual. For example, suppose the author wrote, “My dog is the best pet on earth.” This opinion could be changed to, “I think my dog is the best pet on earth,” and suddenly—it’s a fact!

Additional Resources:

The Bible: Genesis 1 and 4

Eyewitness Books: Ancient Egypt by George Hart



Answers

1. 1. Seth; 930
 2. Enosh; 912
 3. Kenan; 905
 4. Mahalalel; 910
 5. Jared; 895
 6. Enoch; 962
 7. Methuselah; 365
 8. Lamech; 969
 9. Noah; 777
 10. Shem, Ham, Japheth
2. Answers may vary, but any strong belief generally causes people to form opinions.
3. God's existence is a fact to believers who are confident in their faith.
4. Those who don't believe in God are usually sure He doesn't exist, or they haven't thought about it. It would depend on the strength of their beliefs.
5. Yes.
6. **Common Nouns:** oil, hands, question, eyes, thing, plague, death, firstborn, household, mother, Judgment, sons, children, head, lamb, sacrifice, time, everything, father, courtyard, pen, jar, pouch, faithfulness, doorway, cup, water, eyes, bird, strength, brother, bull, gulp, leave, food, meal, men, madness, stubbornness, look
Proper Nouns: Aaron, Ram, Tirzah, Yahweh, Egypt, Pharaoh, Egyptian, Leah, Moses, God, Abraham, Isaac, Jacob, Uncle Caleb
7. **Landforms:** Zagros Mountains, Syrian Desert, Anatolian Plateau, Nile Delta
Bodies of water: Persian Gulf, Tigris River, Euphrates River
Countries: Canaan, Lower Egypt, Upper Egypt, Cyprus
Cities: Ur, Haran, Babylon, Shechem, Hebron
8. Answers for the Unit 1 Matching game are in the appendix.