

# From Adam to Us

## Part 1: Creation to Cathedrals

Ray and Charlene Notgrass

Activities by Bethany Poore

Maps by Nate McCurdy



*From Adam to Us Part 1*  
Ray and Charlene Notgrass  
Activities by Bethany Poore  
Maps by Nate McCurdy

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# Introduction

## To the Student

History is one big story made of many stories. History is the life stories of billions of individuals: men, women, girls, and boys, all made and loved by God. We know some of their names, like Abraham, Genghis Khan, and Simón Bolívar. We don't know the name of the servant girl that drew water for Abraham's family; the frightened mother who watched from the door of her tent for the approach of a conquering army; or the weary mine worker whose heart was stirred by whispers of independence. Famous or not, the story of every person in history is important.

History is about people like you. History is about people who sought the Lord and people who didn't. Above all else, history is the story of our faithful God. All those true stories help us to live better and wiser in our own story.

World history has many threads that all eventually overlap. At the same time in history, life looked very different in different parts of the world. The Inca civilization built the mountain stronghold of Machu Picchu around the same time that Gutenberg worked on his printing press in Germany and Chinese artists perfected blue and white porcelain. We chose stories from history for *From Adam to Us* to give you the picture of what was happening, what was changing, and what was staying the same throughout history in many different corners of the world. We wrote this book with the goal of giving you an understanding of world history that is true, meaningful, and helpful for making sense of the present. We pray that this curriculum helps you know God better.

As you read *From Adam to Us*, enjoy the stories. Look at God's wonders and praise Him for his power and generosity to all mankind. See what creative people made in God's image have built. Learn about imperfect people who made a mark on history. Read the stories of tragedy and of celebration. Praise God for His blessings and mercies in our world. Give Him thanks for the place in history He created especially for you.

## To the Parent

Thank you for choosing *From Adam to Us* from Notgrass History as your student's guide for learning the story of world history. Please read the important information on the following pages titled "How to Use This Curriculum" so that you can make the most of your student's learning experience. We designed this curriculum to be rich in meaningful content while flexible and easy to use. We hope that *From Adam to Us* will be a blessing to your student and your family and bring glory to God as you learn about His faithfulness in history.



# How to Use This Curriculum

*From Adam to Us* is a one-year world history and literature course designed for students in grades five through eight. The daily lessons are written in a narrative style and richly illustrated with color photographs and maps. Primary sources, literature, and hands-on activities help the student connect with the history in a personal way. With parental help and supervision, younger children can participate in many activities and can benefit from hearing the lessons read aloud.

All of the instructions for what to do each week and each day are included in the main lesson text. The curriculum has thirty chronological units of five lessons each. Each weekly unit has one lesson from each of five categories.

- **Our World Story:** We use major events to provide a framework for understanding the chronology of world history. Examples include the Tower of Babel, the conquests of Alexander the Great, the early church, the invention of the printing press, and the fall of Communism in Europe.
- **God's Wonders:** We explore the world's created wonders and show how they have influenced history and culture. These lessons include the Mediterranean Sea, the Indus Valley, the Potosi Silver Mine of the Andes, the Gobi Desert, and the Cape of Good Hope.
- **World Landmark:** These lessons explore places that demonstrate the amazing abilities of people made in the image of God and their place in history, including the Pyramids of Egypt, the Great Wall of China, the moai statues of Easter Island, Macchu Piccu, and modern skyscrapers.
- **World Biography:** These lessons relate the life and times of some of history most influential personalities including Ramses II, Judas Maccabeus, Johann Sebastian Bach, Queen Victoria, and C. S. Lewis.
- **Daily Life:** We give an inside-view of everyday life from the beginning of history to modern times, exploring how new ideas and inventions make a difference for ordinary people. These lessons include early writing, Chinese porcelain production, the missionary work of Methodius and Cyril, the Industrial Revolution, and globalization.

## From Adam to Us Curriculum Package

The basic curriculum package for *From Adam to Us* includes:

- ***From Adam to Us Part 1: Creation to Cathedrals*** — This book has seventy-five lessons, designed to be completed in one semester, which begin in the week of Creation and continue through the time of the cathedrals of the Middle Ages.
- ***From Adam to Us Part 2: Castles to Computers*** — This book has another seventy-five lessons, also designed to be completed in one semester, which explore history from the days of castles to modern times.
- ***Our Creative World*** — This collection of historic documents from around the world includes short stories, poems, songs, letters, diary entries, and speeches. It also features images of art and architecture.
- ***From Adam to Us Map Book*** — This collection of maps was created especially to accompany this curriculum. At the end of many lessons, your student will do activities using the maps.
- ***From Adam to Us Timeline Book*** — This timeline of history from Creation to the present is designed specifically to accompany this curriculum. After most lessons, your child will add one or more events to the timeline.
- ***From Adam to Us Answer Key*** — This book has all of the answers needed for the assignments included at the end of the lessons, the activities and tests in the *Student Workbook*, and the questions and tests in the *Lesson Review*. The *Student Workbook* and *Lesson Review* are described on page vii.

## From Adam to Us Literature Package

This is a selection of ten literature titles that complement the lessons in *From Adam to Us*. These books can be purchased from Notgrass Company as a package or individually. You can also obtain them from another source such as the library, a bookstore, or an online source. You can use any unabridged edition of these books.

- *The Golden Goblet* by Eloise McGraw (Units 3-5)
- *The Fables of Aesop* by Joseph Jacobs, editor (Units 6-7)
- *The Bronze Bow* by Elizabeth George Speare (Units 9-11)
- *A Single Shard* by Linda Sue Park (Units 13-14)
- *Otto of the Silver Hand* by Howard Pyle (Units 15-16)
- *The King's Fifth* by Scott O'Dell (Units 18-21)
- *Madeleine Takes Command* by Ethel C. Brill (Units 22-23)
- *The Switherby Pilgrims* by Eleanor Spence (Units 24-25)
- *The Chestry Oak* by Kate Seredy (Units 26-28)
- *Children of the Storm* by Natasha Vins (Units 29-30)

## Notes for Parents on the Literature Selections

After careful consideration, we chose ten books to accompany the history lessons in *From Adam to Us*. We selected books that are well written and provide an educational look at a certain time period and place in world history. Some of the books have plot elements or dialogue that we want you to be aware of in advance. You can find our notes and comments at the back of your *Answer Key*. You are the best one to decide what your child is ready to hear or to read on his own.

## Optional Resources – *Student Workbook* or *Lesson Review*

We offer these books as a supplement to the curriculum for parents who wish to have their student do workbook activities or answer questions after reading the lessons and take tests over the lessons and literature. We recommend that you choose either the *Student Workbook* or the *Lesson Review*, but your student can complete both if you prefer.

- ***From Adam to Us Student Workbook*** — This collection of crosswords, word searches, matching, and other handwork activities reviews and reinforces information learned in the daily lessons. It also includes literature review questions and unit tests.
- ***From Adam to Us Lesson Review*** — This features daily lesson review questions, literature review questions, and unit tests.

## How to Use *From Adam to Us Part 1* and *Part 2*

These two volumes are the core of the curriculum. They give you and your child all of the information you need in order to use *From Adam to Us* on a daily basis.

These two volumes contain fifteen units each for a total of thirty units. Your child can study *Part 1* during the first half of the school year and *Part 2* during the second half. Each unit has five lessons.

At the beginning of each unit, an introductory page gives a list of the lessons in that unit, a reminder of the literature title that goes with that unit, and a short introduction to the unit. The world map on this page has push pins with lesson numbers on them. These pins show the primary location (or locations) associated with each lesson.

Following the introductory page are the daily lessons. Students can read these on their own, or you can read the lessons aloud. The lessons are richly illustrated. The student's learning experience will be greatly enhanced if you encourage him or her to examine the illustrations closely. We have carefully selected them to be an integral part of the learning experience. You will notice that we have included many stamps from around the world. These were chosen to show students that many countries thought the people and events illustrated were worth remembering. Many lessons show wildlife that live in various places around the world. When possible, the photos show animals in their native habitat. However, a small number of these photos were taken at zoos.

Many of the lessons have maps showing the locations of historic places and regions. The light brown dotted lines on some of these maps show modern country borders for reference.

To help children review what they have learned in previous lessons, we often refer to an earlier page or lesson. Please let your children know that they don't have to turn back to those pages. They are simply there to help with review when needed.

At the end of each lesson is a list of several assignments. Students are not necessarily expected to complete all of these assignments. You may choose which assignments you wish to assign. Subjects of the assignments vary from day to day, but they come from the following list.

- Reading assignments from *Our Creative World*
- *Map Book* assignments
- *Timeline Book* assignments
- Assignments in the *Student Workbook* and the *Lesson Review*
- Thinking Biblically assignments
- Vocabulary assignments
- Creative writing assignments
- Reading assignments from the literature

In the lessons that have vocabulary assignments, the five vocabulary words are printed in bold text in the lesson.

## How to Use *Our Creative World* and Literature

At the end of many of the daily lessons, the student will be given a reading assignment. Some of the assignments are taken from *Our Creative World* and others are taken from the literature we recommend to go along with the course. The list of assignments at the end of each lesson will tell your child exactly what to read each day.

Since the selections in *Our Creative World* are original source documents from different time periods and many parts of the world, they use vocabulary and sentence structure that may be unfamiliar to your student. We have provided footnotes and updated the spelling in some of the documents, but your child may still need a little help understanding them. These documents provide a first-hand look at life in the past, so we encourage you to spend the time necessary to get the most out of them.

## How to Use the *Map Book*

Many lessons in *From Adam to Us* have a corresponding map in the *Map Book*. At the end of each lesson that includes a map assignment, you will be instructed to turn to a certain map and complete the activities for that lesson. You should use colored pencils to complete each assignment. Regular crayons will be too thick. We highly recommend a quality colored pencil such as Prismacolor®.

## How to Use the *Timeline Book*

A timeline assignment is listed at the end of most lessons in *From Adam to Us*. Each assignment will tell you the page to turn to in the *Timeline Book*. Find the box on that page that has the matching lesson number and copy the assigned statement on the blank lines. The timeline also includes other events from world history. Across the top of each page are black bars showing the life spans of key people mentioned in the lessons.

## How to Use the *Student Workbook*

Students using the *Student Workbook* will complete the page for Lesson 1 after reading Lesson 1 and so on after each lesson. At the end of each unit, there is a test for that unit found at the back of the book. When the student has finished reading each of the literature titles, the Student Workbook has questions over the book.

## How to Use the *Lesson Review*

Students using the *Lesson Review* will complete the questions for Lesson 1 after reading Lesson 1 and so on after each lesson. At the end of each unit, there is a test for that unit found at the back of the book. When the student has finished reading each of the literature titles, the Lesson Review has questions over the book.

## Enjoying the Weekly Family Activities

At the end of one lesson in each unit, we give an idea for a Family Activity. Projects include arts and crafts, recipes, and games. The instructions for the Family Activities are found in the back of *From Adam to Us Part 1* and *Part 2*. We recommend reading the instructions and gathering the supplies early each week. Then you can complete the activity on the day it is assigned or on another day that is convenient for your family.

When our children were growing up, our family enjoyed a family night once each week. You could do the Family Activity on a family night so that more family members can take part in the fun and learning. Like all components of *From Adam to Us*, the Family Activities are optional. We offer them as extra learning experiences. You, the parent, are the best one to decide if you are able to schedule time to complete them.

### Parental Supervision Required

*The Family Activities are designed for parental involvement. Please review the activity and discuss with your child what he or she may do alone and what he or she needs your supervision to do. The Family Activities in this book include the use of sharp objects, the oven and stove, and a few Internet research suggestions. Some children may be allergic to recipe ingredients or craft supplies. Notgrass Company cannot accept responsibility for the safety of your child in completing these activities. You are responsible for your child's safety.*

## How Much Time Does It Take to Complete Each Lesson?

Depending on how many assignments you choose to complete, most students will need forty-five minutes to an hour and a half to complete one lesson. You will need more time on the day you do the Family Activity. This curriculum has 150 lessons and is designed to be completed in one school year. Since a typical school year has about 180 days, the student completes one lesson on most school days. However, some families may choose to spread the curriculum out over a longer period of time.

## What Supplies Will My Student Need?

Students will need blank paper, lined paper, a pencil, colored pencils, and a three-ring binder, plus the materials needed to complete the Family Activities. These materials are listed on the individual Family Activity instruction pages.

We recommend that each student have a three-ring binder notebook to use only for *From Adam to Us*. He or she will keep in this notebook the Thinking Biblically, Vocabulary, and Creative Writing activities completed as part of the end-of-lesson assignments.

## How Many Assignments Should My Student Complete?

Parents know best what their children are capable of accomplishing. *From Adam to Us* is designed to be flexible. A variety of activities is included in each lesson. A parent may require an eighth grader who is academically gifted to read the daily lessons and complete every assignment at the end of each lesson independently. On the other hand, the parent of a fifth grader with learning challenges may decide to read aloud each lesson in *From Adam to Us* and the selections in *Our Creative World*, and help the student be successful in the *Map Book* and *Timeline Book* assignments. The variety of assignments is intended to make it easy for you to create a positive, rich, engaging learning experience for your student. You should not feel pressured to complete every assignment.

## Expanding *From Adam to Us* to Make Your Homeschool Experience Easier

As you look ahead to your school year or evaluate midway, consider how you might make your child's education less complicated and educationally richer by using *From Adam to Us* as a large part of his or her learning for this year. *From Adam to Us* is much more than history. You can use *From Adam to Us* as all or part of your literature, writing, vocabulary, art, handwriting practice, and Bible learning. For example, you do not necessarily need a separate language arts curriculum. You may find that eliminating busywork in an entirely separate subject and allowing that subject to be incorporated into this study makes for a less stressful, more engaging, more memorable school year!



## Helping Struggling Students and Using *From Adam to Us* with Multiple Ages

For students who struggle with reading and/or writing, please feel free to make adjustments to help them be successful and not frustrated with *From Adam to Us*. Any of the lessons and reading assignments can be read aloud. Most writing assignments can be easily altered, shortened, or completed orally. Answering questions in the Lesson Review and completing tests can be done orally as well if that works better for your student. *From Adam to Us* was designed to be very flexible to meet the needs of individual families and students.

If you have more than one child in grades five through eight, you may enjoy reading the lessons aloud as a family. Afterward, you can give each child different assignments, depending on his or her age and skill level. If you have carefully observed your child and prayed about the direction to take, then you can look back at the end of the school year and know you have accomplished the goal of completing *From Adam to Us*.

## Some Reminders So You Will Not Feel Overwhelmed

Remember that God gave you your children and your daily responsibilities. A homeschooling mother who has one child can complete more *From Adam to Us* activities than a homeschooling mother who has seven children and an elderly grandparent living in her home. God will use the efforts of both of these mothers. God does not expect you to do more than you can do. Be kind to yourself. He knows exactly what you and your children need this year. Remember that out of all the parents in the world to whom He could have given your children, He chose you. He is the one who put your family together. He knows what He is doing. Trust in His choice. God created you. He created your children. Relax and remember that this is the day that the Lord has made. Rejoice and be glad in it (Psalm 118:24)!

We are here to help you. If you have more questions or simply need some encouragement, send us an email ([help@notgrass.com](mailto:help@notgrass.com)) or give us a call (1-800-211-8793).

## Acknowledgements and Dedication

We are grateful to God for the opportunity to develop this curriculum and share it with you. Our prayer is that your walk with God and your understanding of history will be stronger as a result of using it.

It has been a joy to complete this project not only as a team but as a family, with our daughters Bethany Poore and Mary Evelyn McCurdy, our son John Notgrass, and our son-in-law Nate McCurdy. Thanks also to Ethan Reynolds and Michelle Sullivan for their invaluable assistance. This has been a team project from start to finish.

Everyone we mention here has been a vital part of the process. The by-lines you see in the curriculum package tell you that Bethany Poore wrote and developed the end-of-lesson assignments and the Family Activities, Nate McCurdy drew the maps especially for this curriculum, and Mary Evelyn McCurdy wrote the *Student Workbook* and *Lesson Review* and designed the covers. In addition, John Notgrass helped with the overall curriculum development and served as project manager.

With love we dedicate this curriculum to our grandchildren. It is our prayer that you and your parents and we your grandparents live faithfully to God while in the world and that we will all live together with God in the eternity that He will give after He writes the final page of the history of the world.

*Ray and Charlene Notgrass*





# 4

## Civilizations Across the Globe

*Stonehenge in Wiltshire, England, on the Island of Great Britain*

- Lessons**
- 16 - World Landmark: Stonehenge on the Salisbury Plain
  - 17 - Daily Life: The Shang Dynasty in China
  - 18 - Our World Story: God Leads the Israelites Out of Egypt
  - 19 - World Biography: Pharaoh Ramses II, Ruler of Egypt
  - 20 - God's Wonder: God Created the Peloponnese Peninsula

**Literature**     *The Golden Goblet*

## *Before 1100 BC*

In this unit we consider stories from five early civilizations. Our World Landmark is Stonehenge. The period of the Shang Dynasty is the first era in Chinese history from which we have extensive evidence. God's choosing of Moses to lead the Israelites out of slavery and into the Promised Land of Canaan is a dramatic event that was part of God's plan of redemption in Jesus Christ. Our World Biography for this unit is Ramses II, a remarkable leader of Egypt. You will also learn about God's Wonder of the Peloponnese Peninsula of Greece. This beautiful location was home to the Mycenaean civilization which was involved in the Trojan War, one of the most famous stories in ancient history.





# Stonehenge

## on the Salisbury Plain

### Lesson 16

### World Landmark

Stonehenge is one of the most recognized ancient structures in the world. It is also one of the least understood accomplishments of man's early history. We have so many questions: Who built it? How did they build it? Why did they build it? Why did they build it where they did? In this lesson we will discuss what we know and what we don't know about Stonehenge.

Stonehenge is located in southern England on the Salisbury Plain, about eight miles north of the city of Salisbury and eighty-seven miles west of central London. The word henge means an ancient circular monument made of wood or stone, so Stonehenge means "ancient circular monument of stones."



*Above: Stonehenge; Below: Salisbury Plain*

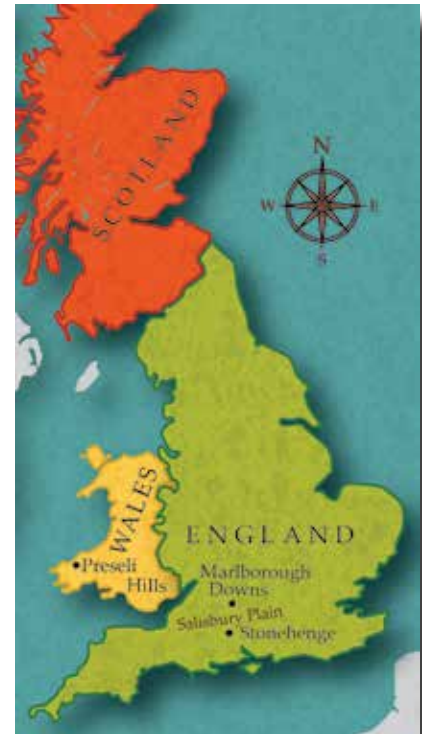


## The First Circles

Archaeologists believe that centuries before people set up the great stones at Stonehenge, they first dug a circular ditch about 320 feet in diameter, or about as wide across as a football field is long. Scientists believe that workers dug the ditch using tools made from antlers. A thick layer of chalk lies beneath the soil in much of southern England. Workers piled up dirt and chalk from their diggings to make circular mounds on the inside and outside of the ditch.

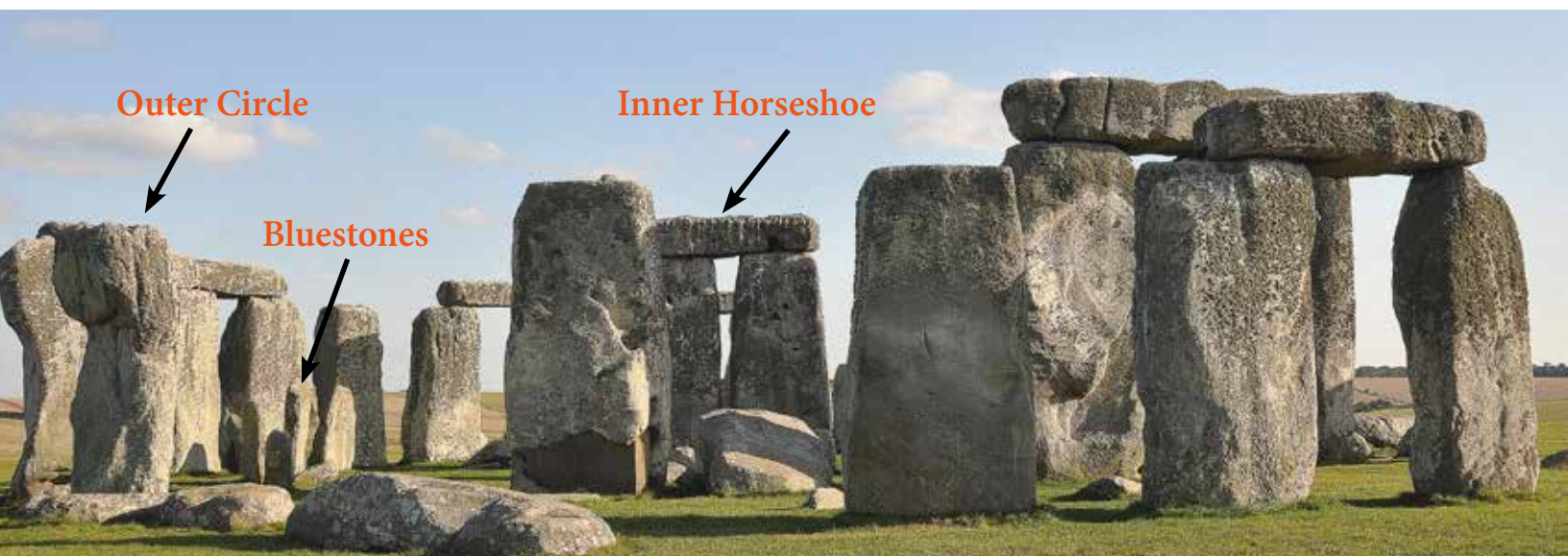
Within the circular mounds is a ring of pits, called the Aubrey holes. English author John Aubrey, who lived from 1626 to 1697, was hunting with friends in 1648 when he came upon Stonehenge. He studied the site and later wrote about his findings. In his writings, he mentioned some of these pits. When British scholars excavated at Stonehenge in the 1920s, they found more pits and named them after Aubrey. Eventually researchers found fifty-six pits. At one time, these pits likely held pillars made from a type of stone called bluestone.

## GREAT BRITAIN



## The Design of Stonehenge

Sarsen is a sandstone **boulder** found in southern England. The builders of Stonehenge created an outer circle made of sarsen, an inner horseshoe of sarsen, an inner circle of bluestone, and an inner oval of bluestone. See labels in the photo below. Today many of the stones that once stood at Stonehenge lie in an irregular fashion on the ground or are partly buried. Many are missing. Through the centuries, people probably took them away for other building projects.





## The Outer Ring

The outer ring of sarsen stones at Stonehenge was about 108 feet in diameter. The sarsen stones at Stonehenge weigh an average of twenty-five tons. Workers probably brought them from Marlborough Downs about twenty miles away. See map at left.

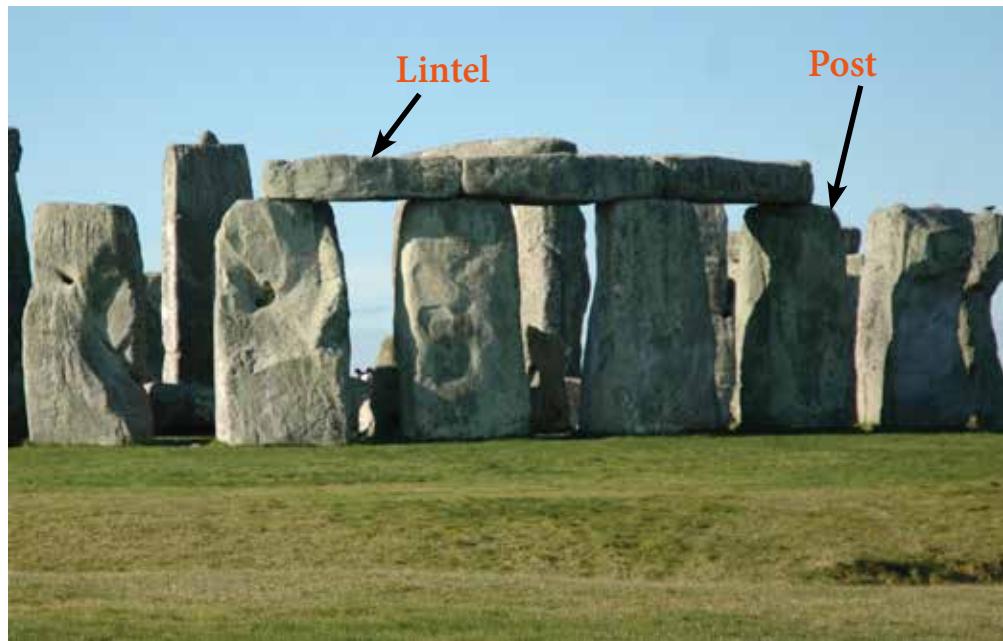
Workers smoothed the sarsen stones with **hammerstones**. Researchers have found many broken hammerstones and many sarsen fragments in a field nearby. Some of the hammerstones are of sarsen and others of flint.

The workers used some stones as upright posts and others as **lintels**. A lintel on a door frame is the piece of wood that sits horizontally across the top of the door. The lintel stones at Stonehenge rest horizontally across two upright stones. Most of the lintels are missing from Stonehenge, but the photo above shows three of the remaining lintels sitting atop four posts.

Workers employed a method commonly used in woodworking to fit the stones together. They carved tenons (smaller parts that stick up) on top of the upright stones and drilled holes (called mortise holes) on the underside of the lintels. The tenons fit into the mortise holes to hold the lintels in place. Workers carved tongue and groove joints on the ends of each lintel so they could join them together to make a continuous ring.

## Horseshoe of Trilithons

Within the outer circle stood a horseshoe of five pairs of large upright stones, each topped by a lintel. Each of these sets of stones is called a trilithon, which means three stones. Three of the original five are still standing and are seen at right.



*View of Outer Circle with Posts and Lintels*





### The Bluestones

The bluestones of Stonehenge are much smaller than the sarsen stones. Each bluestone weighs between two and five tons. Workers brought them from the Preseli Hills region of southwest Wales, which is about 140 miles away! Locate this region on the map on page 106. How workers transported them to Stonehenge is a mystery. Many of the bluestones which once made a circle and an oval are missing now. Some of those that remain have fallen and some are stumps. However, some of those that remain have been shaped to fit together.

### The Avenue and the Heel Stone

Workers also built a raised roadbed now called the Avenue. Standing upright on the Avenue is a single thirty-ton sarsen stone called the Heel Stone, which is shown at right. The Heel Stone was not smoothed but was left in its natural state. The Avenue connected Stonehenge to the River Avon, over a mile away. In 2008, a small henge of stones was discovered at the end of the Avenue on the bank of the River Avon.



*Heel Stone*



## When and Why

The dates suggested for when Stonehenge was built vary greatly, but scientists are quite sure that construction took place in different phases many years—even centuries—apart.

Through the years, as researchers have studied Stonehenge and the area around it, theories about the structure have changed considerably. What is commonly believed today has not always been believed, and ideas about Stonehenge will probably change in the future. People have suggested several purposes for Stonehenge.

Some think Stonehenge was an **astronomical** observatory. If you stand inside Stonehenge and face the Heel Stone, the sun rises over the Heel Stone at the time of the summer solstice. Some people believe that they have found connections between Stonehenge and other astronomical events.

A common idea is that Stonehenge was a place for pagan worship, although this is merely **speculation**. The site is often associated with pagan Druids, but the Druids did not come to England until many centuries after Stonehenge was built. A third suggestion is that Stonehenge was a burial ground, since human remains have been found in some of the Aubrey holes and in other places near the monument. Some have suggested it was a place where people came for healing. Part of this theory is that when these people came but were not healed, their remains were buried there. Perhaps, with so much time between phases of construction on the monument, it had different purposes at different times.

## One of Many Ancient Structures

Stonehenge is only one of many ancient structures in southern England. For instance, about twenty-six miles to the north are the Avebury stone rings, shown above. These three circles cover about twenty-eight acres and are the largest stone circles in the world. The stones are not as large as those used at Stonehenge, but the pattern and engineering are still impressive.

Near Avebury is Silbury Hill, also pictured above. This 131-foot-high manmade chalk mound is the tallest ancient artificial mound in Europe. Just south of Avebury is the West Kennet Long Barrow, a long mound that was used as a tomb. Scholars believe the barrow is older than Stonehenge. The West Kennet Long Barrow is pictured on page 110.

In 2014 researchers used magnetometers—radars that can detect objects in the ground—and three-dimensional laser scans to see what might be in the earth around Stonehenge. They believe that they discovered as many as seventeen distinct additional structures near Stonehenge.



*Sunrise at Stonehenge*



*Stones from an Avebury Ring*



*Silbury Hill*

## What We Can Know for Sure

Stonehenge is as amazing as it is mysterious. It shows the most advanced architectural planning and engineering accomplishments of any ancient stone circle in the world. The many people who were involved in building it worked together as a team and used talents that God gave them. We have no indication that they built it to honor God. However, the people who built Stonehenge were made in God's image. Therefore, they could create this lasting monument, using massive stones God created.



*West Kennet Long Barrow*

*Listen to me,  
you who pursue  
righteousness,  
Who seek the Lord:  
Look to the rock  
from which  
you were hewn  
And to the quarry  
from which  
you were dug.  
Isaiah 51:1*

## Assignments for Lesson 16

**Our Creative World** — Read “Four Remarkable Things in England” on page 10.

**Timeline Book** — In the box for Lesson 16 on page 2, write “Stonehenge.” In the box for Lesson 16 on page 24, write “John Aubrey explores Stonehenge.”

**Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 16.

**Vocabulary** — Find each of these words in a dictionary, then find the definition that corresponds to the way the word is used in this lesson. Copy the words and definitions: boulder (106), hammerstone (107), lintel (107), astronomical (109), speculation (109).

**Creative Writing** — Write one or two paragraphs about your own ideas of reasons that Stonehenge might have been erected.

**Literature** — Read chapter VI in *The Golden Goblet*.

**Family Activity** — Create “Sticky Bricks Stonehenge.” See instructions on page FA-6.



# The Shang Dynasty in China

## Lesson 17

## Daily Life

Rivers provide the water that people need to live, grow crops, make things they need, and travel. The Egyptian civilization developed along the Nile River in North Africa, the Akkadian and Sumerian civilizations along the Tigris and Euphrates in Mesopotamia, the Caral civilization along the Supe River in Peru in South America, and the Indus Valley civilization along the Indus River on the Indian subcontinent of Asia. Beginning around 1600 BC, the Shang civilization developed along the Yellow River in China (called the Huang He by the Chinese). The Chinese think of the Huang He as the mother river of their civilization.

### The Yellow River Valley

The longest river in China is the Yangtze. At almost 3,400 miles in length, the Yellow River is China's second longest river; it is the sixth longest river in the world. The headwaters of both the Yellow River and the Yangtze are located north of the Himalayan Mountains in the Tibetan Plateau region, shown at right. The mouth of the Yellow River is the Bo Hai Gulf on the eastern coast of China. This gulf, which is also called the Bo Hai Sea, is an arm of the Yellow Sea.

The Yellow River winds through mountains, the Ordos Desert, and one of the most important farming regions of China. The ecosystems along the Yellow River have provided homes for many animals, including those pictured on page 112.



*The Tibetan Plateau*

## Native Wildlife



*Red-Crowned Crane, Chinese Water Deer, Red Panda; Tibetan Chiru Antelope*

## The Yellow River



*Two Views of the Yellow River,  
Plus a View of Hukou Falls  
on the Yellow River*



As the Yellow River flows to the sea, it picks up a fine, yellow-colored loess soil. This soil gives the river its name.

### The Shang Dynasty Comes to Power

Many dynasties and great periods of accomplishment have arisen along the banks of the Yellow River. The story of China's history is usually divided into dynasties (see the chart in Lesson 131). A dynasty is a line of rulers who are related to one another. In a dynasty, when one ruler dies, the ruler who follows is a relative, most often a son, but sometimes a daughter, sibling, grandchild, or other relative.

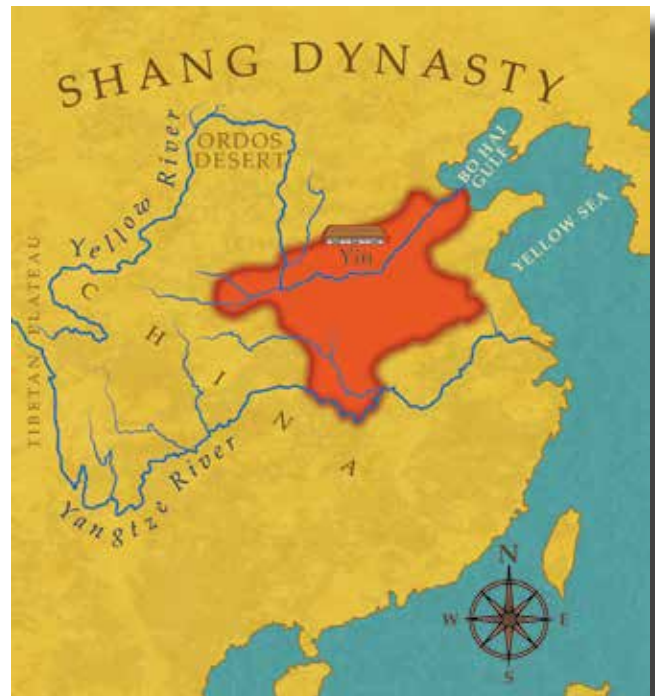
According to traditional Chinese history, the Shang came to power when they overthrew the Xia (or Hsia) Dynasty, but whether the Xia actually existed is uncertain. Many historians believe that stories about the Xia are merely legends. Evidence for the Shang, however, is clear. The Shang period was a time of important accomplishments. It is the first period in Chinese history about which we have extensive written records and archaeological evidence.

As shown on the map above, the Shang Dynasty ruled an area that is now in east-central China. Other groups of people lived nearby in other parts of what is now China, but the Shang had an impact on Chinese civilization that spread beyond the people and the region they ruled.

### Shang Religion and Oracle Bones

The people who lived in the Shang Dynasty believed in many gods and spiritual forces. They believed that one god, Shang Ti, was lord on high and ruled over the other lesser gods. They also believed that their ancestors who had died lived in the realm of the afterlife and had influence over their lives. The people asked their ancestors to talk to the gods on their behalf. Even today, many Chinese revere (and some even worship) their ancestors in special ceremonies in their homes.

During the Shang Dynasty, people used oracle bones, such as the one at right, as part of their religion. Archaeologists have found thousands of these oracle bones, which have helped us learn about Shang religion and history. The Shang believed they could find out the future by asking a diviner (a sort of soothsayer or fortune-teller) to read an oracle bone.



*Shang Oracle Bone*

For example, the emperor might ask a diviner to answer a question about the weather or about going into battle. The diviner would carve the question into the shoulder blade of a water buffalo or on a tortoise shell. On the other side, the diviner would carve several small pits. He would then insert a hot metal rod into the pits until the bone cracked. Then he would interpret the cracks to give an answer to the king. Scribes also used bones or shells to make records of events. God gave clear instruction in the Old Testament that fortune-telling is wrong.

## Shang Crafts

The Shang excelled at creating objects from bronze, a metal alloy ancient people made from copper and tin. Archaeologists have found thousands of bronze objects from the Shang period, from hairpins to chariots. All the bronze articles on this page are from the Shang Dynasty. Shang craftsmen developed the practice of piece-mold casting, which involves creating a mold from clay, pouring molten (liquid) bronze into the mold, and then cracking the mold away to reveal the bronze object once it has hardened.

Over four feet high and weighing about 1,800 pounds, the Houmuwu Ding vessel from the Shang Dynasty on page 115 is the largest piece of bronzeware known from the ancient world.

Skilled Shang craftsmen created musical instruments. They were the earliest known producers of glazed ceramics and lacquerware (objects covered with a finish of lacquer). The Shang also worked in silk, ivory, and jade. See jade at right.



*Bronze Ladle for Rituals*



*Bronze Dagger*



*Bronze Dog Jingle*



*Bronze Dagger Ax*



*Bronze Arrowhead*



*Bronze Food Cauldron for Rituals*



*Bronze Grain Server for Rituals*

Diggings in Shang cities have uncovered many shops outside of royal residences. Apparently the Shang made and sold many craft items. There is some evidence that the people of China and Mesopotamia traded with each other during this time period.

### The Beginning of Chinese Writing

The Shang developed pictograms, which are symbols illustrating objects, but they also created symbols that represented ideas. Over time the Shang developed a system of accepted symbols to communicate in writing. The writing system that developed during the Shang Dynasty, with only a few changes, is still the system of writing used to write the Chinese language today. Because of this, modern Chinese people can read documents from thousands of years ago.

The Shang wrote on bamboo strips and on silk cloth. They carved on oracle bones and stone tablets. They also molded writing symbols on bronze objects.

### Math and Science

The Shang developed the earliest known decimal numbering system. They used ten different symbols to represent the numerals 1-10 and also had symbols for 100, 1,000, and 10,000. For zero they left an empty space. They developed a calendar with 365 and 1/4 days per year based on lunar months. The Shang also kept records of astronomical events such as eclipses, mostly because they believed that these occurrences foretold events on Earth.

### The City of Yin (Later Called Yin Xu)

Shang rulers moved their capital from time to time. The last Shang capital, Yin, was about 310 miles south of Beijing. Archaeologists rediscovered the city in 1899. They have done extensive work since then and have uncovered several royal palaces and tombs along with many other house foundations. Oracle bones from Yin are pictured on page 116.

The best-preserved tomb yet discovered is that of Fu Hao, who was a wife of Emperor Wu Ting (also spelled Wu Ding).



*Houmuwu Ding*



*Jade Blade*



*Jade Dagger Ax for Ceremonies*



*Jade Pendant*



*Shard from Earthenware Pottery*



*Mask Made from Water Buffalo Bone*





*Pit of Oracle Bone Pieces,  
Found at Yin*

Inscriptions in the tomb indicate that she led ritual activities and was also a military leader at times. Artifacts in the tomb, including 468 bronze vessels, 755 jade pieces, thousands of shells that were used as currency, and many other objects, indicate the great wealth of the emperor's family.

The last Shang leader was apparently a cruel man. A rebellion against him succeeded, and Yin was abandoned and fell into ruins. In later Chinese history, the city is called Yin Xu, which means the ruins of Yin.

*The merciful man does himself good,  
But the cruel man does himself harm.  
Proverbs 11:17*

## Assignments for Lesson 17

**Our Creative World** — Read “Hymn to the King Wu Ting” on page 11.

**Map Book** — Complete the assignments for Lesson 17 on Map 6 “Shang Dynasty.”

**Timeline Book** — In the box for Lesson 17 on page 2, write “Shang civilization develops in China.”

**Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 17.

**Thinking Biblically** — Make a small poster featuring the words of Proverbs 11:17. Decorate the poster in the style of the artistic objects you saw in this lesson.

**Literature** — Read chapter VII in *The Golden Goblet*.

# God Leads the Israelites Out of Egypt

## Lesson 18

## Our World Story

**A**braham, Sarah, Isaac, and Rebekah all died in the land God had promised to give to Abraham's descendants. After Isaac and Rebekah's son Jacob married wives from his mother's family in Paddan-aram and spent several years there with his father-in-law, Jacob moved his own family back to the land of his fathers.

### Israelites Move to Egypt

Just as both Isaac and Rebekah had done, Jacob chose one son as his favorite—Joseph, the firstborn of his favorite wife Rachel. Jacob's older sons hated Joseph so much that they plotted to kill him. While the brothers were away from home caring for Jacob's flock, a caravan of Ishmaelites traveled through Canaan on their way to Egypt. The brothers decided to sell Joseph to these traders for twenty pieces of silver. Thus Joseph went to live in Egypt while the brothers made their father believe that a wild animal had killed him.

Joseph had hard times, but he eventually became the prime minister or vizier to the pharaoh reigning in Egypt at that time. After God revealed to Joseph that a famine was coming, Joseph helped the Egyptians save up food so that they would be prepared. Seven years later, Egypt did experience a famine. Jacob and his sons and their families suffered when the famine hit Canaan, too. When Jacob learned that they could purchase food in Egypt, he sent his sons to buy some. The Egyptian official they needed to see was Joseph himself! Joseph recognized his brothers immediately but they did not recognize him. While they were there a second time to purchase food, Joseph told them who he was and invited his father, brothers, and their families to come to Egypt to live so that they could survive the famine. Abraham's descendants became strangers in a land that did not belong to them, just as God had said so many years before.

*Modern Bedouin Tent*





*Notice the bricks in these Egyptian storage rooms built many years after the Israelites lived in Egypt.*

## From Rescue to Slavery

Jacob died in Egypt, but his sons took his body back to the cave of Machpelah to bury him with Sarah, Abraham, Isaac, Rebekah, and Leah. Joseph and his brothers died in Egypt, too. Generation after generation, Jacob's descendants (who came to be called

Israelites) lived in Egypt. The family of Jacob grew from the seventy persons who had first come to a great number. Exodus 1:7 says that "the land was filled with them."

Many years after Jacob and his sons died, a pharaoh came to power who did not remember Joseph. This later pharaoh became afraid of the Israelites, fearing that, if an enemy decided to attack Egypt, the Israelites might join the other army and defeat the Egyptians.

Pharaoh and his officials put taskmasters over the Israelites and made them slaves. They built two storage cities, Pithom and Raamses. Even then, the number of Israelites continued to grow and the Egyptians became more afraid. The Egyptians made life even harder for the Israelites, forcing them to make mortar and bricks and to work in the fields.

Pharaoh told two Israelite midwives, Shiphrah and Puah, to kill every baby boy born to an Israelite woman. Shiphrah and Puah believed in God and knew they should not obey Pharaoh, so they let the boys live. God blessed Shiphrah and Puah because of their faithfulness.

After the midwives refused to kill the baby boys, Pharaoh told the people to kill their sons themselves. Living in Egypt had begun as a great blessing to Jacob's descendants, but under the reign of this pharaoh, life in Egypt became a great burden.

## A Hebrew Grows Up in Pharaoh's House

The descendants of Jacob's son Levi were called the tribe of Levi. A baby boy was born to two Levites named Amram and Jochebed. Jochebed hid her beautiful baby for three months. When she could hide him no longer, she got a wicker basket and covered it with tar and pitch, two materials that would make it waterproof. She put the basket in the reeds by the bank of the Nile River. The baby's sister Miriam watched to see what would happen.

Pharaoh's daughter came to the Nile to bathe. As she and her maids walked along the river, she saw the basket and sent one of them to get it. When Pharaoh's daughter opened the basket, she saw the crying baby. Pharaoh's daughter felt pity for him and told her maids that it was one of the Hebrew children (the Israelites were also called Hebrews).

*Egypt*





Miriam spoke to Pharaoh's daughter, offering to get one of the Hebrew women to nurse the child for her. Pharaoh's daughter told her to go. Miriam brought back the baby's own mother, Jochebed. Pharaoh's daughter told Jochebed to take the baby away and nurse him for her and that she would pay her for the work.

Jochebed took her little boy home and nursed him. When he got older, she took her baby to Pharaoh's daughter who named him Moses, a name which is related to the Hebrew word for "drew out," since she had drawn him out of the Nile River. Pharaoh's daughter reared Moses in the ways of the Egyptians.



*This priest's robe was created from wool and silk in the Netherlands c. 1570. The reeds on the two green stripes represent the reeds where Jochebed placed her baby.*

## Moses Flees Egypt

Though Moses enjoyed the pleasures of the royal household, he did not forget that he was really a Hebrew. After he grew up, he left the palace and went to watch his own people working. While there, he saw an Egyptian beating a Hebrew. Moses looked around to make sure no one was watching and then killed the Egyptian and hid the body in the sand.

The next day Moses went to see his people again. This time he saw two Hebrews fighting with one another. He asked the one who had started the fight why he was striking his companion. The man asked Moses who had made him a prince or judge over them. He also asked Moses if he was going to kill him just as he had killed the Egyptian.

Moses became afraid when he found out that someone knew what he had done. When Pharaoh heard about the incident, he tried to kill Moses. Because he was now a wanted man, Moses fled from Egypt to the land of Midian on the Arabian Peninsula. A priest named Reuel, who lived there with his seven daughters, invited Moses to his home. Moses decided to stay with Reuel and his family, and Reuel gave Moses his daughter Zipporah as his wife.

## God Calls Moses to Lead the Israelites

Back in Egypt, the pharaoh who had been Moses' adoptive grandfather had died. Jacob's descendants in Egypt groaned in their misery there and cried out for help. God heard them and remembered His promise to Abraham, Isaac, and Jacob.

One day, while Moses was pasturing his father-in-law's flocks in Midian, the Lord spoke to Moses from a burning bush. God told Moses to return to Egypt and lead his people out of slavery. Moses was reluctant to do so, and he gave the Lord many excuses why he did not think

he was the one to carry out this task. The Lord told Moses that He would be with him and would enable him to complete the mission.

Moses obeyed God by returning to his people in Egypt. He and his brother Aaron went to see the new pharaoh. They told him in the name of the Lord to let God's people go. At first Pharaoh refused and even made the Israelites' labor more difficult. The Lord sent a series of plagues on Egypt to convince Pharaoh to let the Israelites go.

### The Passover and the Final Plague

After the ninth plague, God told Moses that He would send one more plague and that after that Pharaoh would let them go. The final plague would be the death of every firstborn in Egypt. God told the Israelites which night the plague would take place, gave them detailed instructions about a sacrifice and a meal for that night, and promised that He would pass over every house where His instructions were followed so that their firstborn would not die. This meal was the first feast of the Passover, which became a reminder that God had passed over the houses of His chosen people.

#### *The Ten Plagues*

*Water to Blood*  
*Frogs*  
*Gnats*  
*Flies*  
*Pestilence on Livestock*  
*Boils*  
*Hail*  
*Locusts*  
*Darkness*  
*Death of Firstborn*

### On to the Promised Land!

During that night, every firstborn in Egypt died, while those in Israelite families were spared. Even Pharaoh's son died. Finally Pharaoh let the Israelites go. God had told the Israelites to ask their Egyptian neighbors to give them objects of silver and objects of gold. The Egyptians gave them many things. The Israelites left with many possessions, just as God had promised Abraham so many years before. The Israelites left exactly 430 years after Jacob and his family had moved to Egypt, to the very day. They took the bones of Joseph with them because Joseph had made his brothers solemnly swear to do so when they left Egypt. God Himself led the Israelites out of Egypt, a journey that is called the Exodus. He led them in a pillar of cloud during the day and a pillar of fire at night.

However, almost as soon as he had let the Israelites go, Pharaoh had a change of heart. He and his army chased after the Israelites to bring them back. An Egyptian weapon from this period of history is pictured below. As the Israelites stood on the shore of the Red Sea with Pharaoh's

army approaching them, the Lord pushed the waters of the sea back by a strong wind all night. The Israelites walked through the midst of the sea. Its waters were like



*Notice the hieroglyphics on this bronze Egyptian dagger, 1525-1410 BC.*

## Lesson 18 - God Leads the Israelites Out of Egypt

a wall of water on their right and a wall of water on the left. The ground beneath their feet was dry!

When Pharaoh's army saw what the Israelites had done, they tried to go through the walls of water, too; but God made the waters return to normal. Thus He destroyed Pharaoh and his army and saved His people. Moses and the Israelites sang a song of praise to the Lord. Moses' sister Miriam and the Israelite women celebrated with timbrels and dancing.

As they traveled, the Israelites complained when things weren't just as they wanted them to be. God performed miracles to give them good water and food. Each morning He left manna on the ground so that the Israelites could gather it and eat it.



### The Covenant at Mount Sinai

In the third month after Israel had come out of Egypt, Moses went up on Mount Sinai to talk to God. God called to Moses from the mountain, saying:

*Thus you shall say to the house of Jacob and tell the sons of Israel:  
"You yourselves have seen what I did to the Egyptians,  
and how I bore you on eagles' wings, and brought you to Myself.  
Now then, if you will indeed obey My voice and keep My covenant,  
then you shall be My own possession among all the peoples, for all the earth is Mine;  
and you shall be to Me a kingdom of priests and a holy nation."  
These are the words that you shall speak to the sons of Israel. Exodus 19:3-6*

The sons of Israel accepted God's offer of a covenant: "All that the Lord has spoken we will do!" they said (Exodus 19:8). On the basis of that covenant, the Lord gave Israel the Law that He wanted Israel to obey as His chosen and holy people. As the Lord said, all the people of the Earth belong to Him; but He wanted a special relationship with the nation of Israel. He committed Himself to being their God, and He wanted them to commit themselves to Him as His people.

God told Moses to come back to Mount Sinai. While Moses was on the mountain, the Israelites asked Moses' brother Aaron to make them an idol. Aaron asked them to give him their gold rings. He made a golden calf out of the rings and told the Israelites that the golden calf had brought them out of Egypt! Moses came down from Mount Sinai, carrying stone tablets on which God Himself had written His commandments. Moses found the people worshipping the idol. In his anger, Moses threw the tablets down. He burned the golden calf, crushed it, scattered it over water, and made the Israelites drink it. Moses went back to Mount Sinai, taking new stone tablets on which God wrote His laws again.



## The Tabernacle

God gave the Israelites plans for building a tabernacle (also called a tent of meeting). He gave instructions for priests who would work there. The Israelites began to donate gifts to make the tabernacle, its furnishings, and all the clothing required for the priests.

God gave certain people the skills they needed to complete the work. Moses gave those skilled craftsmen what the people had donated, but the people kept giving and giving until finally the skilled workers told Moses that they were bringing much more than enough. Moses then issued a command telling the people to stop.

The skilled workers, led by Bezalel and Oholiab, built the tabernacle. When it was set up, God filled the tabernacle with His glory. God covered the tabernacle with a cloud by day. At night there was fire in the cloud. During the rest of their journey to Canaan, the Israelites camped around the tabernacle until God took up the cloud from it. When He took up the cloud, they began their journey again.

Each Israelite was a member of a tribe based on which of Jacob's sons was his ancestor. God gave instructions for where each tribe should camp. Three tribes camped on the east side of the tabernacle, three on the south, three on the west, and three on the north.

### Italian, Lithuanian, French, and Egyptian Images of Moses



Italian artist and sculptor Michelangelo created the marble statue of Moses above, c. 1513-1515. It stands in the Basilica of San Pietro in Vincoli in Rome. Pierre Reymond created the enamel, copper, and gold dish in 1575 in France. It has scenes from the life of Moses. Italian sculptor Tommaso Righi created the white statue of Moses in the late 1700s. It decorates the Vilnius Cathedral in Vilnius, Lithuania. The reason for the horns is unclear. Perhaps they are rays of light, representing the fact that Moses' face shone after he met with God. Artists in Egypt created the painting of Moses at right in the 700s or 800s AD.



## A Census

The establishment of the covenant between God and the Israelites took place around the year 1446 BC. Just over a year later, the Lord told Israel to take a census of their men who were twenty years old and older. They determined that the numbered men totaled 603,550, not counting the Levites (Numbers 2:32-33). This number did not include the women and children. We can safely assume that the total number of Israelites who came out of Egypt was probably at least one to two million persons.

## Israelite Spies Check Out Canaan

God continued to lead the Israelites. When they had almost reached Canaan, He told them to send one man from each tribe into the land. These men were to be spies. Moses told the twelve spies to see what the land was like, to see whether the people there were weak or strong, and to see if their cities had fortifications. He told them to bring back some of the fruit growing in the land.

When the spies returned to their camp at Kadesh, they brought pomegranates, figs, and a bunch of grapes so big that two men carried it on a pole. The men were very impressed with the land. However, only two of the spies believed that God would help them conquer it, while the other ten believed that the people of Canaan would crush them. The Israelites believed the ten unfaithful spies.

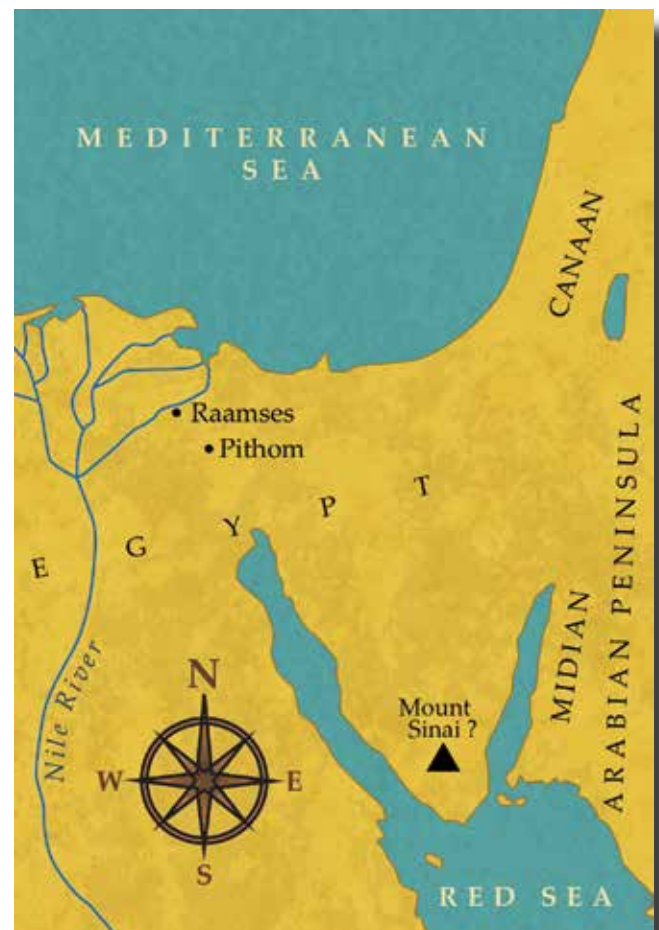
## Forty Years of Wandering

Because of their unbelief, God punished the Israelites, making them wander in the wilderness for forty years. God said:

*None of the men who came up from Egypt, from twenty years old and upward, shall see the land which I swore to Abraham, to Isaac and to Jacob; for they did not follow Me fully. Numbers 32:11*

God took care of the Israelite nation while they wandered for forty years. He gave them manna each day. Their clothing did not wear out, and their feet did not swell. However, the men who were twenty and older died without entering the Promised Land.

## THE EXODUS





Moses' last act of leadership was a sermon God gave him to encourage the Israelites to be faithful. He reminded them:

*For you are a holy people to the Lord your God; the Lord your God has chosen you to be a people for His own possession out of all the peoples who are on the face of the earth. The Lord did not set His love on you nor choose you because you were more in number than any of the peoples, for you were the fewest of all peoples, but because the Lord loved you and kept the oath which He swore to your forefathers, the Lord brought you out by a mighty hand and redeemed you from the house of slavery, from the hand of Pharaoh king of Egypt.*  
Deuteronomy 7:6-8

## Assignments for Lesson 18

**Timeline Book** — In the box for Lesson 18 on page 3, write “God leads the Israelites out of Egypt.”

**Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 18.

**Thinking Biblically** — Make a list of the main events in this lesson. Your list should have at least ten events.

**Creative Writing** — Write a poem or song of at least twelve lines about the Exodus.

**Literature** — Read chapter VIII in *The Golden Goblet*.

## God's Plan of Redemption

When God's chosen people Israel were slaves in Egypt, God sent Moses to rescue Israel out of Egypt and lead them to the promised land through a series of miraculous events! God also chose Moses to teach the Israelites His Law, which was a covenant between God and His people. Moses and the Law point toward Jesus. Jesus rescues us from the slavery of sin and shepherds us. In His death on the cross, Jesus brought God's new covenant of salvation.



*This stained glass window illustrating the Israelites gathering manna in the wilderness is in the Cathedral of St. Rumbold in Mechelen, Belgium.*

# Pharaoh Ramses II

## Ruler of Egypt

### Lesson 19

### World Biography

**B**y the 1300s BC, Egypt had been a major power for many centuries. Ramses I became pharaoh in 1292 BC, followed two years later by his son Seti I, whom the temple and the relief sculpture below honored.

Egypt's control over areas beyond its own region had **declined** somewhat before Seti I came to power, but he led his Egyptian armies out to increase it.

When Seti's son Ramses was very young, Seti proclaimed that Ramses would succeed him as pharaoh. Ramses received the rank of captain in the army when he was only ten years old. It is unlikely that Ramses led troops at that young age, but he probably did participate in training. We do know that his father took him on military **campaigns**.

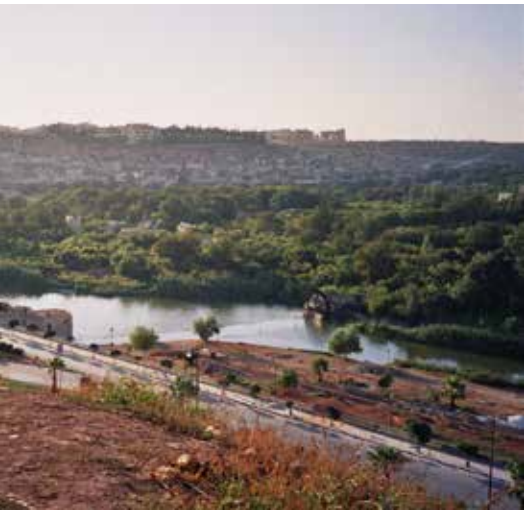
The son of Seti I became Ramses II. His name is sometimes spelled Raamses or Ramsses. Most historians believe that he became pharaoh in 1279 BC. Ramses II reigned for 66 years, the second-longest rule in Egyptian history. Ramses II ordered many statues and **inscriptions** that honored



*Above: In this relief sculpture, Seti I makes an offering to an Egyptian god. Right: Temple of Seti I. Both are from Abydos, Egypt.*







*Orontes River in Syria*

himself. When archaeologists found them in the 1800s, they gave him the title Ramses the Great.

### Ramses II, Military Leader

Egypt's main rival in the early years of Ramses' reign were the Hittites. The Hittites were increasing in power and extending their control south from their home territory in what is now Turkey into Syria and into other areas to the south and east. In 1275 BC, Ramses II led an army north along the coast of Canaan and Lebanon and met the Hittite force at Kadesh on the Orontes River, seen at left. While the twelve Israelite spies were exploring Canaan, the Israelites camped at a place called

Kadesh or Kadesh-Barnea (see Numbers 13:26). The place where the Egyptian and Hittite armies met is a different place, also named Kadesh.

We learn from detailed records that the Egyptians kept during the battle that leaders from both the Egyptian and the Hittite armies showed great skill during the conflict. At one point, the Egyptian army began to lose the battle, but Ramses II led his army bravely. Reinforcements who had been serving the pharaoh elsewhere arrived at Kadesh. These reinforcements, along with the bravery of Ramses II helped the Egyptians.

When both armies realized that neither of them could win, they agreed to an armistice. An armistice is an agreement between two sides fighting a war to stop fighting for a period of time. An armistice is sometimes called a truce. The Egyptian records of the war speak of this truce as a great victory for Ramses II and the Egyptians.

The Egyptians and the Hittites continued to fight from time to time for several more years. Since other nations also threatened both of them, the Egyptians and the Hittites agreed to a peace treaty in 1258 BC. This may have been the first peace treaty in the history of the world. In other wars, when two nations stopped fighting, one nation was considered the **victor**. However, after this war, the Egyptians and the Hittites saw each other as equals. Each promised to be an **ally**. In other words, if another nation attacked Egypt, the Hittites would help them, and if another





nation attacked the Hittites, the Egyptians would help them. Ramses II married the daughter of the Hittite king, and she became one of his wives.

The Egyptians fought several other nations from time to time. The most serious conflict was against the Libyans, who tried to take control of the Nile Delta. The Egyptians pushed the Libyans back to their home country. Egypt had the most power in its history during the reign of Ramses II.

### Building Projects

The building projects Ramses II oversaw during his reign are impressive in number, size, and craftsmanship. He built the temple of the god Amun at Karnak. It contains the Great Hall of Columns (or Hypostyle Hall). It is the largest room with columns in any building in the world. One hundred thirty-four stone columns stand in rows in the 54,000 square foot room. The central twelve columns are sixty-nine feet high and thirty-three feet around. The other 122 columns are forty-three feet high and 27.5 feet around. Stone slabs placed between the tops of the columns created the roof (which has fallen down).



*Column Detail at Karnak*

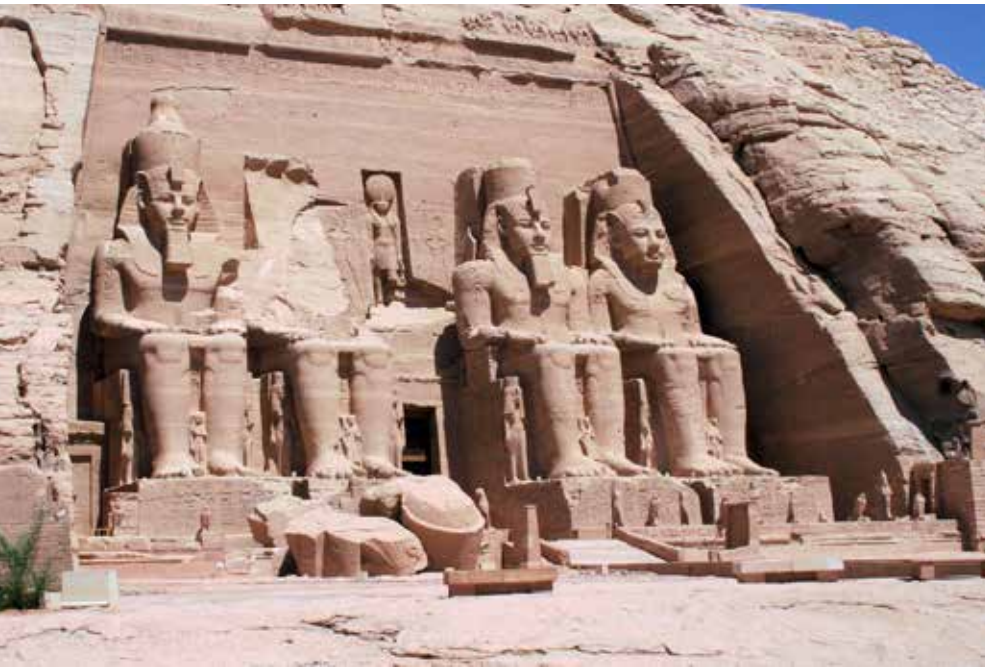


*Stone Roof Slab*



*Great Hall of Columns at Karnak*





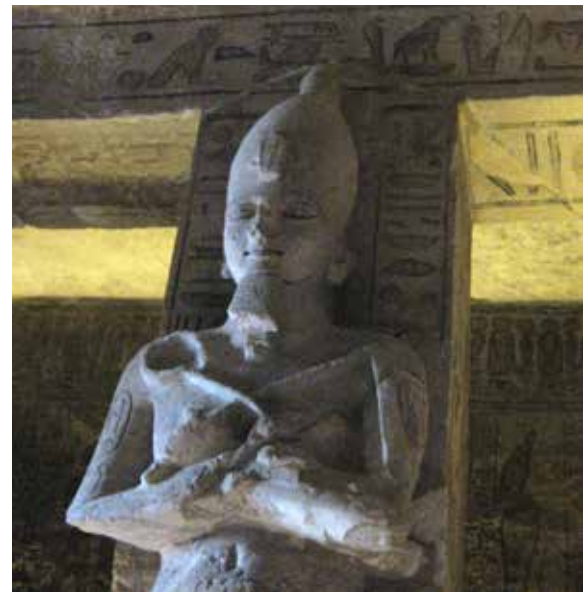
*Entrance to the Larger Temple at Abu Simbel*



*Queen Nefertari sits with Ra Horakhty, one of the many gods the Egyptians worshiped during the Reign of Ramses II.*

Spaces between the roof slabs provided what little light came into the room.

During the reign of Ramses II, the Egyptians worshiped many false gods. Ramses II built several temples dedicated to them. The most famous are two that are carved into a cliff at Abu Simbel in Nubia in southern Egypt. Ramses II also finished the temple of Seti and his father's funeral temple at Thebes.



*Temple Interior at Abu Simbel*



*Relief sculpture at Abu Simbel shows captives from Nubia in Africa.*

Ramses dedicated the larger temple at Abu Simbel to himself. Outside its entrance, pictured on page 128, are four statues of Ramses II seated, each about sixty-six feet tall. The head and trunk of one lie broken on the ground. Smaller figures representing Ramses' wife Nefertari, his children, and his mother are at his feet. The temple extends 185 feet into the cliff.

Ramses dedicated the smaller temple at Abu Simbel to Queen Nefertari. See a painting from that temple at lower left on page 128. Nefertari was one of the many wives of Ramses II. Statues of Ramses II and Nefertari stand thirty-five feet high in the tomb. These two temples were unknown to modern scholars until Johann Burckhardt discovered them in 1813.

The Egyptians held Ramses II in high regard. Nine later pharaohs used his name. Some people believe that Ramses II was pharaoh when the Exodus took place. Exodus 1:11 says that the Israelites built the storage city of Raamses. However, Ramses II lived much later than the Exodus, which happened around 1446 BC. Genesis 47:11 says that, when Jacob and his family moved to Egypt from Canaan, Joseph settled them "in the land of Rameses"; but this also was before Ramses II was pharaoh. The land of Rameses and the storage city of Raamses may not have any connection to Ramses II other than their similar spellings.

As impressive as military strength or architectural accomplishments might be, they are not the place where we should put our trust.



*Relief Sculpture at Abu Simbel*

*Some boast in chariots and some in horses,  
But we will boast in the name of the Lord, our God.  
Psalm 20:7*

## Assignments for Lesson 19

**Our Creative World** — Read "Lucky and Unlucky Days" on page 12.

**Map Book** — Complete the assignments for Lesson 19 on Map 7 "Egypt, Libya, and the Hittite Kingdom."

**Timeline Book** — In the box for Lesson 19 on page 3, write "Battle between Egyptians and Hittites."

**Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 19.

**Vocabulary** — Write five sentences using one of these words in each. Check in a dictionary if you need help with their definitions: decline (125), campaign (125), inscription (125), victor (126), ally (126).

**Literature** — Read chapter IX in *The Golden Goblet*.



# God Created the Peloponnese Peninsula

## Lesson 20

## God's Wonder

God created three large peninsulas that extend from the southern shore of the continent of Europe into the Mediterranean Sea. Furthest west is the Iberian Peninsula (home to Spain and Portugal). In the center is the Italian Peninsula. Furthest east is the Balkan Peninsula. These peninsulas are pictured in the satellite image on page 150. Other smaller peninsulas extend out from the main Balkan Peninsula. At its southern tip is the peninsula of Greece. The southernmost part of Greece is yet another peninsula, the Peloponnese (sometimes called the Peloponnesus). The name of the Peloponnese Peninsula comes from the phrase *Pelopos Nisos*, or Island of Pelopos, who was a legendary hero.

The narrow isthmus of Corinth connects the Peloponnese to the rest of Greece. The isthmus is twenty miles long and only four to eight miles wide. The word isthmus is from the Greek word for neck. In ancient times seamen dragged ships on rollers to get from one side of the isthmus to the other. The Peloponnese is bordered by the Gulf of Corinth to the northeast, the Gulf of Patras to the northwest, the Ionian Sea to the west, the Mediterranean Sea to the south, and the Aegean Sea to the east. Find these geographic features at right. Also see the photo of the Gulf of Patras on page 131.

The Peloponnese covers 8,278 square miles, making it slightly smaller than the state of New Jersey. It is

### THE PELOPONNESE PENINSULA



crisscrossed by many rivers. Like the rest of the Balkan Peninsula, the Peloponnese has many rugged mountain ranges and is covered with forests. *Balkan* means mountain in the Turkish language.

The geography of the Balkan area has resulted in relatively isolated ethnic groups living separately from each other. On the Peloponnese, most people have lived on the coastal plains by sandy beaches and in the beautiful river valleys. In ancient times these people groups created city-states.

Beautiful Peloponnese coastlines are pictured at right. Also notice a scene in the Diros Caves. The caves' location is marked on the satellite image on page 130.

## **Mycenaean Civilization**

In Lesson 15 we learned about the Minoan civilization on the island of Crete and about its grand city, Knossos. After Knossos was destroyed, the Mycenaean civilization on the Peloponnese Peninsula became the strongest civilization in the area. It was one of the most



*Entering the Gulf of Patras from the Ionian Sea*



*Diros Caves Stalactites*



*Peloponnese Coast  
Along the Aegean Sea*



*Coastal Cliffs*



*Mossy Rocks*



influential civilizations in the Mediterranean world from the 1400s BC until about 1100 BC. Mycenaean ships traded at ports all around the eastern Mediterranean, and other nations feared their army.

The center of Mycenaean culture was Mycenae, which sat atop a hill in the northeastern section of the Peloponnese. Find the location of Mycenae on page 130. Its ruins are pictured above and on page 133. The Lion Gate, seen below, was its main entrance. Compare the design of this Lion Gate with the Hittite Lion Gate on page 85. The Greek poet Homer, who wrote the **epic** poems *The Iliad* and *The Odyssey*, said that Mycenae had broad streets and was rich with gold. A road twelve feet wide led to its fortified **citadel**. Historians believe the citadel was the compound of the Mycenaean king. It included a palace with an upper and a lower terrace. The palace had a grand staircase of about forty steps that led to a great court. Ruins of other buildings are also in the citadel.

Archaeologists have found several Mycenaean tablets containing writing like that found at Knossos. Historians believe this to be an early form of the Greek language. The Mycenaeans created many art objects, including some made of ivory. Patterns and pictures decorate the walls of the Mycenae palace. Minoan art influenced some Mycenaean art. Look closely at the Mycenaean painting at right.



*Mycenaean Ruins with Mountains in the Distance.*



*Two Views of Lion Gate*



*Mycenaean Painting*



Mycenae Citadel

## Sparta and the Trojan War

Another important city on the Peloponnese Peninsula was Sparta. You can find it on the satellite image on page 130. Ancient Greeks told and retold the story of a major conflict between the Spartans and the people of Troy, which was a major city across the Aegean Sea on the coast of Asia Minor. The people of Troy were called Trojans. The poet Homer gave perhaps the best-known account of the conflict in *The Iliad*.

Paris, who was the son of the king of Troy, ran away with Helen, the beautiful wife of Menelaus, king of Sparta. Helen was the sister of Agamemnon, a Mycenaean king. King Agamemnon and his army attacked Troy. They then laid **siege** to the city. The war, which occurred in the 1200s or 1100s BC, lasted ten years. Finally King Agamemnon and his army pretended to withdraw, but they left behind a large wooden horse. Thinking it was a gift, the Trojan warriors took it inside their city. A replica of the Trojan horse is pictured at right.

Hiding inside the horse was a band of Agamemnon's soldiers. At night, they sneaked out of the horse and opened the gates of the city to their **comrades**; thus Agamemnon's army conquered Troy. In the 1620s, German artist Ludolph Büsinck created the woodcut at right. It illustrates a Trojan hero named Aenas carrying his father away from Troy. Though some of the stories about the Trojan War contain fiction, such as gods and goddesses getting involved in the conflict and choosing sides, archaeological evidence supports the idea that a real war did take place sometime about 1250 to 1180 BC.



Modern Replica of Trojan Horse



Aenas Carries Anchises from Troy



## Mycenae, Troy, and Sparta After the Trojan War

Fire destroyed the city of Mycenae around 1100 BC. **Invaders** called Dorians from farther north on the Greek Peninsula might have set it. However, people continued to live within the walls of Mycenae for several centuries. Archaeological research seems to indicate that Agememnon's army destroyed the city of Troy. Though it was partially rebuilt afterward, evidence shows that by 1100 BC it was no longer inhabited. Sparta continued to be an important city-state on the Peloponnese Peninsula for many centuries.



*Ruins at Troy*

When the son of the king of Troy acted immorally by running away with the wife of the king of Sparta, many people suffered. Just as nations fight and have difficulty getting along with one another, individuals also find this a challenge.

*A brother offended is harder to be won than a strong city,  
And contentions are like the bars of a citadel.  
Proverbs 18:19*

## Assignments for Lesson 20

**Our Creative World** — Read the excerpt from *The Iliad* on page 13.

**Timeline Book** — In the box for Lesson 20 on page 3, write “Possible date of Trojan War.”

**Student Workbook or Lesson Review** — If you are using one of these optional books, complete the assignment for Lesson 20 and take the test for Unit 4.

**Vocabulary** — Look up each of these words in a dictionary and read their definitions: epic (132), citadel (132), siege (133), comrade (133), invader (134).

**Creative Writing** — Write one or two paragraphs about the different reasons nations go to war with each other.

**Literature** — Read chapter X in *The Golden Goblet*.

# Sticky Bricks Stonehenge

## Instructions

1. First, make Sticky Bricks (also known as Rice Krispies Treats®)!
  - 6 tablespoons butter, plus extra to grease pans
  - 80 large marshmallows (two 10-ounce packages) OR 8 cups mini-marshmallows
  - 12 cups crispy rice cereal

Butter the bottom and sides of an 11"x15" baking pan. Place cereal in a large bowl. In a saucepan, melt butter over low heat. Add marshmallows and stir until completely melted. Pour butter/marshmallow mixture over cereal. Stir gently until cereal is evenly coated. Dump into pan. Butter your clean hands and press evenly into the pan. Let cool. Cut into "bricks." We cut rows of 8 each direction, making 68 bricks.

2. On waxed paper, use your bricks to make a model of Stonehenge. See the photo at right. You can cut apart, reshape, and combine sticky bricks as you wish.
3. Take some photos before you eat it up!

***Please Note: Adult supervision and involvement is required for this activity. Recipe requires the use of a knife and heat. Please make sure your children are safe!***





# Credits

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