



OLD TESTAMENT and ANCIENT EGYPT

TEACHER'S MANUAL

**OLD TESTAMENT
AND ANCIENT EGYPT
TEACHER'S MANUAL**

by Laurie Detweiler

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OLD TESTAMENT AND ANCIENT EGYPT

How to Use this Manual

We hope this guide will be helpful as you study Old Testament and Ancient Egypt this year. You are about to take a journey through the past where you can see God's providence on a daily basis. Imagine being Noah as he labored over his ark for years, or Moses as he led God's people out of bondage. The Israelites were able to see God crush an entire civilization as He destroyed the Egyptians with plagues. God was faithful to His people through the years just as He is today. What a joy it is for young children to come to realize God's faithfulness as they learn from the past.

CUSTOMIZE IT

There are 32 events/people featured in the cards in each of the Veritas Press History Sets. That is approximately one per week. A few of the cards have extra projects which may spread into the following week. Before you begin, also familiarize yourself with the materials in the Appendix. Many of these projects may be used throughout the year. All the projects in this manual are only suggestions, so use your imagination and have fun with your group. You will note that the projects vary in appeal to different ages. You may choose the ones you think are appropriate for your group. The projects are marked in the answer key to indicate if the project is better suited for younger students or older (grades fourth and higher) students. If you are using this series for second grade or below, you may need to do some of it orally for the first six weeks; after that three times a week is usually enough. Remember, the reason for the Old Testament and Ancient Egypt History Song is to help memorize the chronology of the events. We recommend that you sing the song daily for the first

several weeks. It is also good, after the song has been memorized, to have the children recite events in proper order, rather than singing them.

SAMPLE SCHOOL WEEK

Monday: Sing the Old Testament and Ancient Egypt Memory Song (page 349). You may want to have a student come to the front of the room and hold up the flashcards as the class sings. Present the new card. Read the synopsis on the back and discuss it with the class. Allow different students to read it out loud if you can. Then allow the students to answer questions on the corresponding worksheet. The questions are based on information found on the cards. If you are working with second grade or below, they may need to be asked to do this orally for the first part of the year.

Tuesday: Sing the song. Orally review questions from this card's worksheet and from previous events. Obviously, you cannot review every question every day, so do a sampling. Assign different children different sources from the Priority 1 Resources listed on the card and allow them to look up the information and share it with the class.

Wednesday: Sing the song. Orally review questions from the worksheet. Do one of the projects.

Thursday: Sing the song. Orally review from this week and previous weeks. Discuss how this card relates to those before it. Do another project, if there is one.

Friday: Give test. Use remaining time for class instruction and drill.

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ENJOYING HISTORY

Having fun makes it easy to learn. Using the cards for games is one way. Ask the children to shuffle them and then see who can get their cards in order the fastest. Or have four to six students mix up their cards and then play Go Fish. This allows them to get familiar with the titles. Or you can get in a large room and see who can use their cards to make their own timeline the fastest. A good way to drill questions in a classroom is to divide the children into two teams and ask questions in order. Teams receive a point for each right answer.

“ONE RING TO BIND THEM . . .”

We have found one of the best ways to file the cards is to laminate them, punch a hole in the top right corner, and keep them on a large ring. The children can add the newest card and also have the previous cards handy. Another idea is to laminate them, put a Velcro strip on the card and on the wall, and start a timeline that children can put up and take down over and over again. An extra set of cards mounted at the other end of the room for a reference timeline is a good idea too.

LITERATURE KIT

To truly send students' imaginations flying, we recommend having the students read historical fiction pertaining to the cards they are studying. The books we find work the best are listed in our catalog as a Literature Kit, following the Priority 1 Resources. In order to encourage children to read books related to classroom work, we suggest a book chart to show points earned for each book read by each student. After receiving a cer-

tain number of points, the child may receive a reward, such as a special lunch with his teacher. You could have a mom bring in a special lunch or allow the winners to go out.

GRADING

Each worksheet, test, or writing assignment should receive three grades, one each for Content, Grammar and Linguistics (Spelling). See page 462 in the Appendix for a helpful grading chart.

Content: On a scale of 1 to 15, grade for completeness or the correct answer to a question. This grade is applied to their history grade. If your grading scale is different from 1 to 15, use yours.

Grammar: The child should answer the questions in complete sentences, in which he first restates the question.

Example:

Question: What is the scripture reference for Creation?

Answer: The scripture reference for Creation is Genesis 1-2.

Initially in second grade the teacher may want to write a portion of the sentence on the board for the students to copy until they learn to do this correctly on their own (i.e., The scripture reference for Creation is _____). The students would then fill in the rest. As the weeks go by gradually wean them until they are able to do this on their own. Second graders adjust to this in about six weeks. You may want to have the students write on a separate, lined sheet of paper if your student is a young writer.

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Sentences should begin with a capital letter and end with an appropriate punctuation mark. (Please note that for space considerations, the answers provided in the back of this manual do not restate the question and are not necessarily complete sentences.) As the year progresses you can grade more strictly for grammar. This grade should be applied to an application grade in grammar, but should not affect history content grades. We suggest application at twenty percent of the overall grammar grade.

Linguistics: The children should spell all words correctly. You should deduct for misspelled words once the rule for spelling a particular word has been mastered. For example: "I before e except after c." Once this has been covered, a child's grade would be reduced if they spelled receive as recieve. If they are using a history card to do their worksheet, they should be taught that those words should be spelled correctly. This grade would be applied towards a linguistics application grade. Again we suggest twenty percent, but not to affect their history grade.

When you look at the tests you will see that there are not the same number of ques-

tions on each test or worksheet. We assign five points per question, with the listings of the chronology receiving two points per item listed. Partial credit may be counted because the questions are essay in nature, and they may have portions correct.

Some students may ask why they are receiving three grades on each paper. We believe that it is important for a student to realize that grammar and linguistics matter in history class as well as in grammar class. All three contribute to helping make students understood by others, and are thus intertwined.

FEEDBACK

We welcome your feedback and comments. We hope that his resource will enrich the education of those children entrusted to you, and will help them understand the comprehensive responsibility that God requires of them.

Marlin Peterson
Karrie Detweiler



OLD TESTAMENT AND ANCIENT EGYPT

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OLD TESTAMENT AND ANCIENT EGYPT

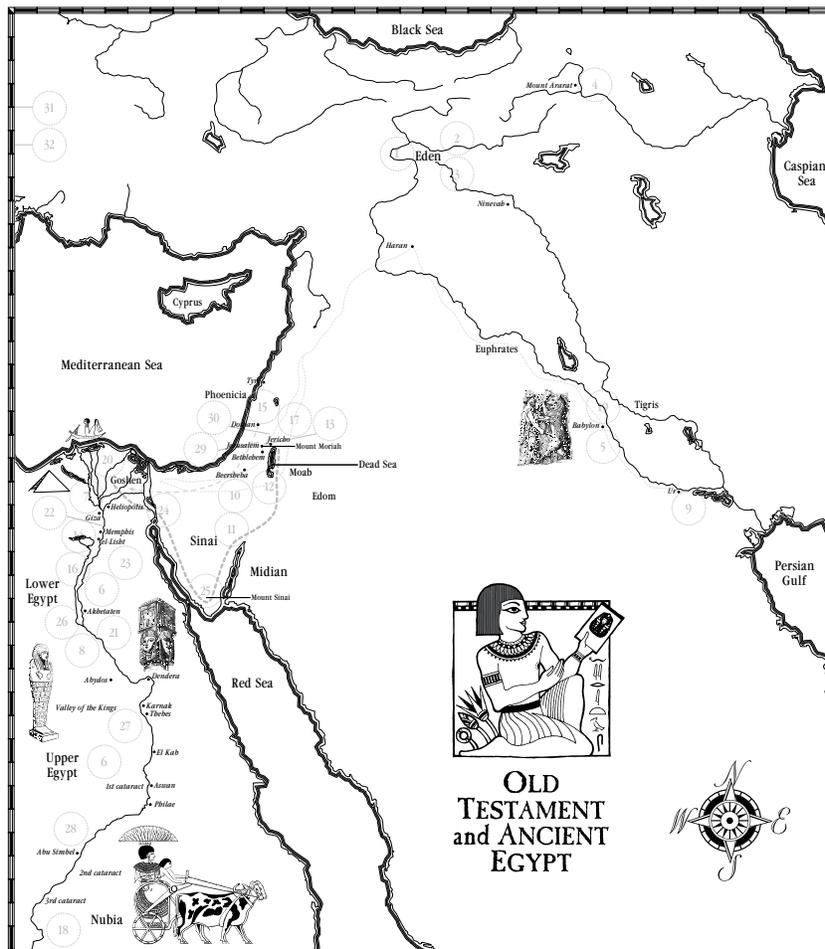
Map

The map shown below can be assembled after copying pages 376–391 in the Appendix. Cut out along the solid black lines and tape together by aligning with the light gray interior lines (the panels will overlap—each side of each page is an extra .25”). If you are able, laminating the entire map may prove useful as it will be used throughout the year. For an even larger map, photocopy each page onto tabloid-sized sheets at 140%.

On the final two pages of the map are circles or medallions with simplified line drawings of the artwork found on the history cards. As a card is introduced, that card’s circle may be cut out and attached to the

map on its corresponding number.

You may also want to make a second copy of these medallions and place onto the timeline pages, which begin on page 392. These are designed to be hung in sequence on the wall around the room or assembled into a book. Read the information on these pages as you place the medallions on the map. For added insight into the slice of history being studied, fill in the “Other Events” box (other concurrent historical events not covered by the card) and “Arts/Technology” box (artists, famous paintings, pieces of music, inventions, etc.) with facts from your own reading and research.



CREATION

Worksheet

1. What book and chapters in the Bible cover the creation of the world?

2. How long has God existed?

3. Next to each day write what God created.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:



CREATION

Project 1—Creation Mobile

Materials

paper

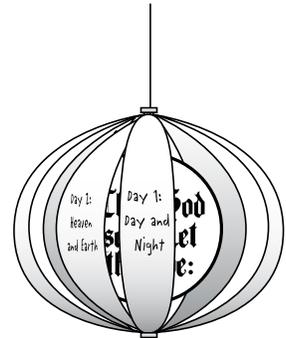
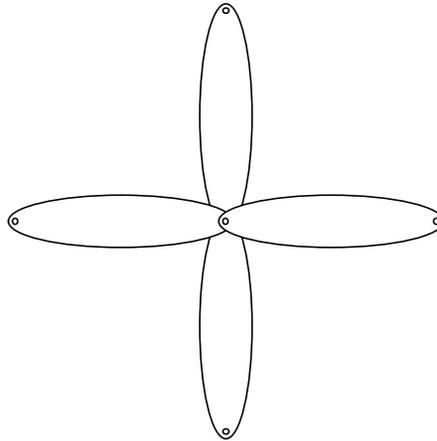
brass fasteners

string

colored pencils or markers

scissors

tape



Instructions

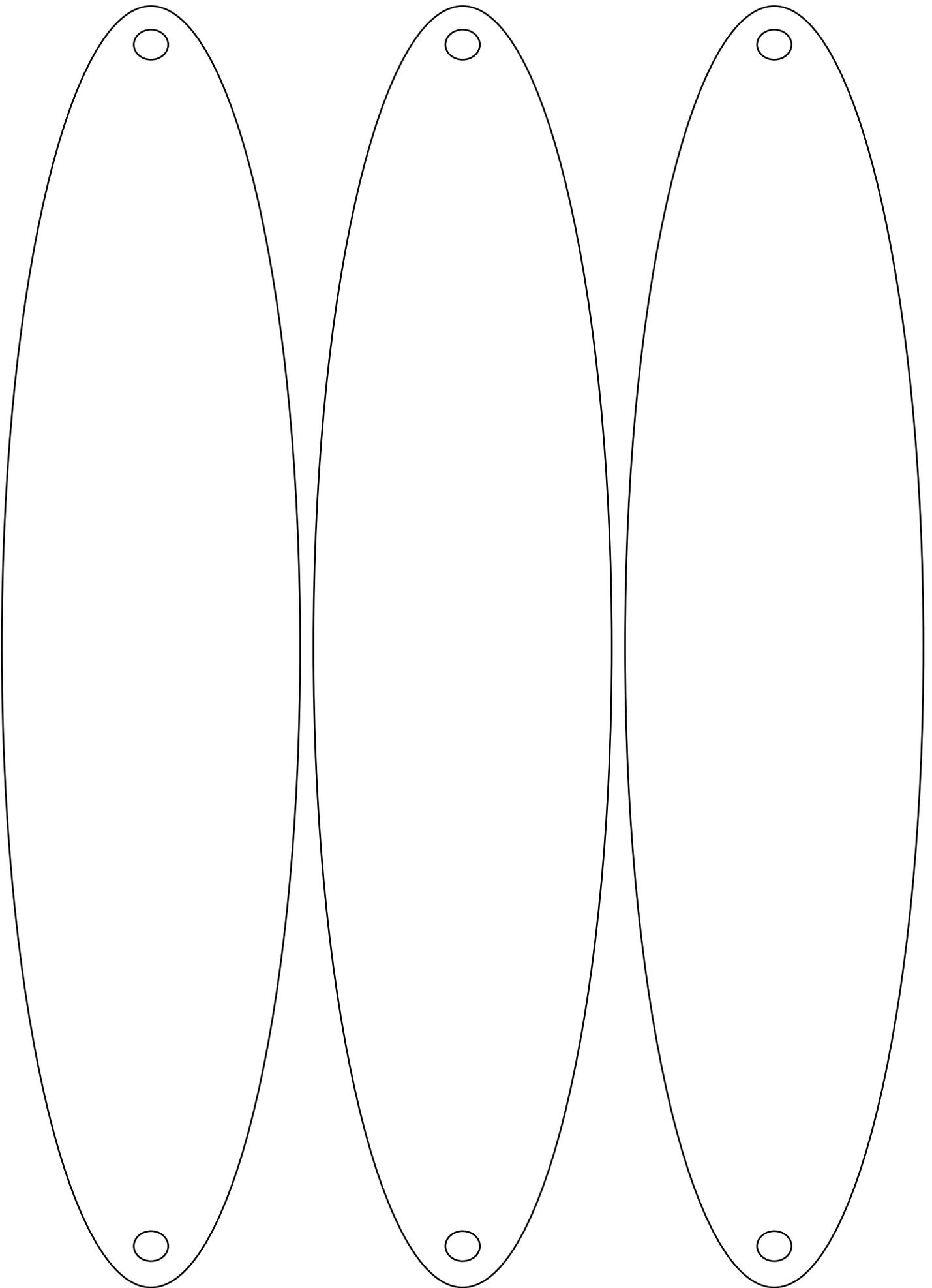
Photocopy the artwork below and on the following page (you will need to end up with seven panels) onto stiff paper. On each panel write the day of creation and what was created that day and color it in a solid color, or illustrate what was made. Cut out each day of creation and the voice bubble. Cut a 7" piece of string and tape it to the back of one side of the voice bubble, then fold and fasten the bubble so that it sandwiches the string. Fasten the panels together using the brass fasteners as shown above. Tie one end of the string to the

inside top fastener, so the bubble hangs within the globe.

Tie another length of string to the top of the top fastener to complete the mobile.

**Then God
said, "Let
there be:**

**Then God
said, "Let
there be:**



CREATION

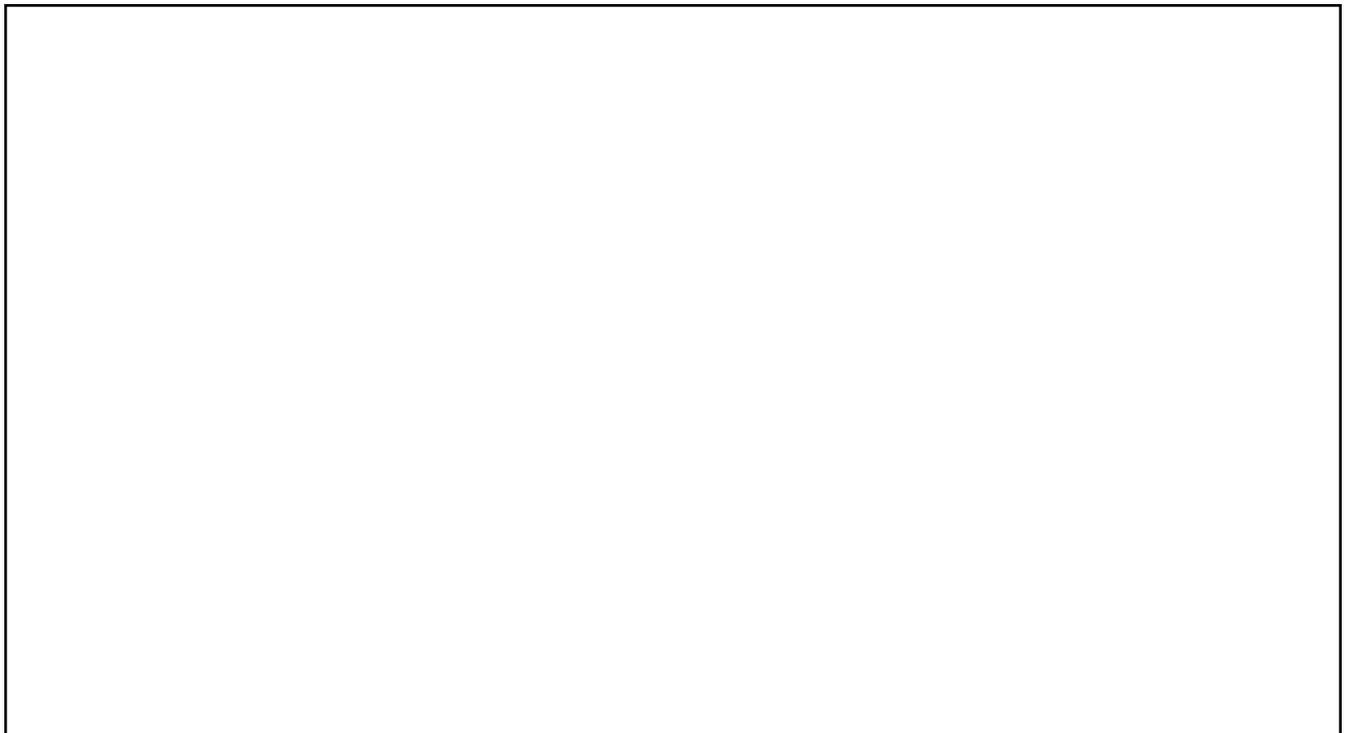
Project 2—Creation Myths

Read through the article below then draw a picture of a scene from one of the stories.

The first verse of the Bible says, “In the beginning God created the heavens and the earth.” Yet not everyone in the world believes the Bible. Some believe that the description of how everything was made that is found in the Bible is a myth. A myth is a made-up story that explains a belief or natural phenomenon. There are myths all over the world, and though they aren’t true like the Bible is, sometimes they have at their root a true idea. It is common to hear from missionaries around the world that isolated tribes often have myths which are similar to the Biblical account of creation. We should not be surprised to hear this, since the Bible says only Noah and his family lived through the Flood—so all their children are the people who have filled the earth. They all tell the same “family history,” even if it gets a bit muddled, like it does when you play the game “whisper down the lane.”

For example, Indians in southern California tell of Bald Eagle, the chief of the animals, making man of clay and women of a feather while the man was sleeping. The Pima Indians of southern Arizona believe, Earth Maker mixed clay and sweat to make a man and a woman, then breathed life into them. Don’t these stories sound familiar?

In Egypt several versions of a creation myth emerged out of their long history. One says that there was a time when nothing had existed, when “the sky had not yet come into being, the earth had not yet come into being, the gods had not yet been born, and death had not yet come into being.” Yet, there was the swirling watery chaos from which arose the god Atum, and he created the gods Shu and Tefnut who then gave birth to Geb (earth) and Nut (heaven), who gave birth to Osiris, Isis, Set and Nephthys. People were created from Atum’s tears.



CREATION

Test

1. Where can we find the story of Creation in the Bible?

2. Who existed before the world began?

3. Next to each day write what God created.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

THE FALL IN THE GARDEN

Worksheet

1. Who tempted Eve to eat of the Tree of the Knowledge of Good and Evil?

2. To whom did Eve offer the fruit? Did that person also eat the fruit?

3. What did God do when the forbidden fruit was eaten?

4. What was man's relationship with God like after the fruit was eaten?

5. Who is the "seed" that God promised to send who would crush Satan?



THE FALL IN THE GARDEN

Project 2—The Cunning Serpent

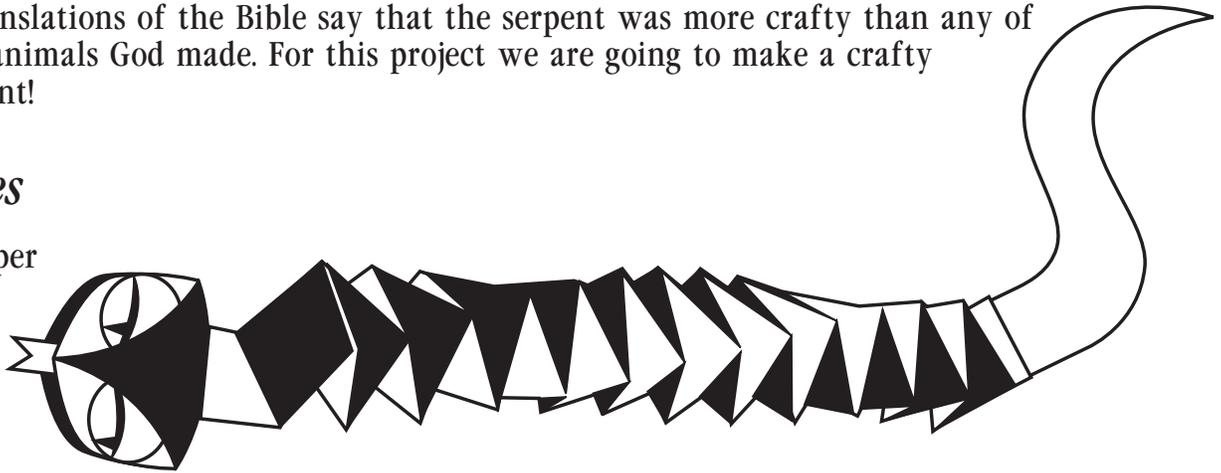
Several translations of the Bible say that the serpent was more crafty than any of the other animals God made. For this project we are going to make a crafty craft serpent!

Supplies

colored paper

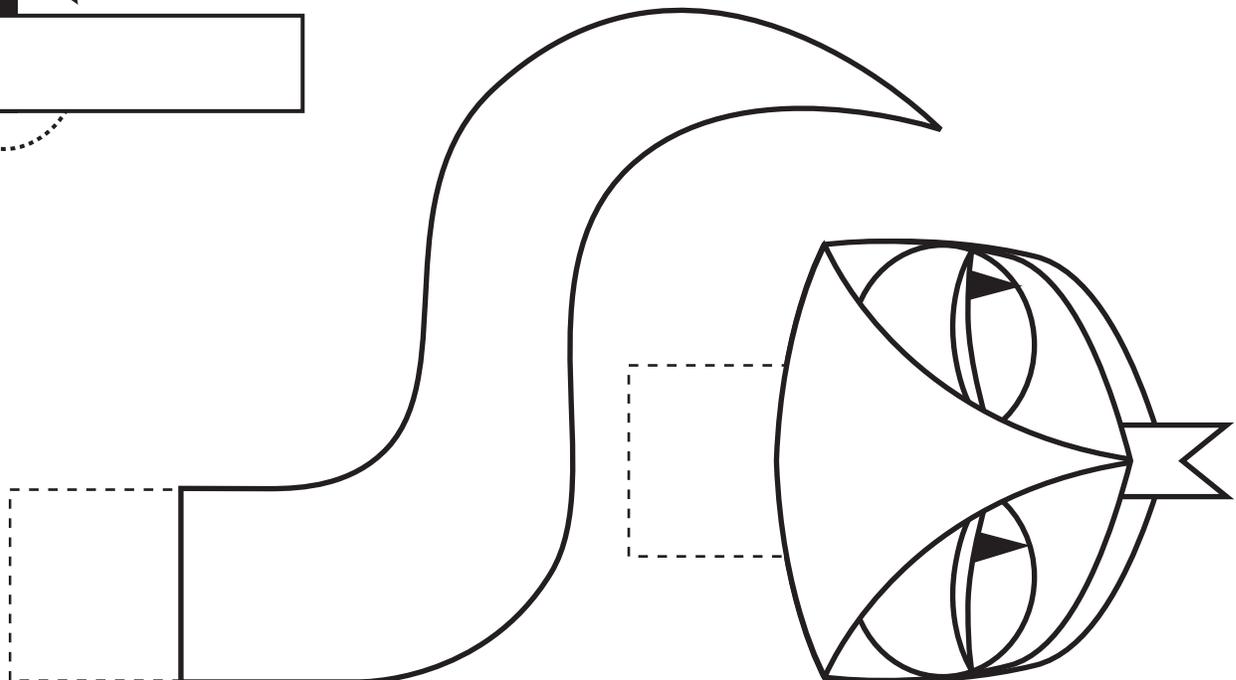
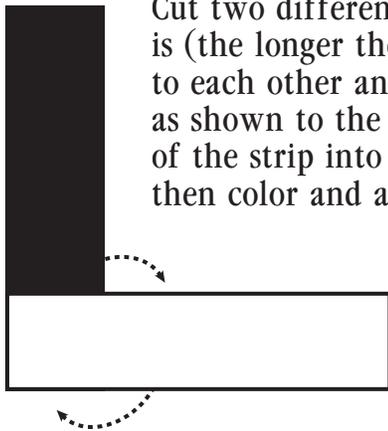
glue

scissors



Directions

Cut two different colors of paper into strips, 1" wide by however long the paper is (the longer the better). Place the different color strips of paper at right angles to each other and glue them together. Fold the bottom strip over the top strip as shown to the left. Repeat this folding until the paper is used up. Cut the ends of the strip into the shape of a head and tail or cut out the head and tail below, then color and attach them to the folded strip.



THE FALL IN THE GARDEN

Project 3—Paradise P.I.

You have been called into the Garden of Eden to get to the bottom of what happened at the Tree of the Knowledge of Good and Evil. Your assistant has taken statements from the suspects, and it is your job to make sense of it all. Read Genesis 3 (below) then review the suspects' statements on the following page and determine who is telling the truth. Be careful, the suspects are tricky!

Now the serpent was more cunning than any beast of the field which the LORD God had made. And he said to the woman, "Has God indeed said, "You shall not eat of every tree of the garden?" ²And the woman said to the serpent, "We may eat the fruit of the trees of the garden; ³but of the fruit of the tree which is in the midst of the garden, God has said, "You shall not eat it, nor shall you touch it, lest you die."⁴ Then the serpent said to the woman, "You will not surely die. ⁵For God knows that in the day you eat of it your eyes will be opened, and you will be like God, knowing good and evil."

⁶So when the woman saw that the tree was good for food, that it was pleasant to the eyes, and a tree desirable to make one wise, she took of its fruit and ate. She also gave to her husband with her, and he ate. ⁷Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves coverings.

⁸And they heard the sound of the LORD God walking in the garden in the cool of the day, and Adam and his wife hid themselves from the presence of the LORD God among the trees of the garden. ⁹Then the

LORD God called to Adam and said to him, "Where are you?"

¹⁰So he said, "I heard Your voice in the garden, and I was afraid because I was naked; and I hid myself." ¹¹And He said, "Who told you that you were naked? Have you eaten from the tree of which I commanded you that you should not eat?" ¹²Then the man said, "The woman whom You gave to be with me, she gave me of the tree, and I ate."

¹³And the LORD God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate."

¹⁴So the LORD God said to the serpent:

"Because you have done this,
You are cursed more than all cattle,
And more than every beast of the field;
On your belly you shall go,
And you shall eat dust
All the days of your life.

¹⁵And I will put enmity
Between you and the woman,
And between your seed and her Seed;
He shall bruise your head,
And you shall bruise His heel."

¹⁶To the woman He said:

"I will greatly multiply your sorrow

THE FALL IN THE GARDEN

Project 3—Paradise P.I., Page 2

and your conception;

In pain you shall bring forth children;
Your desire shall be for your husband,
And he shall rule over you.”

¹⁷Then to Adam He said, “Because you have heeded the voice of your wife, and have eaten from the tree of which I commanded you, saying, ‘You shall not eat of it’:

“Cursed is the ground for your sake;
In toil you shall eat of it
All the days of your life.

¹⁸Both thorns and thistles it shall
bring forth for you,

And you shall eat the herb of the field.

¹⁹In the sweat of your face you shall eat
bread

Till you return to the ground,

For out of it you were taken;

For dust you are,

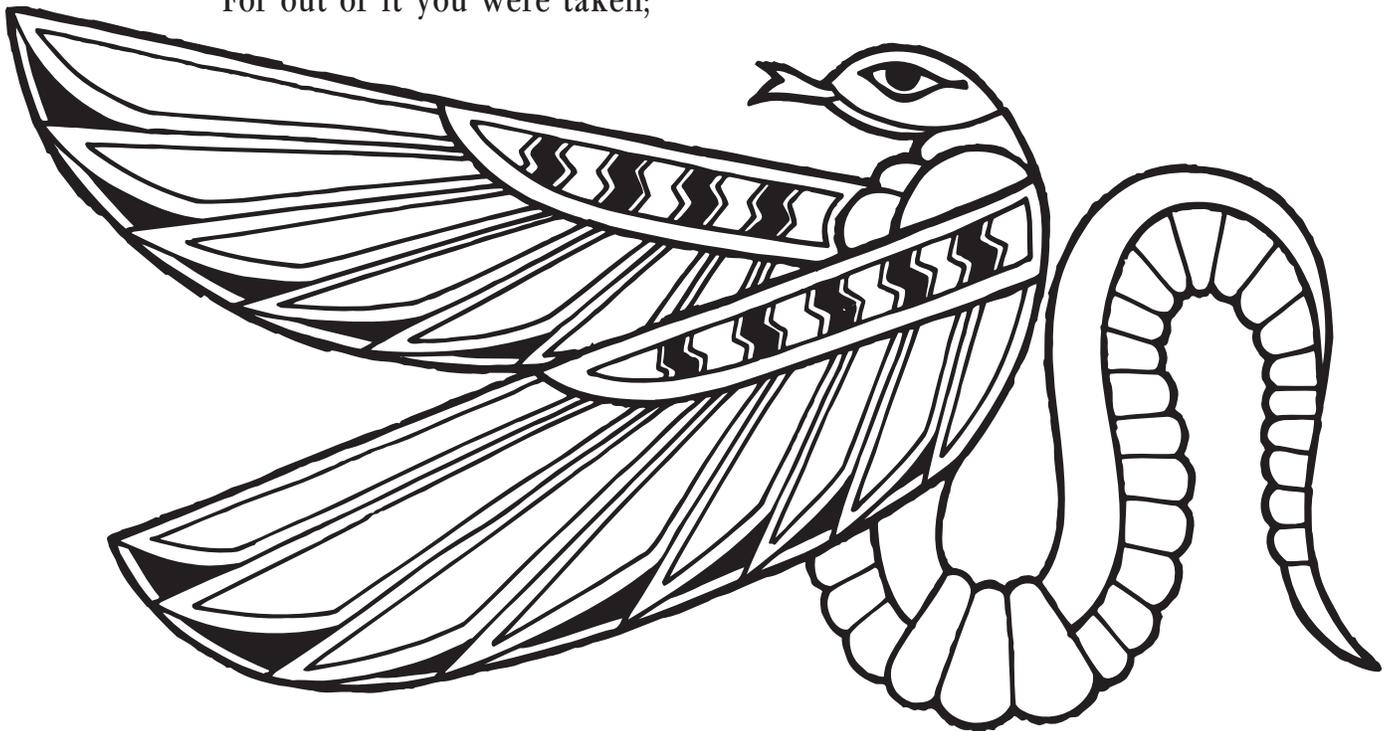
And to dust you shall return.”

²⁰And Adam called his wife’s name Eve, because she was the mother of all living.

²¹Also for Adam and his wife the LORD God made tunics of skin, and clothed them.

²²Then the LORD God said, “Behold, the man has become like one of Us, to know good and evil. And now, lest he put out his hand and take also of the tree of life, and eat, and live forever”—²³therefore the LORD God sent him out of the garden of Eden to till the ground from which he was taken.

²⁴So He drove out the man; and He placed cherubim at the east of the garden of Eden, and a flaming sword which turned every way, to guard the way to the tree of life.



THE FALL IN THE GARDEN

Project 3—Paradise P.I., Page 3

Circle the correct answer.

1. T / F The serpent spoke.
2. T / F The woman was told that eating the fruit would make her a god.
3. T / F The woman was resentful of God's control, so she rebelled against God.
4. T / F Eve ate the fruit.
5. T / F Adam and the woman sewed animal skins together to make coverings for themselves.
6. T / F God walked in the Garden.
7. T / F Adam and his wife hid from God.
8. T / F The serpent tricked Adam and the woman into eating the fruit.
9. T / F God cursed the serpent saying,
"You are cursed more than all cattle, and more than every beast of the field . . ."
10. T / F Adam told God it was the woman who gave him the fruit to eat.
11. T / F When the woman was created, God told her that Adam would rule over her.
12. T / F Adam and Eve made tunics of skin to clothe themselves.



THE FALL IN THE GARDEN

Project 4—Fill in the Blank

Using the history card, fill in the missing blanks. This will help in memorizing the flashcard.

The Lord told Adam not to eat of the _____ of the knowledge of _____ and _____. God's _____ clearly told Adam that he would “surely _____” if he ate of the _____.

Satan, disguised as a _____, came and tempted _____ to eat of the tree. Satan twisted God's _____ by making Eve believe that eating the _____ of the tree would “open her _____” and make her “like _____.” Instead of trusting God, Eve _____ and ate the _____. She also _____ the fruit to _____, and he ate as well.

The _____ of Adam and Eve, our first _____, had disastrous consequences. Adam was the _____ of all creation, so because of Adam's sin, God _____ the world. As God promised, _____ resulted from _____ transgression. God also punished _____ and _____ by making Adam's work difficult and Eve's pain great when she gave _____ to children. Because Adam stood as our representative, his _____ caused all of us to become _____ before God, too.

Even though Adam sinned and broke God's _____, God remained gracious and promised that he would send a “_____” that would crush _____ and his kingdom. _____ is that seed.

THE FALL IN THE GARDEN

Test

1. What did the serpent offer Eve?

2. What did Adam do when Eve offered him the fruit?

3. Why did God curse the ground and make life hard for mankind?

4. How was man's relationship with God changed after he sinned?

Review

1. Write what God created on each day.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:

CAIN AND ABEL

Worksheet

1. Where is the story of Cain and Abel found in Scripture?

2. Who was the first child ever born? Who were his parents?

3. Who was Cain's brother?

4. What was the occupation of Cain? Of Abel?

5. What sacrifice did they each bring to God?

6. Who was the world's first murderer? Why did he murder?

CAIN AND ABEL

Worksheet, Page 2

7. What was God's judgment on Cain?



CAIN AND ABEL

Project 1—Genesis 4 Bible Summary

So the Lord said to Cain, “Why are you angry? And why has your countenance fallen? If you do well, will you not be accepted? And if you do not do well, sin lies at the door. And its desire is for you, but you should rule over it.” (Genesis 4:6, 7)

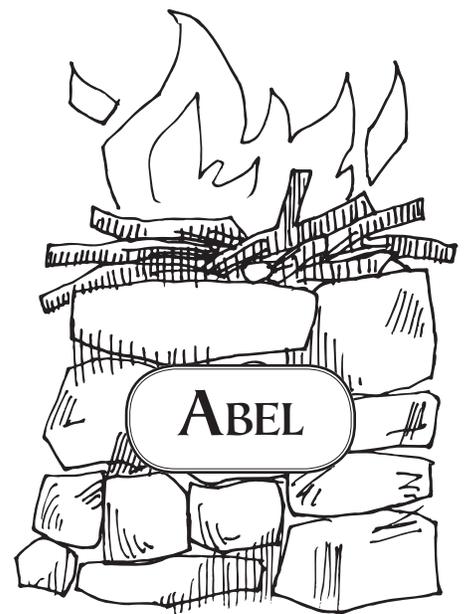
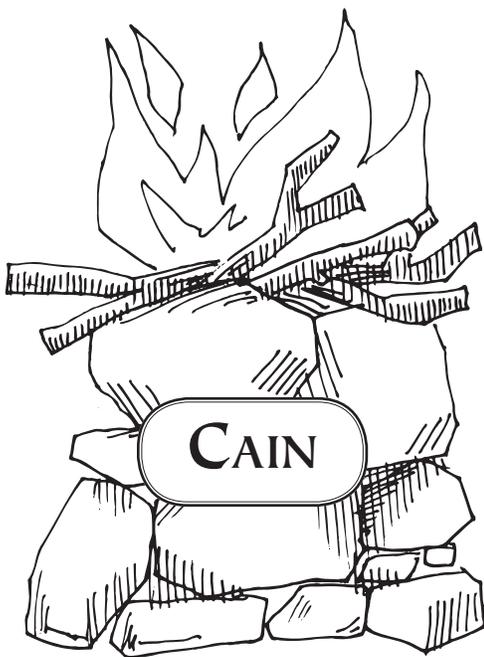
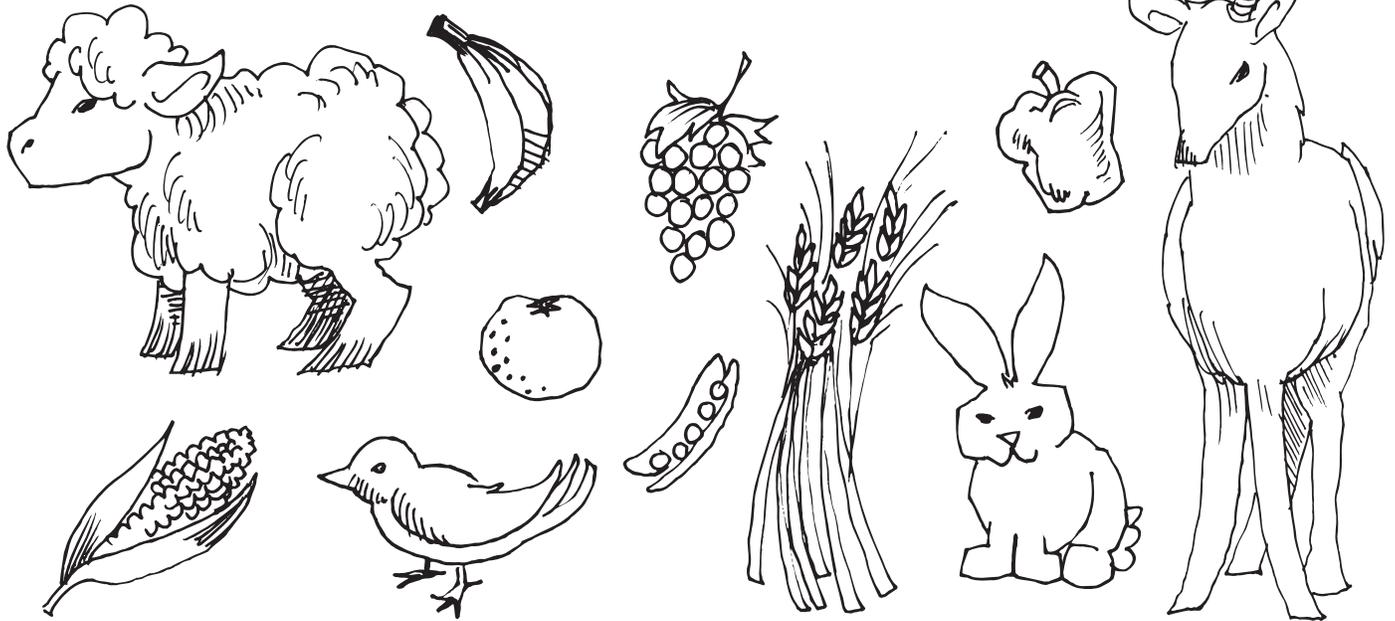
After discussing the meaning of these verses with your teacher write a paragraph below summarizing their meaning.



CAIN AND ABEL

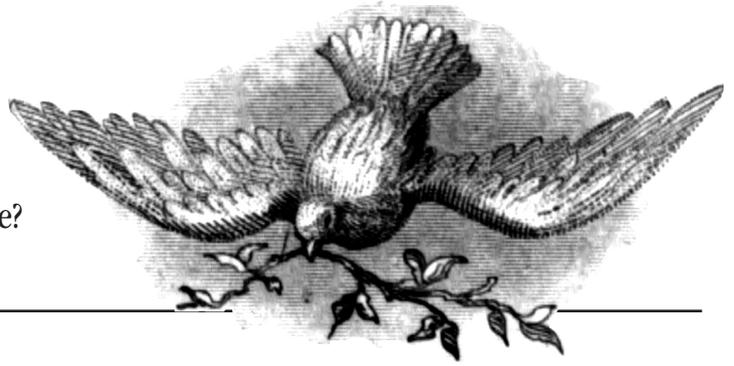
Project 2—Matching

Draw lines from the items below to the altar belonging to the brother who would have sacrificed them.



THE FLOOD

Worksheet



1. Where is the Flood described in the Bible?

2. Why was God grieved that He had made man?

3. God decided to destroy man. One man found favor in God's sight. Who was that man?
And what did God instruct him to do?

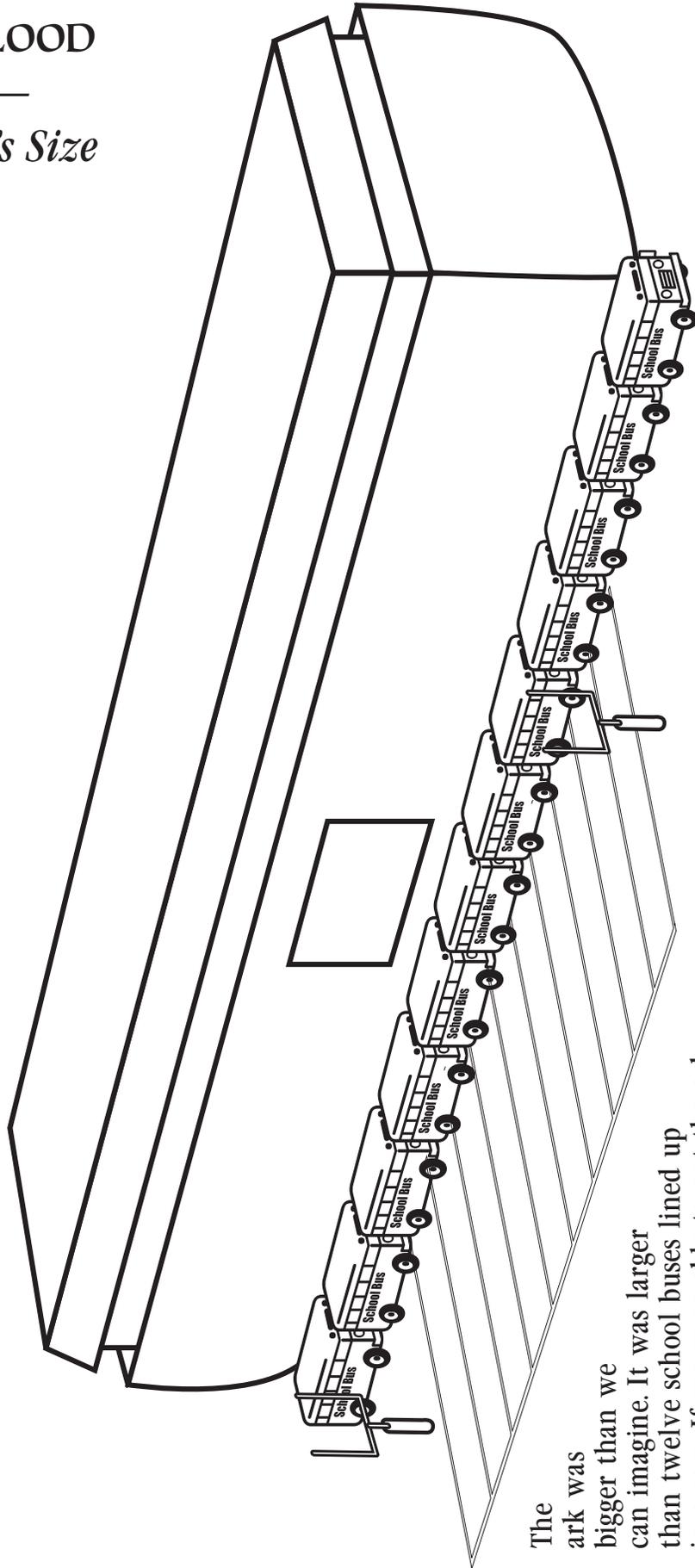
4. What did God do to destroy man? For how long?

5. Define "covenant."

6. What was the purpose of the rainbow God sent after the Flood?

THE FLOOD

*Project 1—
The Ark's Size*



The ark was bigger than we can imagine. It was larger than twelve school buses lined up in a row. If we were able to put the ark on a football field it would not fit in between the goal post as it was about 1 1/2 times as large as a football field. Noah's ark was 450 feet long, 75 feet wide, and about 45 feet high.

Noah was faithful to God year after year as he labored to do what God had called him to do. Noah was 480 years old when God called him to build the ark, and it took him 120 years to complete it. How old would Noah have been? Imagine what it would have been like to work on the ark for 120 years waiting for the flood to come. What lesson can we learn from this as we labor to do God's work in our own lives?

Color this page.

THE FLOOD

Project 2—Mini-Ark Models

Try one of the two projects below to make your own mini ark.

Supplies

cardstock

scissors

tape

markers or colored pencils

Directions

Photocopy the next three pages onto cardstock. Color the parts of the ark in woodtones. Cut away white areas. Tape the the bow and stern of the boat to the midship, overlapping the ends over the midship portion up to the dotted lines. Fold the boat in half along the ridge line of the roof, and then the two lines on either side which indicate the upper and lower edge of the side of the ark. Tape along the bottom of the ark, overlapping the shorter side to the line on the longer edge. Bend both ends and overlap slightly and tape on the inside.

Supplies

two shoe boxes with lids
(one smaller than the other)

white poster board

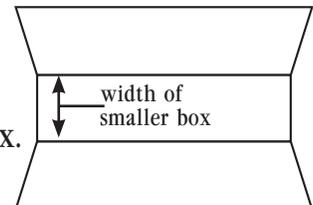
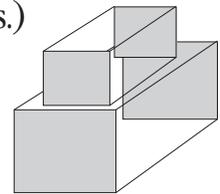
brown paint

miscellaneous colors to paint animals

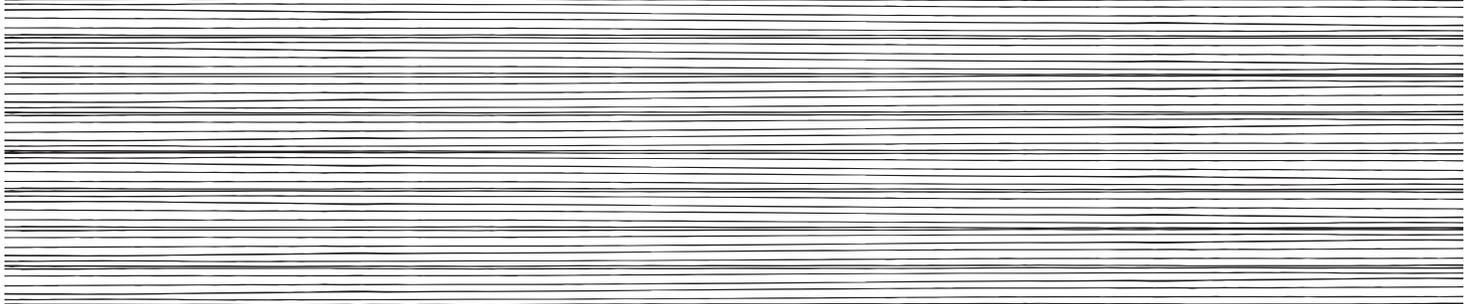
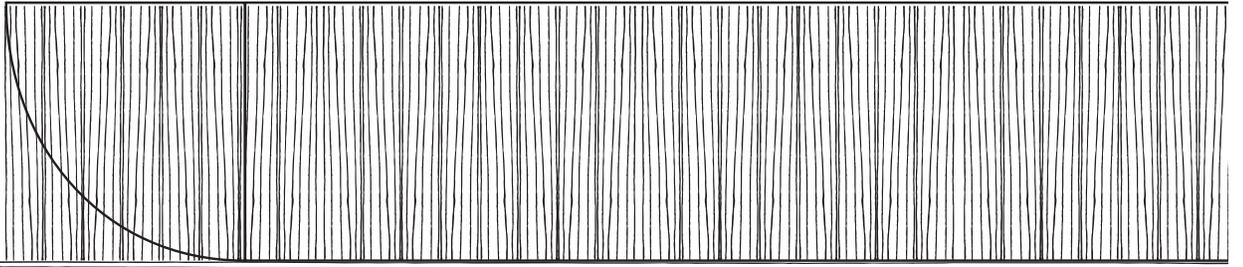
clay that will harden

Directions

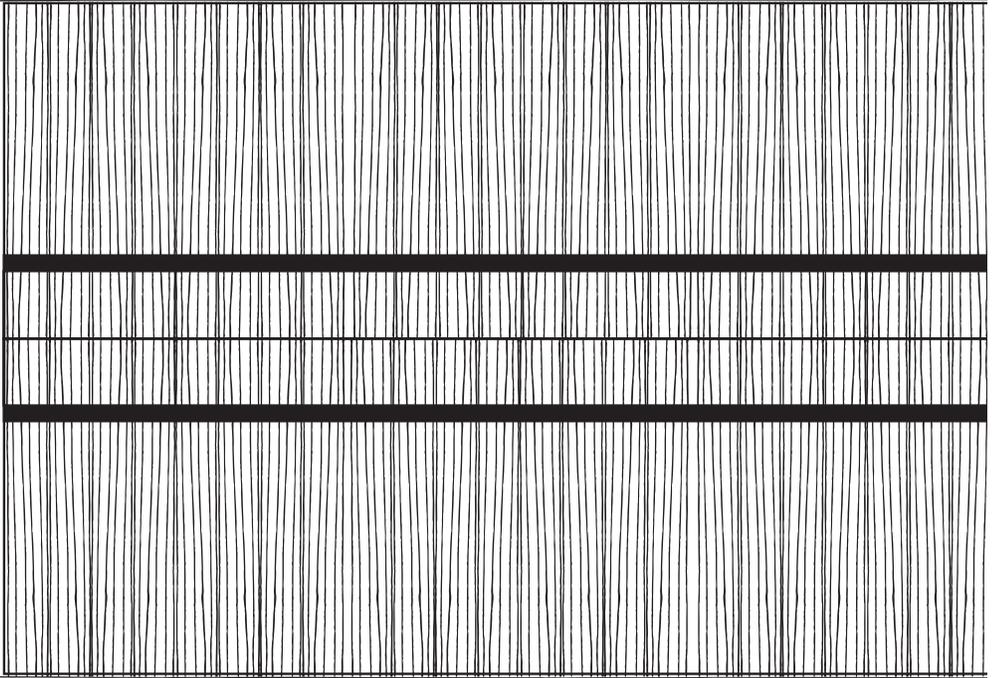
1. Glue shoe lids to boxes. (A hot glue gun will speed up the process.)
2. Glue the smaller box centered on top of the larger box.
3. Out of poster board cut a roof for the ark according to the pattern to the right. Glue it to the top of the top (smaller) box.
4. Cut a door in one side of the ark.
5. Paint the entire ark brown. (Older children may want to use a dark marker to make the “wood” have a granular look.)



You may wish to use Sculpey™ clay to make Noah, his family, and the animals. (Remember it was not two of every kind of animal. See Genesis 6:19–7:3.) This would also be a good time to distinguish between clean and unclean animals.

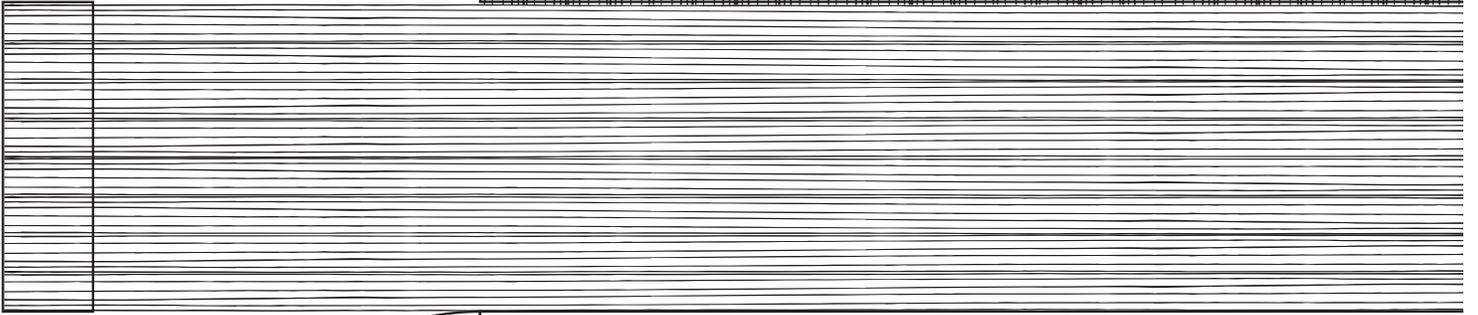


Fold

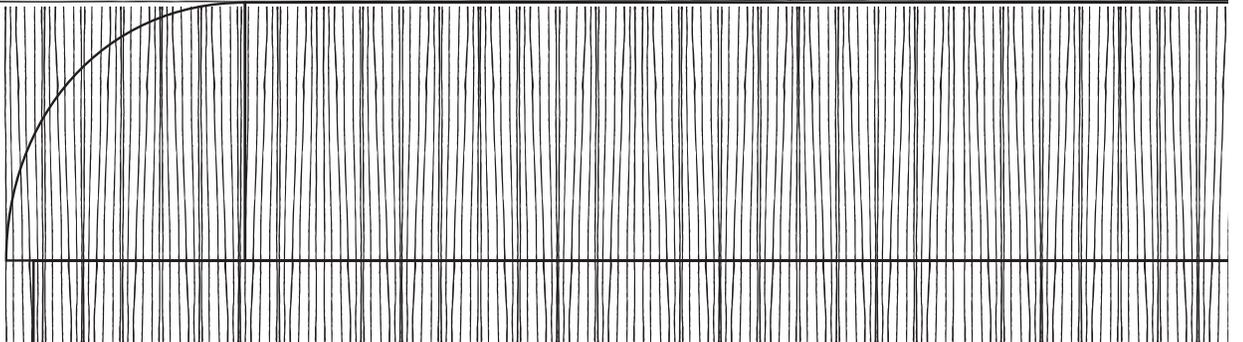


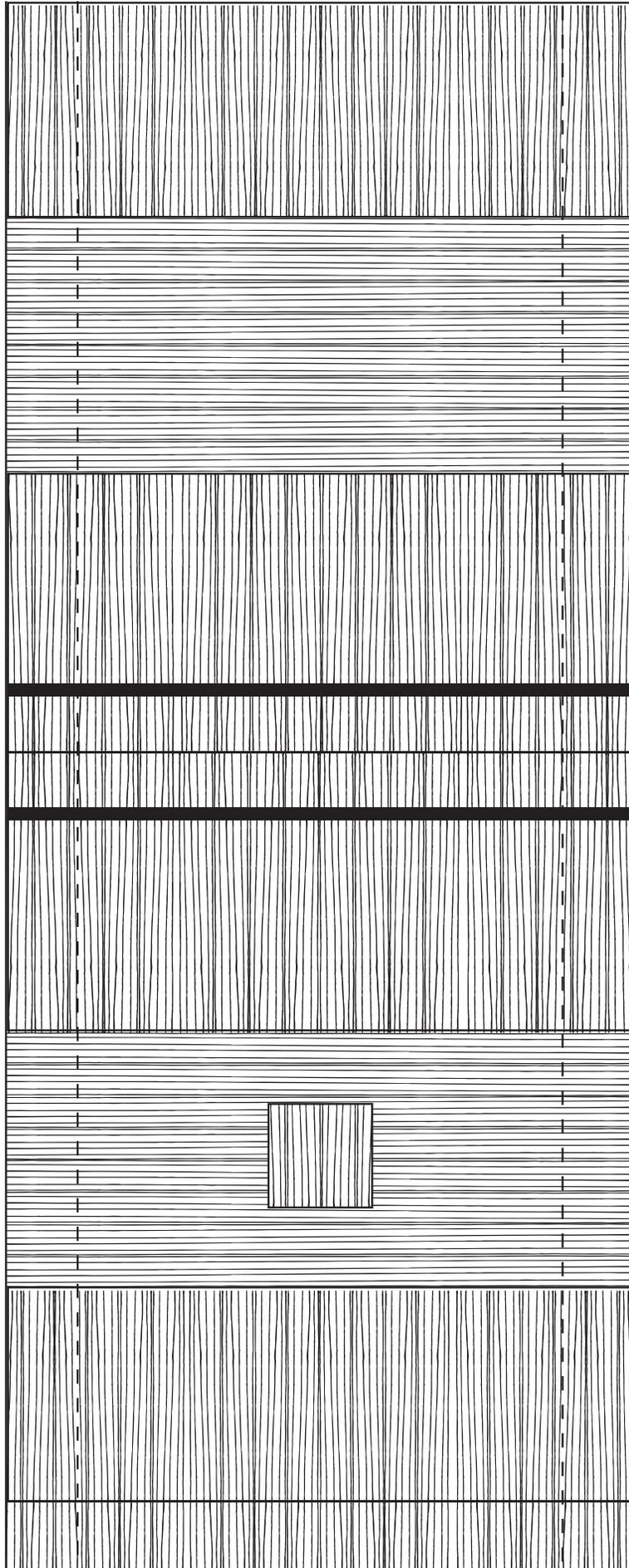
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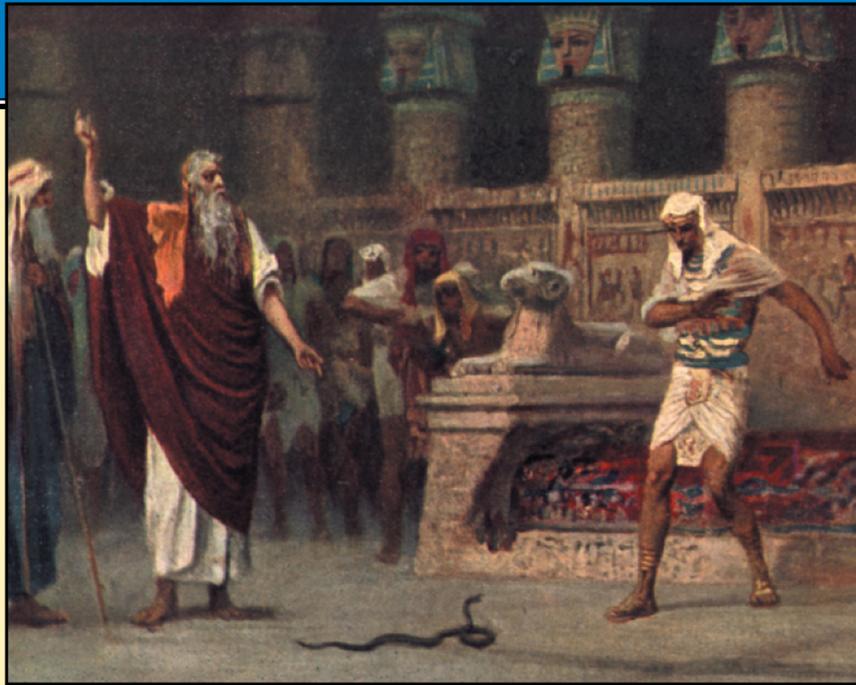


Bow





MIDSHIP



The Story of Redemption from Day One

In our early exposure to teaching ancient history to grammar school students, it became apparent to us that most children believed that biblically recorded events occurred before non-biblically recorded events. Few students understand the simultaneous nature of pyramid-building in Egypt and God raising up a people to serve and worship Him through Abraham.

Furthermore, in most modern grammar schools, children spend most of their time studying American history and hardly any studying earlier times. To spend so much time studying so limited a time period seems tragic. It also tends to rip the study of one period out of context.

Have you considered the difficulty of studying the puritan settlements of New England without an understanding of the Reformation? And how do you understand the Reformation without studying Huss, Wycliffe, Augustine, etc.? This peeling back stops only when you get to the beginning of Creation.

This teacher's manual and the accompanying history flashcards and memory songs are a valuable aid in teaching children the tremendous way that the God of the Bible has been at work throughout all of history redeeming His people. The series is designed for a 36-week school calendar, allowing one week at the end of each quarter for review and testing. Some events deserve more than a week, some less. All of the worksheets, tests, and projects in the manual are clearly written, with instructions that are "user-friendly" for even the newest of homeschooling parents or school teachers.

The materials provided herein are intended to make the job of teaching easier. Since this program is designed to be used for a variety of ages, there is more material in it than one student could adequately cover in one year. We strongly encourage teachers to adapt the material to the needs of the student.

May your efforts contribute significantly to the raising of a godly generation.