ANCIENT EGYPT
An Internet Linked Unit Study

Heart of Wisdom

BY ROBIN SAMPSON
Important Updates

Lesson Plans

Heart of Wisdom Day by Day Lesson Plans are now available online (FREE). See. Five new lesson plans (Monday through Friday) are added each week.

Ebook Links

Internet links change by the hour, to solve this ongoing broken link problem we have updated the links in the Heart of Wisdom Link Library. Use the Link Library instead of the links in this ebook.

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<th>Robin's Blog</th>
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<td>![Image](Amazon Homeschool Store)</td>
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HeartofWisdom.com
Ancient Egypt Unit

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Ancient Egypt Overview

It is impossible to properly understand the history of God’s people without knowing something of ancient Egypt. The children of Israel were brought into Egypt and settled there for centuries before becoming an independent nation. Their removal from contact with the people of Canaan and their time of affliction prepared them for inheriting the land promised to their fathers. However historians may differ as to the periods when particular events have taken place, the land itself is full of reminiscences of Israel’s story.

As Paul says about the Hebrews who were in the Exodus, all these things happened to them as an example, and they were written for our admonition. (1 Cor. 10:11). The Hebrews were enslaved by Egypt. How is that an example for us? We were enslaved by sin. God gave a deliverer to bring the Hebrews out of bondage to Egypt. God gave us a Deliverer to bring us out of bondage to sin. The Bible uses Egypt as a symbol of sin. Egypt is ancient, mysterious, and exotic. Jeremiah died there. Jesus lived there. Moses was educated there. Joseph ruled there.

What do we know of the people who inhabited the land; a people so cruel that they could murder infants, and yet so tenderhearted that they could adopt and raise a slave child? Who were the workers who did the backbreaking labor of moving barges and stones? Who were the artisans who painted murals, crafted jewelry, and carved magnificent sculptures? What kind of men and women spent hours getting dressed, pleating sheer linen fabric for their garments, applying cosmetics, arranging wigs? What kind of people served gods dedicated to frogs and flies?

Only in modern times have we re-learned to read the hieroglyphic inscriptions that tell of pharaohs, wars, conquests, and colonies. These have been brought to light by recent research projects that, almost year by year, add to our stock of knowledge. And it is especially remarkable that every fresh historical discovery tends to shed light upon—and to confirm—the biblical narratives.

Alfred Edersheim explains in Bible History: Old Testament:

God marvelously uses natural means for supernatural ends, and maketh all things work together to His glory as well as for the good of His people. It was, indeed, as we now see it, most important that the children of Israel should have been brought into Egypt and settled there for centuries before becoming an independent nation. The early history of the sons of Jacob must have shown the need alike of their removal from contact with the people of Canaan and of their being fused in the furnace of affliction to prepare them for inheriting the

Underlined text refers to Internet link at http://Homeschool-Books.com
land promised unto their fathers. This, however, might have taken place in any other country than Egypt. Not so their training for [to be] a nation. For that, Egypt offered the best, or rather, at the time, the only suitable opportunities. True, the stay there involved also peculiar dangers, as their after-history proved. But these would have been equally encountered under any other circumstances, while the benefits they derived through interaction with the Egyptians were peculiar and unique. There is yet another aspect of the matter. When standing before King Agrippa, St. Paul could confidently appeal to the publicity of the history of Christ, as enacted not in some obscure corner of a barbarous land, but in full view of the Roman world. For this thing was not done in a corner (Acts 26:26). And so Israel’s bondage also and God’s marvelous deliverance took place on no less conspicuous a scene than that of the ancient world-empire of Egypt.

Israel as a nation was born of God, redeemed by God, brought forth by God victorious on the other side [of] the flood, taught of God, trained by God, and separated for the service of God. And this God was to be known to them as Jehovah, the living and the true God. The ideas they had gained, the knowledge they had acquired, the life they had learned, even the truths they had heard in Egypt might be taken with them, but, as it were, to be baptized in the Red Sea, and consecrated at the foot of Sinai.

As you study Egypt, try to put together the pieces. Learn how the time line of Egypt fits with Bible events. Learn how the Bible stories played out over the geography of the region.

Recommended Literature for this Unit

- **Mara, Daughter of the Nile** by Eloise Jarvis McGraw •
  Description on page 179.
- **The Golden Goblet** (Puffin Newbery Library) by Eloise McGraw •
  Description on page 179.
- **The Midwife’s Song** by Brenda Ray
  Description on page 179.
Ancient Egypt Objectives

Upon completion of this unit your student should:

- Gain a closer relationship with God through study of His Word.
- Understand Egyptian culture.
- Understand Bible passages relating to Egypt.
- Understand the importance of the Nile River.
- Understand the interaction of Egypt and the nation of Israel during biblical times.
- Understand the tasks and functions of an archaeologist.
- Know and use the terminology of archaeology.
- Know about the traditions of Egyptian painting.
- Know the grandeur of ancient Egyptian architecture.
- Identify major exports of ancient Egypt.
- Understand daily life of ancient Egyptians.
- Understand how ancient Egyptians were educated.
- Have a general knowledge of famous ancient Egyptians.
- Have a general knowledge of ancient Egyptian food.
- Be familiar with the geography of Egypt and its neighbors.
- Have a grasp of the medical knowledge of ancient Egypt.
- Understand the character and life of Moses.
- Have a general knowledge of mummies.
- Know about the significance of the ten plagues.
- Understand the significance of the Passover event and celebration.
- Be familiar with the history of the Pharaohs.
- Have a general knowledge of the significance of pyramids.
- Understand the use of Egypt as a refuge in biblical times.
- Reflect on how the idolatry of the Israelites is an example for us.
- Learn how Egyptian religion influenced the rest of their culture.
- Know how idolatry was a temptation for the Hebrews.
- Understand the technology and scientific knowledge available to Egyptians.
- Reflect on the hardship of slavery.
- Appreciate the freedom we have.
- Identify Tutankhamen’s contribution to our historical knowledge.
- Compare and contrast Egypt and Mesopotamia.
- Understand how God’s Word uses Egypt as a symbol.
- Appreciate God’s mercy and love towards Egyptians.
- Understand the life of Joseph and God’s plan.
- Become familiar with the Exodus and how it relates to the plan of Salvation.
- Recognize, understand, and appreciate the function of ancient Egyptian hieroglyphs.

Underlined text refers to Internet link at http://Homeschool-Books.com
# Ancient Egypt Time Line

<table>
<thead>
<tr>
<th>Dates</th>
<th>Dynasty</th>
<th>Events &amp; Kings</th>
<th>Bible</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 2511-2456</td>
<td>3rd Dynasty</td>
<td>Great sphinx at Gizeh is built.</td>
<td></td>
</tr>
<tr>
<td>c. 2456-2346</td>
<td>4th Dynasty</td>
<td>The Great Pyramids of Giza are built</td>
<td></td>
</tr>
<tr>
<td>c. 2346-2220</td>
<td>5th Dynasty</td>
<td>Worship of the sun god Re becomes state religion. First mummies.</td>
<td></td>
</tr>
<tr>
<td>c. 2220-2054</td>
<td>6th Dynasty</td>
<td>Pepi I. Organizational military caste.</td>
<td></td>
</tr>
<tr>
<td>c. 2054-2039</td>
<td>7th Dynasty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 2067-1939</td>
<td>8th Dynasty</td>
<td>17 or 18 kings during 8th dynasty lasting about 20 years.</td>
<td></td>
</tr>
<tr>
<td>not established</td>
<td>9th Dynasty</td>
<td>Rulers controlled from Herakleopolis.</td>
<td></td>
</tr>
<tr>
<td>c. 1939-1839</td>
<td>10th Dynasty</td>
<td>House of Khety</td>
<td></td>
</tr>
<tr>
<td>c. 1939-1796</td>
<td>11th Dynasty</td>
<td>Thebes - a nomarch and a priest.</td>
<td></td>
</tr>
<tr>
<td>c. 1796-1632</td>
<td>12th Dynasty</td>
<td>Well developed calligraphy, papyrus, reed pens, soot ink</td>
<td>c. 1750 Abraham in Egypt?</td>
</tr>
<tr>
<td>c. 1632-1445</td>
<td>13th Dynasty</td>
<td>1674 Horse and chariot are introduced. 1567 Hyksos are driven out of Egypt by Egyptian military forces from Thebes. Medicine is taught in the temple schools.</td>
<td>From 1679 Joseph in Egypt. From 1659 Seven year Famine. From 1658 Jacob in Egypt.</td>
</tr>
<tr>
<td>not established</td>
<td>14th Dynasty</td>
<td>Ships are up to 50 metres long.</td>
<td></td>
</tr>
<tr>
<td>c. 1445-1573</td>
<td>15th Dynasty</td>
<td>Scrolls made of papyrus. Two wheeled wooden chariot. Memphis replaces Thebes as capital.</td>
<td>c. 1533 Moses born in Egypt. c. 1454 Exodus</td>
</tr>
<tr>
<td>c. 1284-1194</td>
<td>16th Dynasty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 1290-1183</td>
<td>17th Dynasty</td>
<td>Theban Dynasty</td>
<td></td>
</tr>
<tr>
<td>c. 1194-960</td>
<td>18th Dynasty</td>
<td>1150-1085 King Thutmose I-III, 1131-1116 Hatshepsut, 1003-994 Tutankhamun</td>
<td></td>
</tr>
<tr>
<td>868-813</td>
<td>20th Dynasty</td>
<td>Ramesses III- IV, Amenemope's Book of Wisdom</td>
<td></td>
</tr>
<tr>
<td>332 BC</td>
<td></td>
<td>Invasion of Egypt by Alexander the Great</td>
<td></td>
</tr>
</tbody>
</table>

Resources recommended in ● several lessons, ● several units, ● other HOW Units. ➔ Key Resource (see beginning of unit or page 32).

Heart of Wisdom Publishing 177
## Ancient Egypt Vocabulary

See Vocabulary Instructions on page 22.

<table>
<thead>
<tr>
<th>alabaster</th>
<th>faience</th>
<th>ostracon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amarna</td>
<td>Giza</td>
<td>papyrus</td>
</tr>
<tr>
<td>Amenti</td>
<td>Hieratic</td>
<td>pylon</td>
</tr>
<tr>
<td>amulet</td>
<td>Hyksos</td>
<td>pyramid</td>
</tr>
<tr>
<td>ankh</td>
<td>inundation</td>
<td>relief</td>
</tr>
<tr>
<td>bas-relief</td>
<td>jackal</td>
<td>sarcophagus</td>
</tr>
<tr>
<td>Book of the Dead</td>
<td>Ka</td>
<td>Saqqara</td>
</tr>
<tr>
<td>canopic jars</td>
<td>Luxor</td>
<td>Scarab</td>
</tr>
<tr>
<td>cartonnage</td>
<td>mastaba</td>
<td>scribe</td>
</tr>
<tr>
<td>cartouche</td>
<td>mummification</td>
<td>shabi</td>
</tr>
<tr>
<td>cataracts</td>
<td>mummy</td>
<td>shaduf</td>
</tr>
<tr>
<td>cuneiform</td>
<td>natron</td>
<td>Sinai</td>
</tr>
<tr>
<td>delta</td>
<td>Necropolis</td>
<td>sphinx</td>
</tr>
<tr>
<td>demotic</td>
<td>nemes</td>
<td>stela</td>
</tr>
<tr>
<td>double crown</td>
<td>Nile</td>
<td>uraeus</td>
</tr>
<tr>
<td>dynasty</td>
<td>Nomarch</td>
<td>Via Maris</td>
</tr>
<tr>
<td>ebony</td>
<td>nome</td>
<td>Vizier</td>
</tr>
<tr>
<td>egyptologist</td>
<td>obelisk</td>
<td></td>
</tr>
<tr>
<td>embalm</td>
<td>oracle</td>
<td></td>
</tr>
</tbody>
</table>
Ancient Egypt Resources

The ⚫ symbol indicates a resource appropriate for grades 4-12 or family read aloud. All other books are appropriate for young adults or adults.

Main Recommended Resources for this Unit

확. **Ancient Egypt (Eyewitness)** by George Hart

Eyewitness Books' *Ancient Egypt* continues the tradition of excellent, accurate, and beautiful reference works. This book is recommended in most of the “Life in Ancient Egypt” lessons. Ancient Egyptian civilization holds a special fascination for many, with its mummies, pyramids, and highly stylized artworks. Kids can explore a Pharaoh’s tomb, see a mummy up close, and find out about Egyptian gods. A large number of archaeological relics show what life was like for the ancient Egyptians, from how they dressed to the games they played. Hardcover - 63 pages (August 1990) Knopf; ISBN: 067980742X. Reading level: Ages 9-12.

확. **The Golden Goblet** (Puffin Newbery Library) by Eloise McGraw


확. **Encyclopedia of the Bible** (Nelson’s Illustrated)

See description in the “Key Resources” section beginning on page 32.

확. **The Holman Bible Atlas**

See description in the “Key Resources” section beginning on page 32.

확. **Mara, Daughter of the Nile** by Eloise Jarvis McGraw


확. **The Midwife’s Song** by Brenda Ray


Resources recommended in ⚫ several lessons, ⚫ several units, ⚫ other HOW Units. ⚫ Key Resource (see beginning of unit or page 32).
Underlined text refers to Internet link at http://Homeschool-Books.com

Pharaohs and Kings: A Biblical Quest by David M. Rohl

Little conclusive evidence for an historical Old Testament has come to light in two centuries of archaeological endeavor. Ever since excavations in the Lands of the Bible began at the beginning of the last century, biblical scholars have been systematically stripping out elements of the narratives - the stories of Joseph, Moses, Joshua, Saul, David and Solomon - and consigning them to the realms of myth and folklore. Egyptologist and ancient historian David Rohl has made a discovery which challenges the modern skeptical view of Old Testament history. His revolutionary theory demonstrates that archaeologists have been looking in the right places for evidence of the Israelites - but in completely the wrong time. The New Chronology reveals the true historical setting of the biblical epics, providing astonishing archaeological evidence for the existence of the Old Testament’s most charismatic personalities. For the first time the lives of Joseph, Moses, Joshua, Saul, David and Solomon are examined from an historical perspective, as David Rohl explores their cities, palaces and tombs. Unveils such archaeological wonders as the desecrated statue of Joseph in his 'coat of many colors', the Israelite city of bondage in Egypt (including graphic evidence of the plagues), and letters from King Saul. Presents the most remarkable understanding of the Bible since archaeologists first began to recover the wonders of ancient times. Illustrations. Color photos. Paperback - 448 pages (July 1997) Crown Pub; ISBN: 0609801309. The video is listed later in this section.

Usborne Book of the Ancient Worlds

See description in the “Key Resources” section beginning on page 32.

The Victor Journey through the Bible

See description in the “Key Resources” section beginning on page 32.

Alternative Resources

Ancient Egypt (The Nature Company Discoveries) by George Hart

Ancient Egypt continues the tradition of excellent, accurate, and beautiful reference works for kids 9 to 12 years old. Ancient Egyptian civilization holds a special fascination for many, with its mummies, pyramids, and highly stylized artworks. Kids can explore a Pharaoh’s tomb, see a mummy up close, and find out about Egyptian gods. A large number of archaeological relics show what life was like for the ancient Egyptians, from how they dressed to the games they played. Reading level: ages 9-12.
Ancient Egypt/Book and Treasure Chest by George Hart

Ancient Egypt and the Old Testament by John D. Currid
The role of Egypt in the Old Testament, particularly the Pentateuch, is a significant one. John Currid's in-depth study of that role sheds valuable light on this important aspect of Israel's history and Scriptures. After surveying the scholarly interest in Egypt and the Bible and highlighting the uniqueness of the Hebrew worldview, Currid proceeds through the Old Testament canonically, showing Egyptian influences throughout. He explores the creation story, the Joseph narrative, serpent confrontation, ten plagues, route of the exodus, Solomon's contacts with Egypt, the relationship of Hebrew poetry to Egyptian wisdom literature, and the links between Hebrew prophecy and Egyptian magic and soothsaying. Paperback - 256 pages (October 1997) Baker Book House; ISBN: 0801021375. Reading level: Advanced (high school-adult).

An Egyptian Pyramid (Inside Story) by Jacqueline Morley

The Greenleaf Guide to Ancient Egypt by Cyndy Shearer

Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition by James K. Hoffmeier
Professor Hoffmeier's book constitutes one of the most recent additions to the ongoing debate on ancient Israel's origins. The author begins with the proposition that, while no direct archaeological evidence for the Exodus has been discovered to date, indirect indications show the events transcribed to be plausible and therefore potentially historical—not to be dismissed merely because the theme in which such stories are recorded emphasizes a religion which has many adherents even today. The book begins with a critique of currently fashionable scholarship which minimizes the historical relevance of any portions in the Hebrew Bible relating to periods prior to the return from Babylonian exile. Paperback - 280 pages (March 1999) Oxford Univ Press; ISBN: 019513088X.

Resources recommended in: several lessons, several units, other HOW Units. Key Resource (see beginning of unit or page 32).
Ancient History: Adam to Messiah

Pharaohs of Ancient Egypt (Landmark Books) by Elizabeth Payne  Ruled by awesome god-kings called Pharaohs, ancient Egypt was a land of bustling cities, golden palaces, and huge stone monuments. This astonishing civilization endured for more than 3,000 years before it gradually vanished from the face of the earth. Beginning with the Rosetta Stone, author Elizabeth Payne examines archaeological studies that have helped unlock the incredible secrets of Egypt’s first kings. Paperback - 192 pages Reissue edition (August 1998) Random House (Merchandising); ISBN: 0394846990. Reading level: Ages 9-12.

Senefer: A Young Genius in Old Egypt by Beatrice Lumpkin  Senefer was a carpenter’s son who became a famous mathematician and engineer. The story of his adventures brings to life the rich culture of ancient Egypt and the African tradition of excellence in mathematics and science. Senefer’s love of numbers shows young readers that mathematics can be fun. Other role models include Nefert, Senefer’s mother who taught him how to value work, and the female Pharaoh of Egypt, Hatshepsut. (March 1997) Africa World Press; ISBN: 0865432457. Reading level: Ages 9-12.

Videos

Look for these at your local video stores or watch TV listings for showings (The Discovery Channel, The History Channel, A&E or PBS).


Egypt-Secrets of the Pharaohs (1998)  National Geographic and a team of archaeologists explore the well-kept secrets of mummification and building of the pyramids in ancient Egypt. Features a scientific re-creation of mummification to discover how the bodies of the pharaohs were preserved, plus a look at the ancient underground vault that houses the ship of the Pharaoh Khufu. ASIN: 0792250982.

Joseph-Master of Dreams  Sold into slavery by his brothers because of his gift of prophesy, Joseph is finally rewarded with great political power when he uses his divine gift to help the pharaoh save Egypt from famine. Was there actually a terrible famine in Joseph’s time? And does evidence exist to support the events
described in his story? A&E probes the answers to these questions in this program, formerly part of the “Mysteries of the Bible Collection II.” ASIN: 6303696619.

**Pharaohs and Kings**
Controversial Egyptologist David Rohl takes you from the banks of the Nile to the Holy Land—and explores new archaeological evidence that he believes will unveil a compelling new version of the biblical past. You’ll journey from Saul and David to Joshua and the Promised Land, from new evidence for the Exodus to new evidence of Solomon’s wealth and the lineage of Joseph. And at journey’s end you’ll have a new—and controversial—insight into biblical history. 2 hours 30 minutes on two videocassettes.

**Software**

**A Nile Passage to Egypt**
Samia, your Egyptian guide will help you explore the art, architecture, culture, and wildlife of the ancient and modern worlds. Cruise Lake Victoria, the legendary source of the Nile. Keep your personal diary. Plan your own trip. Or match minds with Ramses II, in a challenging game of Senet. Publisher: Discovery Channel.

**Other**

**Mysteries of Egypt**
If there is an IMAX Screen in your area, look for the showing of *Mysteries of Egypt*. View the film clip from the Web site in Quicktime and RealPlayer formats. The first IMAX film from *National Geographic* unlocks the myths and reveals the masterpieces of this fascinating empire.

**Magazines**

**Calliope: World History Magazine for Young People**

**Ancient Egypt Magazine**
This magazine is researched and written by experts in the field of Egyptology. Its lively and informed style appeals to the many thousands of ordinary people fascinated by this early civilization, and provides them with the latest news about their interest. Available online.
Introduction

Step 1 Excite

Make two lists, one of what you know and one of what you would like to know, about Egypt in biblical times. List any events you can think of in Egypt’s history that affected its then-current population and culture.

Step 2 Examine

Browse through books in the resource section or one of these Internet sites:

- Discovery Channel’s Ancient Egypt
  - An archive of stories, images, videos, links, and a video quiz. We recommend you take the quiz before and after studying this unit.

- An Introduction to Ancient Egypt
  - A tour through Internet sites, for an overview of ancient Egypt. Includes questions for each site.

- Mark Millmore’s Ancient Egypt
  - Includes information about pyramids, temples, kings, and queens. Offers free screen savers, and a hieroglyphic made by the artist (write your name in the ancient script).

- Exploring Ancient Egypt
  - A sampling of some of the aspects of Egypt with many fun Internet activities!

- History of Egypt
  - An excellent historical reference on Pharaonic history.

- Egypt’s History
  - An excellent summary of the history of Egypt from Countrywatch.com.

Step 3 Expand

Activity 1: Produce a Newspaper

This is an ongoing project you should work on as you study this unit. Prepare an outline to produce a newspaper that might have been published in
ancient Egypt. Keep a separate notepad to gather information for stories, advertising, editorials, etc. as you complete the lessons. Include feature story, journalistic reports, agricultural happenings (grain harvest), political stories, technological stories (inventions), weather reports, puzzles and cartoons, etc. Type articles and print them out in various sizes. Cut and paste the articles on 81/2" x 11" pieces of paper. Use empty space to put in ads. Put your newspaper together, then print the copies you need for distribution.

Activity 2: Create a Mind Map
This is an ongoing project you should work on as you study this unit. Use sheets of unlined paper and colored markers or pencils. Put an image or circle in the center along with the phrase “Ancient Egypt.” As you study this unit, draw lines out from the center as you determine the major categories of information (hieroglyphic, pharaohs, etc.). Branch lines from the major categories will hold subtopics (look at the list of lessons for subtopic ideas). Use different colors for each cluster of information. Ask yourself, “Who?” “What?” “Where?” “When?” and “How?” Color and patterns will organize your ideas into meaningful groups that will make connections and relationships more clear. Also use symbols, numbers, arrows, or other “doodles” on your mind map (figures, etc.).

Step 4 Excel
Play the computer game Ancient Lands.

You’ll take an in-depth tour of ancient Egypt, among other empires, with this unique CD ROM. Learn about the lives and culture, battles and politics, and myths and legends of the people of the times. Over one thousand full-color photographs and illustrations, dozens of animations and videos, and hundreds of sound effects are integrated into the program for enjoyable learning. (MS-DOS, Windows; Microsoft Corp. Redmond, WA; (206) 882-8080.)
History of Ancient Egypt

Step 1 Excite

Brainstorm and discuss what you know about the people listed in the Ancient Egypt Time Line. Which one of these do you know the most about? Which one do you know the least about?

Step 2 Examine

Ancient Egypt is the longest-lived civilization of the ancient world (from about 3300 B.C. to 30 B.C.) About 3100 B.C., Egypt was united under a ruler known as Mena, or Menes, who inaugurated the 30 Pharaonic dynasties into which Egypt’s ancient history is divided, the Old and the Middle Kingdoms and the New Kingdom. The pyramids at Giza (near Cairo) were built in the fourth dynasty, demonstrating the power of the Pharaonic religion and state. Ancient Egypt reached the peak of its power, wealth, and territorial extent in the period called the New Kingdom (1567-1085 B.C.). Authority was again centralized, and a number of military campaigns brought Palestine, Syria, and northern Iraq under Egyptian control.

The history of Ancient Egypt has been divided into eight or nine periods, sometimes called Dynasties (see Time Line on page 177). Scholars have grouped the dynasties into kingdoms (chart on this page is example note there are slight date differences).

Research the history of ancient Egypt. Use any resource (an encyclopedia, Bible dictionary, nonfiction book, or the Internet). Look up ancient Egypt or Pharaonic dynasties. We recommend the following:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Dynasty</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100-2686</td>
<td>The Early Dynastic Period</td>
</tr>
<tr>
<td>2686-2181</td>
<td>The Old Kingdom</td>
</tr>
<tr>
<td>2181-2050</td>
<td>The First Intermediate Period</td>
</tr>
<tr>
<td>2050-1786</td>
<td>The Middle Kingdom</td>
</tr>
<tr>
<td>1786-1567</td>
<td>The Second Intermediate Period</td>
</tr>
<tr>
<td>1567-1085</td>
<td>The New Kingdom</td>
</tr>
<tr>
<td>1085-322</td>
<td>The Late Period</td>
</tr>
<tr>
<td>332-30</td>
<td>Greek Rule</td>
</tr>
</tbody>
</table>

Books

Encyclopedia of the Bible (Nelson’s Illustrated)


Exploring Ancient Cities of the Bible

Read: “The Egyptian Empire” (14-15).
Read: “The Egyptian Experience” (52-62). This chapter gives an excellent overview of Egypt’s history, a time line, and maps.


Read: “A Brief History of Pharaonic Egypt” (11-26) and “A Brief History of Israel” (an excellent summary of Israel’s history) (26-38).

Reviews: “...first-rate...Lavishly illustrated with well-chosen, -annotated, and -placed photographs, illustrations, maps, and timelines. Ms. Harris’s smooth narrative is a pleasure to read and learn from.” - The Kobrin Letter “Purchase this one where Egyptology is a popular topic, or to supplement more rudimentary texts with archaeological and geographical detail.” - School Library Journal. Summary: This volume offers a vivid portrait of the history, people, customs, and institutions of this fascinating civilization and explores the sources of our modern-day knowledge of ancient Egypt. Full color maps and illustrations throughout. Paperback (January 1997) Penguin USA; ISBN: 0140513310.


A time line divided into eight periods helps you navigate through history and discover the formidable pharaohs of ancient Egypt.
The History of Egypt
Information on this site is taken from a number of sources, including Sir Alan Gardiner's *Egypt of the Pharaohs*. Many sources are used so as to reflect a wide variety of theories and ideas about Egypt's history, particularly its early days.

The History of Ancient Egypt
An extensive time line and history from the Egyptian Ministry of Tourism.

The History of Ancient Egypt
A visit to an exhibit in the Minnesota State University E Museum, which has information on the history of ancient Egypt, including Dynasties, significant people, time-frames, dates, and maps. The site gives a brief explanation of the political history for each time period.

The Pharaohs Network - Ancient Egypt
Good overview of the history of ancient Egypt, with a few paragraphs for each time period.

Step 3 Expand

Activity 1: Write an Outline
Write an outline divided by ancient Egypt periods (see chart in step 2). Include one or two summary paragraphs for each period.

Activity 2: Add to Your Time Line Book
Add all major historical events that occurred in ancient Egypt to your Time Line Book. Add illustrations and summaries.

Activity 3: Write a Newspaper Article
Write a feature article (with a headline) that tells about an event in ancient Egypt's history. Make it appear as it might be found on the front page of a newspaper in the town where the story takes place.

Activity 4: Build a Set
Build a miniature stage setting of a scene from ancient Egypt’s history. Include a written explanation of the scene.
Activity 5: Make a Storyboard
Create a storyboard divided by ancient Egypt periods (refer to the chart in step 2 and timeline at the beginning of this unit). Include one or more significant events for each period.

Activity 6: Write Interview Questions
Pretend you are going to interview a character from ancient Egypt's history. Write at least ten questions that will prompt the character to discuss his/her thoughts and feelings about his/her role in history. Refer to “Preparing an Interview” in Writers INC.

Step 4 Excel
Present your work from Step 3 to someone and give a brief overview of Egypt's history. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add any new words (such as Pharaonic dynasties) which you learned in this lesson to your Vocabulary Notebook (see page 22).
Geography of Ancient Egypt

Step 1 Excite

Brainstorm and discuss: Is Egypt, as a nation, more flat or more mountainous? Is it arid or humid? What weather conditions, general climate, and natural disasters are prevalent for this geographical location? Would there ever be a tsunami? Are there volcanoes? Has Egypt experienced earthquakes or cyclones?

Step 2 Examine

Egypt is located on the northeastern portion of the African continent between Libya and the Gaza Strip/Israel.

Browse maps of and geography information on ancient Egypt. Use any resource (an encyclopedia, atlas, or the Internet). We recommend the following:

Books

- Encyclopedia of the Bible (Nelson’s Illustrated)
- Exploring Ancient Cities of the Bible
  Read: “The Egyptian Empire” (14-15).
- Holman Bible Atlas
  Read: “Egypt: Land of Bondage” (6-7). Browse through “Chapter 6 (52-62) and Chapter 7 (63-74).

Internet Sources

- Mustardseed Media’s Virtual Multimedia Tour of the Holy Land
  This site includes geography from ancient Egypt to ancient Rome, including Israel and Jordan. The continually updated tour will take you to key biblical sites.
- Egypt - National Geographic
  Satellite imaging and political map-making combine to create a zoomable map of this well-known African country.

Resources recommended in • several lessons, ♦ several units, ♡ other HOW Units. ◆ Key Resource (see beginning of unit or page 32).
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Answer Questions
1. What is the latitude and longitude of Egypt?
2. Which countries border it?
3. Which bodies of water are closest to it?
4. Which bodies of water are within its borders?
5. How much area does it cover?
6. On which continent is it?
7. Is it larger or smaller than the state in which you live?
8. Does it have mountain ranges, deserts or other geographic characteristics?

Activity 2: Create a Postcard
Note the terrain, vegetation, and the ancient monuments from the resources above. Illustrate a postcard of ancient Egypt (use an Internet printout or draw an illustration). Write a message on the card as if you were currently traveling in Egypt.

Activity 3: Create a Map
Make and display a detailed map of Egypt, labeling the following ancient landmarks: Valley of the Kings, Red Sea, Nubian Desert, Goshen, Lower Egypt, Upper Egypt, Giza, Nile River, Nile Valley, Kush, Libya, Phoenicia, Memphis, Thebes, and Alexandria.

Step 4 Excel

Share what you have learned about the geography of Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add any new words you learned in this lesson into your Vocabulary Notebook (see page 22).

Underlined text refers to Internet link at http://Homeschool-Books.com
Egypt's Neighbors

Step 1 Excite

What was the homeland of the woman Moses married during the time that the Israelites wandered in the desert? (Numbers 12:1) What color of skin was she likely to have had? (Jeremiah 13:23) Look at 2 Chronicles 12:2-3 and Isaiah 20:3-4 to discover with whom the Ethiopians were allied. What other allies of Egypt are mentioned? Read Psalm 68:31. What does this prophecy say about Kush?

Step 2 Examine

Investigate Egypt's southern neighbors, the African kingdoms along the Nile River. Modern-day Sudan and Ethiopia are in the location of some rich and powerful African kingdoms of the past. The ancient Egyptian culture strongly influenced the people in this region. The area around the first cataract of the Nile River, called Nubia, was conquered and colonized by ancient Egypt. Kush was located at the third cataract of the Nile. Its capital city, Kerma, was an important trading city. The entire region is sometimes called Nubia, sometimes Kush, and sometimes Ethiopia, leading to confusion.

Find historical maps that show Nubia, Kush, and Ethiopia—the location of the ancient kingdom of Aksum (or Axum). Sort out where and when ancient kingdoms existed near the source of the Nile River. Find out the names of the capital cities. For a time, Kush ruled ancient Egypt. When did this happen and how was Egypt conquered? Kush ruled the largest empire along the River Nile. Identify the city called Jebel Barkal. How long did the Kushite culture exist? (two thousand years) When did the kingdom of Kush cease to exist, and why?

Read the following Bible verses: 2 Kings 19:9; 2 Chronicles14:9; Job 28:19; Psalm 68:31; Isaiah 11:11; 20:3; 20:5; 37:9; 43:3; 45:14; Jeremiah 38:7; 38:10; 38:12; 39:16; Ezekiel 30:4-5; 38:5; Nahum 3:9; Zephaniah 3:10.

Research Egypt's neighbors. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Book

The Usborne Book of the Ancient World

Internet Source

**Africa and Egypt, to 1750 B.C.**
Chapter 3 from “Antiquity Online.” Includes: Early agriculture and herding across Africa, and Civilization along the Nile, to 1750 B.C.

Step 3 Expand

Choose and complete one of the following activities:

- **Activity 1: Make a List**
  Make a list of facts that you learn from the Bible about ancient Egypt’s neighbors.

- **Activity 2: Write a Summary**
  Write a summary paragraph detailing what you learned about African kingdoms in the Upper Nile region. Add an introductory paragraph, a concluding paragraph, and a catchy title.

- **Activity 3: Listen to Music**
  Listen to the music from the opera, *Aïda*, which is based on a story of an Ethiopian slave.

- **Activity 4: Read a Story**
  Read the story of *Aïda* from a story book.

*Aïda* by Leontyne Price
*Aïda* is one of the world’s most famous—and tragic—operas. This tale of the Ethiopian princess-turned-slave, her soldier lover, and their inevitable tragedy is a favorite of Price, who reveals her feeling of sisterhood with the doomed *Aïda* in the book’s afterword. (Amazon review) (October 1997) Harcourt Brace; ISBN: 0152015469MU-4. Reading level: Elementary.

Step 4 Excel

Share what you have learned about Egypt’s neighbors with a friend or family member. If you read a book for this lesson, write a book review. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Pyramids in Ancient Egypt

Step 1 Excite

When Abram entered Egypt, his attention, like that of the modern traveler, must have been riveted on the Great Pyramids. Of these, about sixty have been counted, but the largest are those near ancient Memphis, which lay about ten miles above Cairo. It is scarcely possible to convey an adequate appreciation of the pyramids. Imagine a structure covering at the base an area of some 65,000 square feet, and slanting upwards for 600 feet; or, to give a better idea than these figures convey “more than half as long on every side as Westminster Abbey, eighty feet higher than the top of St. Paul’s, covering thirteen acres of ground, and computed to have contained nearly seven million tons of solid masonry” (Canon Trevor, Ancient Egypt).

Watch a video.

Pyramid (1988)  Illustrator David Macaulay hosts this highly praised PBS special about the great pyramid of Khufu at Giza, one of the seven wonders of the ancient world. King Khufu’s tomb is the largest pyramid in the world, forty stories tall and covering thirteen acres! Animation and live-action sequences illustrate sites and artifacts, including the mummy of Ramses II, and tell the tales of kings, courts, heirs, and more. ASIN: B00000FAHI.

Mysteries of the Pyramids  Travel back in time, and explore the secrets of ancient Egypt, as host Omar Sharif presents the latest scientific theories with state-of-the-art technology used to probe the many riddles that have perplexed the world for thousands of years.

Step 2 Examine

Do research about pyramids. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

Ancient Egypt (Eyewitness)  Read: “The Great Pyramids” (20-21).
**Pyramid** by David Macaulay

**Pyramid Eyewitness Book** by James Putnam

**An Egyptian Pyramid (Inside Story)** by Jacqueline Morley

**Internet Sources**

- [NOVA Online/Pyramids -- The Inside Story](#)
  This site has several pyramids for your viewing pleasure, including the “Sphinx.” Each pyramid is cross-section optioned, and includes an “inside story” complete with historical information and updates.

- [Pyramid Dig - Nova Online](#)
  Details current archaeological work and scientific reasoning behind the decisions made about where to dig and the items found at the excavation of Giza. Excellent site.

- [Who Built the Pyramids - Nova Online](#)
  Discusses many popular theories of who built the pyramids and provides evidence to support Nova’s claims of it being a local labor force.

- [How Old Are the Pyramids? - Nova Online](#)
  Elaborates on how archaeologists assign dates to pyramids, including looking at inscriptions, concurrent artifacts, and carbon dating.

- [Giza Plateau Map - Nova Online](#)
  Details the relative positions of the three pyramids.

- [Palace Hypothesis - Nova Online](#)
  Explains where the pyramid builders and their pharaohs may have lived, and how the excavation's location was chosen.
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Make a Book

Activity 2: Do Further Research
The pyramids are one of the Seven Wonders of the Ancient World. What are the other six? Make a chart, painting, or collage depicting the Seven Wonders (using colored pencils, colored chalk, paints, or other media), and display it.

Activity 3: Make a Pyramid
Materials needed: oaktag or other stiff paper, pencil or pen, ruler, scissors, glue, cardboard, sand (optional).

In the center of the paper draw a 7 1/2-inch square. Divide each side of the square in half and draw a line outward from each center point that extends 6 inches; this marks the center points of the triangles you will draw next. Draw lines from each point to the corners of the square closest to it (as shown in figure). This will make four triangles with sides of equal lengths. Fold along the borders between the square and the triangles. Decorate the outside and inside of your pyramid. To make base, cut a 12-inch square of cardboard, spread with glue, and sprinkle with sand. Glue bottom of pyramid to center of base.

Step 4 Excel

Write and perform an original soliloquy about life in ancient Egypt from the perspective of a person your age and gender. Imagine that King Zoser has just built the step pyramid. What do you think of it? What is it for? Look up information regarding this event to give historical basis to your acting. Then perform your soliloquy in front of family members, your church class, homeschool support group, etc. Add any new words you learned in this lesson into your Vocabulary Notebook (see page 22).

Resources recommended in several lessons, several units, other HOW Units. Key Resource (see beginning of unit or page 32).
Ancient Egypt in the Bible

Step 1 Excite

Write the following text on index cards or sticky notes: Moses, Abraham, Jesus, Exodus, Joseph. Line up the cards in chronological order. From memory, tell your parents the story of each and their relationship to Egypt. Include as many details as you can remember. When you are finished, compare your memory with the Ancient Egypt Time Line (page 173).

Step 2 Examine

Throughout the Bible, Egypt is a place of refuge and a place of oppression. The Hebrews relationship with Egypt begins with Abraham seeking refuge in Egypt because “there was a famine in the land” (Gen 12:10). Later, Jacob’s son, Joseph is enslaved, imprisoned, and raised to be second in the land. The Hebrews population increases in Egypt to the point the Egyptian ruler feels threatened. They suffer great oppression from Pharaoh (Ex 1:8-10). Moses born in Goshen, first as a baby saved from death by the daughter of the Egyptian Pharaoh, who brought the infant up as her own child. When an adult, Moses killed an Egyptian who had murdered a Hebrew; he then fled from Egypt. Moses was a shepherd until he was 80 years of age when Yahweh appeared to him in a burning bush. Following God’s direction, Moses returns to Egypt, delivers his people from their bondage by leading them out of Egypt to the land of Canaan (later Israel). By the time of Solomon (960-920 B.C.), Egypt is no longer an oppressor but a trading partner (1 Kings 10:28), diplomatic relation, and cultural influence. Egypt becomes a place of refuge after the Babylonian capture of Jerusalem in 587 B.C., although it was a false refuge, since the fleeing Hebrews placed their trust in a dying nation rather than in the living God. In the New Testament, Joseph was warned in a dream to take Jesus and his mother and escape to Egypt (Matt. 2:14). After the death of Herod, an angel tells Joseph to return to the land of Israel.

We know all the Bible stories above are true because they are recorded in God’s Word. But is there historical evidence for these Bible events? How do secular historians view these spiritual events? Robert Steven Bianchi explains in the Forward to Pharaohs and Kings: A Biblical Quest by David Kohl:

In recent years, a certain degree of skepticism has developed regarding the historicity of the Genesis, Exodus and Joshua narratives, and doubt is now even being expressed about the later books of the Old Testament, such as Judges, Samuel, and the early sections of Kings and Chronicles. Some contemporary scholars - even the occasional theologian - would today prefer to treat
the early books of the Bible as, for the most part, works of fiction. This is primarily because, in their view, these narratives are later compilations, prepared by post-exilic editors who had only an imperfect understanding of the more remote times about which they were attempting to narrate.

Clearly a wide philosophical schism has opened up between those who would accept the biblical narratives at face value and those who would entirely dismiss the historical accuracy of those accounts.

David Rohl re-examination produces some startling results. He notes the problems which have come to light over the last two centuries of archaeological endeavor in Egypt and the Holy Land, where little corroborative evidence for the biblical traditions has been unearthed His solution is simple: archaeologist have been looking in the right places for evidence to confirm the biblical stories but in entirely the wrong time. He thus relocates the events described at the end of Genesis and the beginning of Exodus to a quite different era than the received wisdom demands. Accordingly, the Sojourn in the land of Goshen and the Exodus from Egypt can be reasonably placed in the early second millennium BC - in Egyptian terms the time known as the Second Intermediate Period - when a large population of Asiatics resided in the eastern Nile delta.²

Examine how the Egyptian and Israelite timelines in this unit fit together. Research ancient Egypt and the Old Testament. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

📖 Encyclopedia of the Bible (Nelson’s Illustrated)  

📖 Exploring Ancient Cities of the Bible  
Read: “The Egyptian Empire” (14-15).

📖 The Holman Bible Atlas  
Read: “The Egyptian Experience” (52-62).

📖 Ancient Israel: From Abraham to the Roman Destruction of the Temple  
Read: Chapter 2 “Israel in Egypt: The Egyptian Sojourn and the Exodus.” See description in Ancient Israel Unit.

📖 Pharaohs and Kings: A Biblical Quest  
See description in the “Resources” section at the beginning of this unit.
Ancient Egypt and the Old Testament

Read: Part One “Introduction” and Part Two “Egyptian Elements in the Pentateuch.”

Israel in Egypt: The Evidence for the Authenticity of the Exodus Tradition

See description in the “Resources” section at the beginning of this unit.

Internet Sources

Is there evidence that the Israelites once lived in Egypt as the Bible says? Archaeological answers about the presence of Hebrews in ancient Egypt from ChristianAnswers.net

Egyptian Reflections

An article by Lloyd Thomas in “The Thomas Pages.”

A New Chronology

A synopsis of David Rohl’s Book Pharaohs and Kings: A Biblical Quest (also called “A Test of Time in The Historical Debate”).

Video

Pharaohs & Kings Video

Is the Bible fact or faith? Controversial Egyptologist David Rohl takes you from the banks of the Nile to the Holy Land, and explores new archaeological evidence that he believes will unveil a compelling new version of the biblical past. You’ll journey among sites dealing with topics from Saul and David to Joshua and the Promised Land, from new evidence for the Exodus to new evidence of Solomon’s wealth and the lineage of Joseph. And at journey’s end you’ll have a new—and controversial—insight into biblical history. 2 hours 30 minutes on two videocassettes. Discovery Communications 1-800-889-9950.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Fill Out a Worksheet

Fill out an Event Worksheet on one or more of the following:

- Abraham Lives in Egypt (Genesis 12:10-20; 13:1)
- Joseph’s Early Years (Genesis 37:1-36)
- Joseph the Egyptian Ruler (Genesis 30:1-23)
- Egyptian Bondage (Exodus 12:40,41; Genesis 15:13; Acts 7:6; Galatians 3:17)
Unit 3: Ancient Egypt

- Moses’ Birth to Midian (Exodus 2)
- Moses’ Emergence as Leader (Exodus 1)
- The Plagues on Egypt (Exodus 5-11)
- Passover and Exodus (Exodus 5-12)
- Jesus’ Escape to Egypt (Matthew 2)

Activity 2: Answer Questions
Answer the following orally.
1. What were some of the products of ancient Egypt? (Numbers 11:5; Psalms 78:47; Proverbs 7:16; Isaiah 19:5-9)
2. What were some of the imports of ancient Egypt? (Genesis 37:25,36)
3. What were some of the exports of ancient Egypt? (Genesis 37:25,36; 1 Kings 10:28,29; Proverbs 7:16; Ezekiel 27:7)
4. What did God tell the Egyptians about their idols? (Ezekiel 20:7,8)
5. What were some of the prophecies against Egypt? (Genesis 15:13,14; Isaiah 19; 20:2-6; 45:14; Jeremiah 9:25,26; 43:8-13; 44:30; 46; Ezekiel 29; 30; 31; 32; Hosea 8:13; Joel 3:11; Zechariah 10:11)

Activity 3: Share with a Child
Fill out one or more of the following Internet worksheets with a child (elementary level). Jesus’ Escape to Egypt; Israel Moves to Egypt; The Plagues on Egypt.

Activity 4: Add to Your Time Line Book
Add all major Bible events that occurred in ancient Egypt to your Time Line Book to get a feel of the chronological order. When you study each event (in other lessons in this book) add illustrations and summaries.

Step 4 Excel

Some Egyptians were at Pentecost. The Coptic Church is one of the oldest Christian churches in the world. Have you ever praised God for His mercy towards Egyptian people? Lead your family in praising God for His kindness, grace, and mercy towards Egyptians. Find out if there is something you can do to serve the brothers in Christ who are living in Egypt. See The Voice of the Martyrs.

Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add any new words you learned in this lesson into your Vocabulary Notebook (see page 22).

Footnotes

Resources recommended in ● several lessons, ● several units, ♦ other HOW Units. ● Key Resource (see beginning of unit or page 32).
Joseph in Ancient Egypt

Step 1 Excite

Several themes flow throughout the story of Joseph:

1. God is present and involved in our lives even when He seems to have abandoned us. Through all Joseph's trials, he learned to trust; his faith reached a new level of maturity.
2. God's timing is perfect. Joseph is wrongly imprisoned. Instead of feeling sorry for himself he becomes diligent and self-disciplined.
3. God can help us forgive. Joseph forgives his brothers for selling him into slavery.
4. God can teach us to see good in everything. Joseph tells his brothers, As far as I am concerned, God turned into good what you meant for evil. He brought me to the high position I have today so I could save the lives of many people.(428null

Read the entire account of Joseph's life in the Bible. Start by reading Acts 7:9, then read about his prophetic dreams in Genesis 37 up to his death in Genesis 50. Read Psalm 105:12-22. Take notes of new things you notice about Joseph.

<table>
<thead>
<tr>
<th>Joseph’s Life</th>
<th>Early Life</th>
<th>Prisoner</th>
<th>Egyptian Ruler</th>
<th>Brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Family</td>
<td>Separated from Family</td>
<td>Reunited with Family</td>
<td>Dwells with Family</td>
<td></td>
</tr>
</tbody>
</table>

Step 2 Examine

The story of Joseph gives a detailed picture of Egypt and the ambiguity of its role. Egypt is a place of oppression, since Joseph is initially enslaved, eventually ending up in prison. Egypt is also a place of hope and refuge, since Joseph is raised to be second in the land. From this position of great power he is able to provide a refuge from famine for his family. One of the themes of the Joseph story is that God is not restricted by national boundaries.

Research Joseph. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books
Unit 3: Ancient Egypt

**The Victor Journey through the Bible**
Read: The stories about Joseph (40-51).

**Encyclopedia of the Bible (Nelson’s Illustrated)**
Read: “Genesis” (198-199).

**Joseph** (Young Reader’s Christian Library Series) by Rex Williams

**Bible History: Old Testament**
Read: Book 1, Chapters 21 and 22 “Departure of Jacob And His Family Into Egypt.”

**Joseph: A Man of Absolute Integrity** by Charles R. Swindoll
Joseph is the third in a multi-volume series exploring great lives from the Bible. Charles Swindoll shows us the heart and soul of a man shaped in the crucible of rejection, loneliness, deprivation, and false accusation, a man who learned patience and obedience by becoming totally dependent on God. Joseph’s story gives us a heartening example of courage, integrity and forgiveness in the face of cruelty, temptation and hatred. Joseph’s pardon of his cruel brothers demonstrates the depth of love God has for us all. (Editorial review) (August 1998) Word Books; ISBN: 084991342X.

**The Bible Comes Alive: Volume One, Creation to Abraham**
Read: Section IV “Joseph in Egypt.”

Internet Sources

**Joseph**
This Web page explains how this son of Jacob rose to prominence in Egypt.

**Bible History: Old Testament**
Read: Book 1, Ch. 22 “Departure Of Jacob And His Family Into Egypt.”

**The Historicity of the Joseph Story**
Charles F. Aling of Associates for Biblical Research wrote this discussion on the historicity of the Joseph story, brought to you by ChristianAnswers.net.

Resources recommended in ◆ several lessons, ◆ several units, ◆ other HOW Units. ◆◆ Key Resource (see beginning of unit or page 32).
1754 B.C. - 1504 B.C. Joseph in Egypt
A visual time line of Joseph in Egypt.

Videos

Joseph-Master of Dreams
Examine the biblical story of Joseph, who was sold into slavery by his own brothers because of his prophetic abilities, only to rise to power when his gift saves Egypt from famine. Mysteries of the Bible, et al. ASIN: 6303696619.

Joseph - King of Dreams
This stirring story of family and forgiveness, an inspiring musical adventure, retells the fascinating story of a boy whose extraordinary gift of seeing the future in his dreams sparks a deep division in his family. The jealousy of his brothers sends Joseph to faraway Egypt, where he is suddenly thrown into a world of high adventure, hidden intrigue, and blossoming romance. In this new land, the pharaoh enlists Joseph to interpret his dreams and save Egypt from disaster. Joseph is rewarded with honor and status, and as he rises to power, Joseph finds love and happiness. But when a sudden twist of fate reunites Joseph with his brothers, Joseph must face decisions of forgiveness. Animated. ASIN: B00004YNUH.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Write and Act Out a Drama
Write a drama about Joseph’s imprisonment, including several monologues. You might have Joseph reflecting to himself about his false accusation and his frustration about being thrown into prison, and have him speak of his determination to prove himself innocent. At the end of each monologue, have him lie down, as though it is night. After he arises, start a new monologue, perhaps after the passage of a few weeks or months. As you write the script, don’t forget to include the setting and time so that the stage can be set for the scene. Include how he might feel about his brothers now, how he misses his father, his excitement at the prospect of being mentioned to the pharaoh by the released butler, what he sees while in prison, the caliber of people with whom he is forced to reside, etc.

Select a dramatic young man to act out the part of Joseph. Act as the director,
ensuring that all the actors have the props and costumes that they need. Perhaps a few simple scenes can be staged. Arrange the set to fit the setting of each scene. Have the house lights go down at the end of each scene as Joseph lies down, and then bring the house lights up for the next scene. How can you quickly change the set? Your cast of actors should be given the opportunity to perform for an audience. You can be a blessing to an audience at a place such as an after-school day care or a retirement home.

Activity 2: Fill Out a Worksheet
Compile information from your research to fill out a Person Worksheet or an Event Worksheet on Joseph’s Early Years (Genesis 37:1-36), on Joseph the Prisoner (Genesis 37-40), on Joseph the Egyptian Ruler (Genesis 41-45), and on Joseph the Brother (Genesis 46-50).

Activity 3: Create an Outline
Outline Joseph’s life from Genesis 37 up to his death in Genesis 50. Refer to the Outline Example for help.

Activity 4: Sew a Quilt Block
Patchwork Partners provides quilt block directions and a brief Bible study relating to this lesson on the Internet at Bible Blocks: Joseph’s Coat.

Activity 5: Teach a Child
Fill out the following Internet worksheets with a child (elementary level): “Joseph and His Brothers”; “Joseph in Egypt”; “Joseph's Family Reunion.”

Activity 6: Read a Story to a Child

Step 4 Excel

Share what you have learned about Joseph in Egypt with a friend or family member. Correct all written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or any illustrations to your portfolio.
Moses in Ancient Egypt

Step 1 Excite

Moses went from a prince to a shepherd to a slave then a hero. He grew up in the palace of Pharaoh where he would have received a first-class education, learning to read and write hieroglyphics and was possibly introduced to several other languages spoken by Egypt’s neighbors. After killing the Egyptian overseer, he fled into Sinai where he was sheltered by the Midianite priest and settled down to the life of a shepherd. He returns to live among the Hebrew slaves and becomes their deliverer. Brainstorm with your family and contrast and compare the different periods of Moses’ life. In which period of his life do you think he was content? Was it when he was rich? famous? a servant? a leader?

Step 2 Examine

“Moses the man of God” (Deuteronomy 33:1; Joshua 14:6) was distinguished for his meekness, patience, and firmness, and he endured as seeing him who is invisible. There arose not a prophet since in Israel like unto Moses, whom the Lord knew face to face, in all the signs and the wonders, which the Lord sent him to do in the land of Egypt to Pharaoh, and to all his servants, and to all his land, and in all that mighty hand, and in all the great terror which Moses shewed in the sight of all Israel (Deuteronomy 34:10-12).

Research Moses. Use any resource (Bible study tools, an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- **The Victor Journey through the Bible**
  Read: The stories about Moses (52-72).

- **Encyclopedia of the Bible** (Nelson’s Illustrated)
  Read: “Exodus” (200-201).

- **Who’s Who in the Bible**
  Read: “Moses and the Israelites” (14-16).

- **Moses: A Man of Selfless Dedication** by Charles R. Swindoll
  Charles Swindoll paints a portrait of the biblical Moses in this fascinating look into the heart and mind of Moses, “a man of selfless dedication.” Swindoll gives us straight-from-the-shoulder facts based squarely on the truth revealed in God’s Word. He also fills in the fine details of Moses’ life with emotion.

Underlined text refers to Internet link at [http://Homeschool-Books.com](http://Homeschool-Books.com)
and feeling, because Moses, like all of us, was a human being with faults and frailties. Finally, Swindoll helps us apply the lessons of Moses' life to our own daily dilemmas. (April 1999) Word Books; ISBN: 0849913853.

Internet Sources

- **Prophet Unto Moses**
  An article with a chart of scriptures comparing the life of Moses with that of Christ.

- **Project on Moses, Egypt and Current Events**
  This project challenges students to study ancient Egypt, the lives of the Israelites, and how God is a part of history for people of yesterday and today.

- **Moses from BibleTutor**
  A brief biography of Moses with related links.

- **Moses from Daily Bible Study**
  Good overview of Moses' life with hyperlinks to related people, places, and events.

- **Bible Character Clues**
  An online game. Read each rhyme and identify the person connected with it. Read the Bible verses if you need help.


**Step 3 Expand**

Choose and complete one of the following activities:

- **Activity 2: Fill out a Worksheet**
  Choose one of the events from the chart above. Fill out an Event Worksheet or a Person Worksheet about Moses.

- **Activity 3: Make a Chart**
  Make a list of the similarities between Moses and Jesus. Include Bible references. Transform this list into a chart.
Activity 4: Write an Essay
Write an essay about the personal character of Moses. Use examples from his life and comments in the Bible to show the qualities that he had. Younger students can narrate (orally tell) what they have learned.

Activity 5: Make an Outline
Use the chart below to make an outline of the life of Moses. Include a summary under each major event.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Event</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exod. 2:1-10</td>
<td>Birth</td>
<td></td>
</tr>
<tr>
<td>Exod. 3:1-22</td>
<td>Call</td>
<td></td>
</tr>
<tr>
<td>Exod. 14:15-31</td>
<td>Exodus</td>
<td></td>
</tr>
<tr>
<td>Exod. 34:27-35</td>
<td>Receives Law</td>
<td></td>
</tr>
<tr>
<td>Deut. 34:1-12</td>
<td>Death</td>
<td></td>
</tr>
</tbody>
</table>

Activity 6: Write an Editorial
Write an editorial as if you are a time traveler writing for a newspaper during the Exodus. Try to persuade the Israelites to give Moses the respect that he is due. Because you are a time traveler, you can write in a modern style and use information that the people of the Exodus didn't have.

Step 4 Excel
Share what you have learned about Moses by filling out the following worksheets with a child (elementary level): Baby Moses and The Burning Bush. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.
The Plagues

Step 1 Excite

Make a list of the plagues, from memory if possible. Then read Psalm 78. Which plagues are mentioned?

Step 2 Examine

The Lord’s purpose in the 10 plagues is to reveal himself. Four players or groups of players have the opportunity to know the Lord in the drama of the plagues: Moses, the Israelites, the Egyptians and Pharaoh. Ultimately, the Lord reveals himself by distinguishing between himself and everyone else. The difference between the Lord and everyone else is enhanced in the following ways, as seen in the plagues, which appear in three series of three, with the 10th and final plague standing alone. ¹

A Family Guide to the Biblical Holidays ² explains that each plague that God put on the Egyptians related to an Egyptian idol as follows:

First Plague: The Nile Waters Turn to Blood—The Nile, the river of Egypt, was the Egyptians’ idol. The Nile’s waters nourished the land and determined the welfare of all the people. The Egyptians thirsted after blood when they slaughtered the Hebrews’ children, and now God gave them blood to drink. Thus, the source that usually brought the Egyptians life brought death instead. (Exodus 7:14-25)

Second Plague: The Frogs—The frogs represented the fertility goddess, Isis, which was supposed to help women in childbirth. Frogs were everywhere: in their houses, in their beds, and at their tables. They could not eat, drink, or sleep without their precious god. The frog that symbolized life had to be raked into heaps of rotting death. (Exodus 8:1-15)

Third Plague: The Lice—The lice, which came up out of the dust of the earth, represented the Egyptians’ god of the earth, Seth. Matthew Henry notes that lice were small, despicable, inconsiderable creatures, and yet, by their vast numbers, they rendered a sore plague to the Egyptians. God could have plagued them with lions, bears, wolves, vultures, or other birds of prey, but He chose to do it using these minuscule but contemptible instruments. (Exodus 8:16-19)
Fourth Plague: The Flies—The stinging, disease-carrying flies ruined the land. Beelzebub, the prince of the power of the air, has been glorified as the god of flies, the god of Ekron. The fly was always present at idolatrous sacrifices. This fourth plague came upon the Egyptians only. It made Israel a separate and Holy People. (Exodus 8:20-32)

Fifth Plague: The Disease of Livestock—A great number of cattle died by a sort of pestilence. The Egyptians made the Hebrews poor, so God caused great loss to the Egyptians. The Egyptians believed that animals were possessed by the spirits of gods. The bull was sacred in Egypt, identified in its markings with their god Apis. As God’s Word tells us, this disease afflicted only the Egyptian livestock, not the Hebrew livestock. (Exodus 9:1-7)

Sixth Plague: The Boils—Again God demonstrated His ability to control nature. When the death of their cattle didn’t convince the Egyptians, God sent a plague that seized their own bodies. And they took ashes of the furnace, and stood before Pharaoh; and Moses sprinkled it up toward heaven; and it became a boil breaking forth with blains upon man, and upon beast. (Exodus 9:10) Sores in the body were looked upon as punishment for sin, a means by which to call one to repentance. None of the Hebrews had any boils. This plague was a direct attack on the shamanism of the medico-mystical processes in Egypt. (Exodus 9:8-12)

Seventh Plague: The Hailstorm—Moses gave the people a one-day warning before this plague. The notice was given because the sorcerers of Egypt were also agricultural shamans who supposedly controlled the weather. Those who feared the Lord took shelter (showing us that God had mercy on some of the Egyptians). Those who did not believe in God and took no shelter died in the fields. (Ex. 9:21) There was ice and fire mingled with the hail, very grievous, such as there was none like it in all the land of Egypt. The hail killed both men and cattle, and battered down the herbs, vegetable gardens, fruit trees, and other plants. God, in His judgment, caused it to rain and hail on the Egyptians and not on the Hebrews. (Exodus 9:13-35)

Eighth Plague: The Locusts—By this time, Pharaoh’s people, his magicians, and his advisors began to rebel. Pharaoh stood alone against God. Moses stretched forth his rod over the land of Egypt, and the LORD brought an east wind upon the land all that day, and all that night; and when it was morning, the east wind brought the locusts. And the locusts went up over all the land of Egypt, and rested in all the coasts of Egypt: very grievous were they; before them there were no such locusts as they, neither after them shall be such. This plague devastated the land and hence the power of the gods and shamans of agriculture. Pharaoh sent for Moses and pretended to repent. He asked Moses to pray to God to take the locusts away. And the LORD turned a mighty strong west wind, which took away the locusts, and cast them into the Red Sea; there remained not one locust in all the coasts of Egypt. (Exodus 10:13-14,19)
Ninth Plague: The Darkness—The Egyptians rebelled against the light of God's Word and they were justly punished with darkness. This thick darkness was over Egypt three days, but the people of Israel had light where they dwelt. What a picture of dark and light, of being lost and saved. The children of God walked in the light while Pharaoh and his people wandered in the darkness. Matthew Henry's Commentary states,

The cloud of locusts, which had darkened the land (v. 15), was nothing to this. It was a total darkness. We have reason to think, not only that the lights of heaven were clouded, but that all their fires and candles were put out by the damp or clammy vapors which were the cause of this darkness; for it is said (v. 23), "They saw not one another." It is threatened to the wicked (Job 18:5-6) that the "spark of his fire shall not shine," even the sparks of his own kindling, as they are called (Isa. 50:11), and that the "light shall be dark in his tabernacle." Hell is utter darkness. The "light of a candle shall shine no more at all in thee" (Rev. 18:23).

This plague was an attack on the power of the supreme deity of Egypt, the sun god, Ra or Amun-Ra. The Egyptians could do nothing but stay in their homes and consider what they had experienced to that point regarding the power of the God of the Israelites. Even then, Pharaoh refused to yield. (Exodus 10:21-29)

Tenth Plague: The Death of the Firstborn—God said in Exodus 13:2, Sanctify unto me all the firstborn, whatsoever openeth the womb among the children of Israel, both of man and of beast: it is mine.

Nelson's Illustrated Bible Dictionary explains the importance of the firstborn:

God placed a special claim on the firstborn of man and beast (Ex. 13:11-13). This meant that the nation of Israel attached unusual value to the eldest son and assigned special privileges and responsibilities to him. Because of God's claim on the first offspring, the firstborn sons of the Hebrews were presented to the Lord when they were a month old. Since the firstborn was regarded as God's property, it was necessary for the father to redeem, or buy back, the child from the priest. Early Hebrew laws also provided that the firstlings of beasts belonged to the Lord and were turned over to the sanctuary (Ex. 13:2; 34:19; Lev. 27:26). The firstborn's birthright was a double portion of the estate and leadership of the family. As head of the home after his father's death, the eldest son customarily cared for his mother until her death, and provided for his unmarried sisters until their marriages. He was the family's spiritual head and served as its priest. In figurative language, the term firstborn stands for that which is most excellent.
The significance of the death of every firstborn in Egypt, from the house of Pharaoh to the slaves and the livestock, was great. But Israel would be spared so that there would be an obvious distinction between those who belong to the YAWH and those who do not. (Exodus 11:1-10)

And it came to pass, that at midnight the Lord smote all the firstborn in the land of Egypt, from the firstborn of Pharaoh that sat on his throne unto the firstborn of the captive that was in the dungeon; and all the firstborn of cattle. And Pharaoh rose up in the night, he, and all his servants, and all the Egyptians; and there was a great cry in Egypt; for there was not a house where there was not one dead. And he called for Moses and Aaron by night, and said, Rise up, and get you forth from among my people, both ye and the children of Israel; and go, serve the Lord, as ye have said. Also take your flocks and your herds, as ye have said, and be gone; and bless me also. And the Egyptians were urgent upon the people, that they might send them out of the land in haste; for they said, We be all dead men. And the people took their dough before it was leavened, their kneading troughs being bound up in their clothes upon their shoulders. And the children of Israel did according to the word of Moses; and they borrowed of the Egyptians jewels of silver, and jewels of gold, and raiment: And the Lord gave the people favour in the sight of the Egyptians, so that they lent unto them such things as they required. And they spoiled the Egyptians. (Exodus 12:29-36)

Research the Plagues. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- Encyclopaedia of the Bible (Nelson's Illustrated) Read: “The Exodus from Egypt” (20-21).
- The Victor Journey through the Bible Read: “The Plagues” (58-59).

Step 3 Expand

- Activity 1: Write a Newspaper Story
  Write a newspaper story as if you are a reporter summing up the Ten Plagues of Judgment on the Egyptians. Refer to the book of Exodus: 7:14-25 (plague of blood); 8:1-15 (frogs); 8:16-19 (lice); 8:20 (flies); 9:1-7 (murrain of cattle); 9:8-12 (boils and sores); 9:18-34 (hail); 10:1-20 (locusts); 10:21-23 (darkness); and 11:4-7; 12:17,29 and 30 (death of the firstborn). Read Psalm 105:23-38
to find out how the Egyptians felt about the Israelites. Include an imaginary interview with an Egyptian, describing how he feels about the events. Refer to “Writing about an Event” in Writers INC.

Activity 2: Copy a Passage

Copy a descriptive passage or interesting conversational passage from the Bible that discusses the plagues.

Step 4 Excel

Have your family join you in acting out the ten plagues in a ten-day period.

1. Water into blood: use red food coloring on all the water sources (drinking water, sinks, cat’s bowl, etc.).
2. Frogs: put paper ones everywhere around the house, including on your plates of food and in beds.
3. Lice: slap at imaginary ones and scratch “itches.”
4. Flies: go through the house swatting with fly swatters, and tape pepper to windows.
5. Livestock death: put stuffed animals belly-up around the house.
6. Boils: draw red spots all over your body with lipstick or face paint.
7. Hail: go outside and toss ice chips on each other.
8. Locusts: tape paper locusts on walls, clothing, etc.
9. Darkness: tape black paper over the windows.
10. Firstborn are killed: read the biblical account and put red electrical tape or crepe paper on the doors (sides and top) leading into the house.

Share what you have learned about the plagues by filling out the following Internet worksheet with a child (elementary level): The Plagues Upon Egypt.

Footnotes
Passover

Step 1 Excite

The first Passover was kept while the Israelites were still in Egypt. Brainstorm and discuss the following: How do you think the common Egyptian felt about the Hebrews as he/she watched them brush blood on the lintels? Do you think any of them were afraid that perhaps the Hebrews knew something they didn’t? What do you think they told their children when their children asked what was going on? On “the morning after,” do you think any Egyptians were ready to convert?

Watch a video.

The Unleavened Messiah: A Portrait of Christ in the Passover

The Jewish feast of Passover was obviously important to our Lord; therefore it requires the attention of every believer. We can learn so much from the ancient customs and symbols of the Passover and how they were fulfilled 2,000 years ago in Christ. The Unleavened Messiah will not only change the way you view the Christian sacrament of Communion, it will revolutionize the way you look at out Savior, the holy Lamb of God. (review by Josh McDowell).

Sojourner Ministries. Garland TX 972-226-SOJ4 (7654) View a video clip online.

Step 2 Examine

Research Passover. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

Encyclopedia of the Bible (Nelson’s Illustrated) Read: “Annual Festivals” (156-157), Jesus in Jerusalem (40-41)

The Victor Journey through the Bible Read: “The Passover” (60-61).

Our Father Abraham Read: Chapter 12 (237-252).

A Family Guide to the Biblical Holidays Read: Chapter on Passover.
The Web pages below are from the book *A Family Guide to the Biblical Holidays*.

- **Passover**
  An overview of the purpose of Passover.

- **Jewish Customs of Passover**
  An overview of the Jewish customs for celebrating Passover today.

- **Messiah in Passover**
  Find out how several symbolic clues during Passover are fulfilled in Christ.

- **Suggestions for Celebrating Passover**
  There are no set rules for the basic order of the seder; traditions vary among families. This page gives several suggestions for having a Messianic seder.

- **Matzah**
  Find out what matzah and afikoman are.

- **Traditional Seder**
  An outline of a traditional seder.

- **Simple Seder**
  Directions for a seder without all the fuss.

- **Seder Checklist**
  A checklist to gather everything you’ll need for a seder.

- **Four Cups**
  An explanation of the four expressions of redemption that are mentioned in the Bible (Ex. 6:6-7).

- **Four Questions**
  The answers to these four questions remind us why Passover is different from all other nights.

- **Ten Plagues Activity**
  A fun activity to reenact the ten plagues.

**Step 3 Expand**

Choose and complete one of the following activities:
Activity 1: Answer Questions
Answer the questions in Our Father Abraham (252-255) in writing.

Activity 2: Add to Your Time Line Book
Add the story of Passover to your Time Line Book. See a sample Passover page from a timeline book on page 21.

Activity 3: Celebrate Passover
Have a Seder dinner. Use A Family Guide to the Biblical Holidays (by this author) or a similar resource as a guide.

Activity 4: Copy Scripture
Copy (by hand or typing) three or more verses about Passover: Ex. 12:3-49; 13:3,6; 23:15-18; 34:18; Lev. 23:4-8; Num. 9:2-5,11,13,14; 28:16-25; Deut. 16:1-8,16; Joshua 5:10,11; 2 Kings 23:22-23; 2 Chron. 30:1; 35:1,18; Ezra 6:19-20; Ps. 81:3,5; Ezek. 45:21-24; Mat. 26:2,17-20,26-28; Mark 14:1-2,12-25; Luke 2:41-50; 22:7-20; John 2:13,23; 13; 18:28; Acts 12:3; and 1 Cor. 5:7-8.

Activity 5: Answer Questions
1. What was the Passover sacrifice? (2 Chronicles 30:17; 35:3-11; Ezra 6:20)
2. Did non-Jews celebrate Passover? (Exodus 12:48,49; Numbers 9:14)
3. Where did God designate Passover to be observed? (Deuteronomy 16:5-7)
4. What type of bread was to be used and why? (Exodus 12:8,15-20; 13:3,6; 23:15; Leviticus 23:6; Numbers 9:11; 28:17; Deuteronomy 16:3,4; Mark 14:12; Luke 22:7; Acts 12:3; 1 Corinthians 5:8)
5. What was the penalty for neglecting to observe Passover? (Numbers 9:13)
7. When was Jesus crucified? (Matthew 26:2; Mark 14:1,2; John 18:28)
8. What is another name for The Lord’s Supper? (Matthew 26:26-28; Mark 14:12-25; Luke 22:7-20)

Activity 6: Find Out More
Research the times in history that the people of God renewed the observation of Passover:
1. Upon entering Canaan. (Joshua 5:10,11)
2. By Hezekiah. (2 Chronicles 30:1)
4. After the return from Babylonian captivity. (Ezra 6:19,20)
Activity 7: Learn Hebrew Words

Look up each of these words in a Hebrew lexicon. Add the word, phonetic spelling, and meaning to your Hebrew Notebook. See *The Old Testament Hebrew Lexicon*. The Hebrew word for Passover is *Pecach* (phonetic - *peh'-sakh*). It means “to pass over” or “passover offering.” It is used forty-six times in the KJV Old Testament. The Greek word *Pascha* is used twenty-seven times in the KJV New Testament twenty-six times it is translated correctly as Passover the twenty-seventh time (in Acts 12:4) it is translated wrong as “Easter.” (The Textus Receptus translates it as Passover). Seder (pronounced *say-dur*) is the traditional ceremonial meal at Passover.

Step 4 Excel

Share with someone how Passover reveals Christ. Do you have a Jewish friend who does not embrace Christ? Speak with your pastor about the right and wrong ways to witness to a Jew, then humbly share Christ with that person. There are excellent guides available, written by messianic Jews, which teach how to share Christ with a Jew. Now that you have learned about our Passover, Jesus, you may wish to purchase a guide that you can use in the future for any “divine appointments” that God may set. We recommend the following:

*Answering Jewish Objections to Jesus*: by Michael Brown
Michael Brown’s thinking is incisive and to the point. His ability to explain so that anyone can understand is amazing. He will surely be acclaimed as the new expert in Jewish Christian apologetics. (January 2000) Baker Book House; ISBN: 080106063X.

*You Bring the Bagels, I’ll Bring the Gospel: Sharing the Messiah With Your Jewish Neighbor* by Barry Rubin, Steffi Rubin (Illustrator)
This user-friendly introduction to the minds and hearts of the Jewish people will teach you how to establish a foothold for the gospel on their turf. Special study questions help you to shift your mind into a messianic mode. (March 1999) Lederer Messianic Publications; ISBN: 1880226650.
The Exodus

Step 1 Excite

Read the biblical account of the Exodus, then watch the 1956 Cecil B. DeMille movie “The Ten Commandments” (available from video rental stores). Discuss with your parents how true-to-life you believe this account to be. Make a list of anything that contradicted scripture. (Check the Bible account of Moses' age.)

Step 2 Examine

Read the following New Testament passages that refer to the Exodus: Acts 7:9-40; 13:17; Hebrews 3:16; 8:9; Jude 1:5.

Do research about the Exodus. We recommend:

Books

Encyclopedia of the Bible (Nelson's Illustrated)
Read: “The Exodus from Egypt” (20-21).

The Victor Journey through the Bible
Read: “The Exodus” (62-63).

Holman Bible Atlas
Read: Chapter 7 “The Exodus” (63-74).

Our Father Abraham
Read: References to the Exodus, pages 161, 237, 238, 240, and 251.
Ancient Egypt and the Old Testament
Read: Chapter 5 “The Egyptian Setting of the Serpent Confrontation,” Chapter 6 “An Exegetical and Consideration of the Ten Plagues of Egypt,” and Chapter 7 “The Travel Itinerary of the Hebrews from Egypt.”

Exodus by Brian Wildsmith (Illustrator)

Exodus (Jewish Children’s Bible)
Based on the original Hebrew text, Exodus presents all the major stories in the second book of the Bible in simple, easy-to-read prose that children can understand and follow. More than fifty original, full-color illustrations accompany the text and bring to life the traditional weekly reading of the Bible that takes place in the synagogue. The Children’s Haggadah, written especially for young children, presents the fifteen sections of the Passover Haggadah in a very readable format. Reading level: Ages 4-8. Interest level: Ages 4-12.

Internet Sources

How Reliable Is Exodus?
An article from the Biblical Archaeology Society.

1504 B.C. - 1254 B.C. Exodus
A visual time line of the Exodus from Egypt.

Exodus
Article from Easton’s Bible Dictionary.

The Exodus
Part of “God’s Story: From Creation to Eternity” from ChristianAnswers.net. (Follow the “next” buttons on the bottom of each page.)

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Create a Map
Trace a map to show the Exodus from Egypt to the Promised Land. First was the journey from Egypt to Mount Sinai, where the law was given, and then on
to Kadesh-Barnea, located at the southern end of Canaan. At Kadesh, the people, frightened by their spies, refused to invade Canaan and were condemned to forty years in the wilderness.

Activity 2: Do Further Research
Investigate the modern exodus of Jews from former Soviet bloc countries and from Ethiopia to Israel. Do these modern pilgrims find it easy to leave Europe and Ethiopia? What modes of transportation do they use? Are they leaving behind a form of enslavement or oppression? In Israel, are they being taught God’s law for the first time? Do they require special provisions for food and shelter? Write a comparison of the Exodus from enslavement in Egypt to the modern exodus to the state of Israel.

Activity 3: Make a Display
Use a combination of magazine photos, drawings, and Internet pictures to make a collage titled “Exodus.” Your poster should be artistic. Strive to depict the feeling of journeying away from oppression and toward the unknown.

Activity 4: Add to Your Time Line Book
Add the story of Exodus to your Time Line Book. Here is a sample from Reproducible Maps, Charts, Time Lines and Illustrations (What the Bible Is All About Resources).

Step 4 Excel
Share what you have learned about the Exodus with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or any illustrations to your portfolio.
Pharaohs of Ancient Egypt

Step 1 Excite

Visit a Internet site or watch a video:

**Pharaohs and Kings**
Controversial Egyptologist David Rohl takes you from the banks of the Nile to the Holy Land—and explores new archaeological evidence that he believes will unveil a compelling new version of the biblical past. You’ll journey from Saul and David to Joshua and the Promised Land, from new evidence for the Exodus to new evidence of Solomon’s wealth and the lineage of Joseph. And at journey’s end you’ll have a new—and controversial—insight into biblical history. 2 hours 30 minutes on two videocassettes.

**Cleveland Museum of Art Pharaohs Exhibition**
The Louvre houses Egyptian art treasures. Many of them were on loan to the Cleveland Museum of Art, which produced this online exhibit. In addition to the artifacts, this site has a time line of the dynasties and rulers. A section on hieroglyphs will appeal to adults. A special section for kids, with “Rosetta Stone” as the tour guide, shows them how to build a paper model of a pharaoh’s death mask.

**The Great Pharaohs of Egypt**
Long before the birth of Christ, a great nation arose on the banks of the Nile. For 3,000 years, Egypt stood at the forefront of human achievement, blending creativity, intellect, and mysticism in a culture the likes of which had never been seen. And for all that time, the fate of the nation rested in the hands of its storied rulers, the pharaohs. *The Great Pharaohs of Egypt* uses expert interviews, computer re-creations, extensive location footage, and the latest archaeological and scientific evidence to tell the story of these ancient kings. See how the warrior Narmer first united Egypt. Explore the pharaohs’ most famous legacy, the awe-inspiring pyramids. Discover how the pharaohs’ age came to an end with the death of Cleopatra. A remarkable inquiry into the lives and legacy of the leaders who were worshiped as gods-on-earth. Four videos. A&E in the classroom. Check for airtime in your area.

**Egypt-Secrets of the Pharaohs**
*National Geographic* and a team of archaeologists explore the well-kept secrets of mumification and the building of the pyramids in ancient

Resources recommended in ★ several lessons, ★ several units, ★ other HOW Units. — Key Resource (see beginning of unit or page 32).

Heart of Wisdom Publishing 221
Egypt. Features a scientific re-creation of mummification to discover how the bodies of the pharaohs were preserved, plus a look at the ancient underground vault that houses the ship of the Pharaoh Khufu. ASIN: 0792250982.

Step 2 Examine

The Egyptian chronology and archaeology corroborates the biblical records if one correlate the archaeological ages, the Egyptian pharaonic chronology and the biblical chronology of early Israelite history with the absolute Christological timescale. In Pharaohs and Kings: A Biblical Quest, David M. Rohl explains:

In order to integrate the knowledge gained from different civilizations into the timescale as a whole, we need to have common dates that can be used to link known events in two or more civilizations. Examples are battles or marriage alliances between kings. This done, the relation of these different nations can be ascertained.

There were three basic cross-links made by 19th century Egyptologists to synchronize Israelite and Egyptian history.

- The sacking of Thebes in 664 B.C. by the Assyrian king Ashurbanipal as punishment for a revolt led by Pharaoh Taharka of the 25th Dynasty of kings in Egypt. Assyrian, Babylonian, Egyptian and other sources make this a very firm date, fixing the history of Egypt after this time. This date is beyond contention.
- The identification of Pharaoh Shishak (who is recorded in I Kings 14:25, 26 and II Chronicles 12:2-9 as having conquered Jerusalem when Rehoboam was king of Judah) with Pharaoh Shoshenk I of the 22nd Dynasty.
- The identification of Ramesses II (Ramesses the Great, a 19th Dynasty ruler) as the pharaoh of the oppression of the Israelites in Egypt.

The absolute dates for Shishak/Shoshenk I were calculated from the biblical chronology, i.e. counting back regnal years to Rehoboam, the son and successor of Solomon. From this date, the date for Ramesses II was calculated by counting back the regnal lengths of the pharaohs between Ramesses and Shoshenk I. Other Egyptian kings were spread to fill in the gaps between these dates and other data, e.g. from the Ebers Calendar and Leiden Papyrus used to support the chronology.
Look up as much information as you can find about King Khufu, Pepi II, Theban king Mentuhotep II, King Thutmose I, and King Tutankhamen, and read about these rulers. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

- **Ancient Egypt (Eyewitness)**
  Read: “Famous Pharaohs” (10-11), “The Royal Court” (12-13).

- **Kingfisher History Encyclopedia**
  Read: All entries on individual pharaohs.

- **Kingfisher Illustrated History of the World**
  Read: All entries on individual pharaohs, and page 26.

- **The Usborne Book of the Ancient World**
  Read: “Egyptian Kings,” and “Ramesses” (82, 69-71).

- **Pharaohs of Ancient Egypt**
  See description in the “Resources” section at the beginning of this unit.

- **Pharaohs and Kings: A Biblical Quest**
  See description in the “Resources” section at the beginning of this unit.

Internet Sources

- **King Tutankhamen**
  Article and links from Brittanica.com.

- **Egyptian Kings**
  A one-page time line of all the pharaohs, with almost every one linked to a separate biography page. Most biographies have interesting links, including recommended books and videos.

- **Pharaohs**
  Chronological lists, time lines of dynasties and kingdoms, and information on individual pharaohs, from About.com.

- **Test Your Knowledge of the Pharaohs and Dynasties**
  This site contains basic introductory information, a quiz with pages for reference, and pages on Akhenaten, Nefertiti, Aten (the sun disc), the city of Akhet-Aten, and the art of ancient Egypt.
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Write a Summary
Take notes on all of the above rulers as you read, then write a summary about each. Refer to “Summary Writing” in Writers INC. Younger students can narrate (orally tell) what they have learned.

Activity 2: Write a Poem
Thutmose III was the greatest of the Egyptian kings and reigned from 1504-1450 B.C. During his reign, he brought Egypt to the height of its power. Write a poem or song about his achievements from his viewpoint. Do you think he was humble or self-inflated about his success? Reflect in your writing your perception of his attitudes with regard to his accomplishments. Get background information from encyclopedias or other resources.

Activity 3: Add to Your Time Line Book
Add the Egyptian rulers from 3500 (Pharaoh Menes) to 1200 B.C. (Ramses III) to your Time Line Book. Illustrate your time line with pictures and symbols from ancient Egypt.

Activity 4: Create a Mural
Make a mural or collage of various rulers in ancient Egypt for display. Use library books to find paintings and other Egyptian art to help you draw authentically.

Activity 5: Expand your research
Raamses in the Bible is a city of the eastern delta of Egypt, built by Hebrew slave labor. It was rebuilt by Ramses II (also called Ramese the Great). The Ramses in the books of Genesis and Numbers is the region of the central eastern delta. When Jacob and his family migrated from Asia to Egypt, they were settled in "the land of Rameses" and that they became property owners there (Genesis 47:11, 27). Find out more about Ramses II. Refer to Pharaohs and Kings: A Biblical Quest Chapter 7, “The Historical Shishak.”

Step 4 Excel

Read or perform what you have learned about the rulers in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or any illustrations to your portfolio.
King Tutankhamen

Step 1 Excite

Watch a video.

- **King Tut: Tomb of Treasure**
  Archaeologist Howard Carter breaks through the burial chamber that was sealed for over 3,000 years. Check [PBS TV Schedule](#) for air time.

- **In Search of History: The Mysteries of King Tut**
  In 1922, archaeologist Howard Carter unsealed Tut's grave, revealing a treasure that defied description. But did he uncover something else as well? *The Mysteries of King Tut* examines the extraordinary events that have led many to believe that an ancient curse protects the spirit of the boy king. It is a tale of death and destruction; it is a riveting look at a captivating legend that will not die. A&E in the classroom. Check for air time in your area.

Step 2 Examine

Research King Tutankhamen. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

**Book**

- **Ancient Egypt (Eyewitness)**
  Read: “The Valley of the Kings” (22-23).

- **The Usborne Book of the Ancient World**
  Read: “Tutankhamen” (36, 38, 51, and 87).

- **Tutankhamen’s Gift** by Robert Sabuda

**Internet Sources**

Resources recommended in several lessons, several units, other HOW Units. Key Resource (see beginning of unit or page 32).
Step 3 Expand

Choose and complete one of the following activities:

**Activity 1: Answer Questions**

1. When did King Tutankhamen live?
2. How old was he when he died?
3. Do we know of anything that was accomplished during his reign?
4. Why is he so famous?
5. How was his tomb discovered?
6. What made his tomb different from those of other pharaohs?
7. What objects were found in his tomb?
8. What object do you find the most beautiful? The most intriguing?

**Activity 2: Prepare an Interview**

Arrange a list of questions to ask Howard Carter after his discovery of King Tut’s tomb. What would Mr. Carter’s answers be?

**Activity 3: Write a Newspaper Article**

Write a newspaper article describing the discovery of King Tut’s tomb.

**Activity 4: Add to Your Time Line Book**

Add King Tut to your Time Line Book.

Step 4 Excel

Publish your newspaper article in a family newspaper or revise your interview into a skit. Persuade another student to perform with you for an audience. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.

Underlined text refers to Internet link at [http://Homeschool-Books.com](http://Homeschool-Books.com)
Egypt's Alliance with Israel

Step 1 Excite

Israel was located between two great empires: Egypt, and the empire which was ruling Mesopotamia at various times—Assyria, Babylon, Persia, or Greece. These empires traded with one another. Israel lay in the path of a major trading route called the Via Maris. This trading route provided an opportunity for Israelites to give witness to foreigners about the Lord God. And yet, the foreigners brought both temptation and war. Whoever controlled the trade route, controlled trade, so the land of Israel was a prize which the empires fought over. The Jews were often allied with Egypt, seeking Pharaoh's protection from their powerful northern neighbors.

Find a good topographic map of Israel. Find Mt. Carmel and the Valley of Megiddo, now called the Valley of Jezreel. Does this valley appear to be a good place for the trade route to go north and south? Why wouldn't traders want to go straight down the coastline? (Because of the presence of Mt. Carmel, which blocked their way.)

Can you find a map that shows the Via Maris? This route went along the coast of Palestine, and through the Valley of Jezreel. This is the path that traders took from Mesopotamia to Egypt. Do you think that the Valley of Jezreel was a valuable corridor to control? Megiddo was the doorway city to this valley. "Megiddo (me·GID·o), or Tel Megiddo (TEL-me·GID·o), an ancient fortified city, is one of the most famous battlegrounds in the world. Historians believe that more battles were fought at this location than anywhere else on earth." ¹

Step 2 Examine

Read 2 Kings 17:4. To whom had Israel paid tribute? Why was Hoshea considered a traitor? What reason did Assyria give for besieging and then deporting the residents of Samaria? God tells His reason why the Northern Kingdom of Israel was exiled in 2 Kings 17:7-23. After the Northern Kingdom was taken into captivity by Assyria, the godly king of Judah, Hezekiah, was threatened by Assyria. What was the king of Assyria saying about Egypt in 2 Kings 18:21? Was it true that Hezekiah was relying on Egypt for protection? Read 2 Kings 19:14-19 to find out.

Read: “The Egyptian Experience” (52-62).
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Paraphrase Verses
Prophets warned the Israelites not to trust in Egypt for protection. Read Isaiah 30:1-5; 31:1-3. Paraphrase these prophecies. What should we learn from the example of Israel? What does Egypt represent in your life? To whom or to what do you go for protection? Where does your confidence come from? Write a paragraph that explains what these verses mean to you personally.

Activity 2: Map Work
Find these cities on a map: Sidon, Tyre, Nazareth, Megiddo, and Caesarea. Would traders go near these places as they traveled between Mesopotamia and Egypt?

Activity 3: Read and Discuss

Step 4 Excel

Tell your family what you have learned from studying the relationship between Israel and Egypt. How can you, as a family, avoid making “an alliance with Egypt”?

Correct all written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.

Footnotes
Agriculture in Ancient Egypt

Step 1 Excite

Abram was driven into Egypt by famine. The same cause also led the brothers of Joseph to seek Egyptian corn for their sustenance, for, from the earliest times, Egypt was the great granary of the ancient world. The exceptional fertility of the country depends on the annual overflow of the Nile, caused by rains in the highlands of Abyssinia and Central Africa.

Read Numbers 11:15 to learn what types of foods were eaten in ancient Egypt. Read what they exported in Proverbs 7:16 and Ezekiel 27:7. Read of their horses in 1 Kings 10:28 and 29. Find out other facts using the Bible. Make a list of your findings.

Step 2 Examine

The ancient Egyptians gave a great deal of attention to the fruit and flower gardens attached to their villas. Gardens adorned pavilions and colonnades; orchards were stocked with palms, figs, pomegranates, citrons, oranges, plums, mulberries, apricots, etc.¹

Research ancient Egyptian agriculture. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

- The Usborne Book of the Ancient World
  Read: Use the “Egypt” contents to find “Farming.”

- Kingfisher History Encyclopedia
  Read: Look for “Farming” in the index under “Egypt.”

Internet Sources

- Agriculture in Ancient Egypt
  Information on agriculture and irrigation in ancient Egypt.

- The Grain Harvest in Ancient Egypt
  This site provides a description of, and pictures from, the tomb of Menna in ancient Egypt.
Domesticated Animals in Ancient Egypt
This site describes the various animals used in farming, in transportation, and in the home in ancient Egypt.

A Taste of the Ancient World: Farming at Karanis
Photos and descriptions of ancient farming tools and seeds, from Kelsey Museum.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Plan a Project
Plan a project, such as a report, drawing, model, or mural. Use one format, or several, to compare what an Egyptian farmer’s life was like when the Nile River was in flood stage and when it was not flooding. Add a dramatic depiction of life when the river failed to flood. Refer to Amos 8:8 and 9:5.

Activity 2: Copy a Passage
Copy (by hand or typing) two or more paragraphs from your research giving an overview of Egyptian agriculture. (Copying is a good exercise for teaching yourself accuracy and attention to detail, and you will probably discover things about the text you are copying that you would be unlikely to notice otherwise.)

Activity 3: Answer Questions
Answer the following: Where is arable land found in Egypt? Who owned this land in ancient times? How were fields irrigated? What crops were grown? What plant is used to make linen fabric? What growing conditions are required for flax and cotton? What tools did farmers use? What animals were used to work in the fields? What animals were raised for meat? What fruits were cultivated?

Step 4 Excel

Share your project on ancient Egyptian agriculture with a group, such as your family, your homeschool group, a 4-H club, or a church group. Add any new words you learned in this lesson into your Vocabulary Notebook (see page 22).

Footnotes
Architecture in Ancient Egypt

Note: This lesson is an overview of Egyptian temples and palaces. You’ll learn more about Egyptian architecture in the Pyramid Lesson.

Step 1 Excite

What materials did Hebrew slaves sometimes use in building? What types of buildings do you think they were making at the time that they were forced to gather their own straw? Read Exodus 5.

Step 2 Examine

Research famous Egyptian temples and palaces. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- The Usborne Book of the Ancient World
  Read: Use the “Egypt Contents” page to find “Pyramids and Tombs,” “Egyptian Temples,” and “Egyptian Building Methods.”

- Kingfisher History Encyclopedia
  Read: Look in the index under “Egypt” for “Pyramids” and “Temples.”

Internet Sources

- Mysteries of the Nile
  This Nova online site leads you on a fascinating excursion through the wonders of ancient Egypt. To see for yourself the enormous energies the pharaohs devoted to erecting their soaring monuments—particularly obelisks—you will travel to Giza, site of the Pyramids and that enigmatic half-man, half-lion, the Sphinx, and to Luxor, site of the archaic capital of Thebes, to examine some of the great tombs and temples of the New Kingdom. You’ll also visit Aswan, where a NOVA team tried to raise a 25-ton obelisk using tools and techniques the pharaohs themselves might have used. Finally, watch a new team working in a Massachusetts quarry succeed at last in raising an obelisk using an ingeniously simple technique.

- Architectural Elements of Ancient Egypt
  Learn about foundations, arches, pillars, obelisks, stairs, and more, with excellent illustrations.
Building in Ancient Egypt
This site describes construction planning, building materials, and builders' tools in ancient Egypt.

Town Planning in Ancient Egypt
Find out about town planning, or rather the lack of it, in ancient Egypt.

Egypt
This site includes links to illustrations, with historical highlights featuring pyramids, tombs, and thrones.

Typical Country Estate in Ancient Egypt
Picture and information from The Discovery Channel.

Ancient Egyptian Virtual Temple
Embark on a journey to explore the realm known as ancient Egypt, or Kemet as it was known to the Egyptians themselves.

The Wonders of Ancient Egypt
Take a journey into the world of the ancient Egyptians, the Great Pyramid, the Sphinx, and much more.

History of Egyptian Architecture
A chronological timetable of Egyptian architecture.

Color Tour of Egypt
Take a tour of over a dozen ancient Egyptian sites along the Nile River (from the University of Memphis Institute of Egyptian Art and Archaeology).

Ancient Egyptian Architecture
This site is from Great Buildings Online. It includes links to several sites with information about temples and pyramids.

Egyptian Pyramids Index
Observe data on pyramid construction, geometry, and statistics.

Videos

Ancient Egyptian Art and Architecture by Ann Campbell
The History Through Art and Architecture videos were developed as a unique program to excite and stretch a student's interest in history. In learning about the art and architecture of a period, a student not only finds visual pegs on which to hang facts and dates, but often discovers, to his or her amazement, that today is merely a new twist on ancient history. Through watching and listening, and then participating in the learning activities that are included, every

Underlined text refers to Internet link at http://Homeschool-Books.com
student should have acquired a basic understanding of the art and architecture of ancient Egypt and be able to apply this knowledge to his or her present environment. Alarion Press, P.O. Box 1882, Boulder, CO ASIN: 80306-1882. (1993).

Interest Level: Grades 5-12.

Step 3 Expand

Choose and complete one of the following activities:

- **Activity 1: Sketch**
  Draw sketches of Egyptian architecture. Choose one building to portray, or several. Try several sketches, some depicting a detail of the building, others showing the outlines of the building.

- **Activity 2: Make a Model**

- **Activity 3. Answer Questions**
  1. What materials did ancient Egyptians use in their architecture?
  2. Where did they get the rocks that were used for building?
  3. Were the buildings painted?
  4. How large were they?
  5. Where were they located?

Step 4 Excel

Share what you have learned about the Egyptian Architecture lesson with a friend or family member. Add any written work or illustrations to your portfolio. Include at least one picture (Internet print-out, photocopy, or illustration) of an Egyptian building. Add any new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Archaeology

Step 1 Excite

Work virtually with archaeologist on a real dig at:

**Odyssey in Egypt**
During a ten-week period, you can exchange e-mails with people on-site, see the objects uncovered, learn about Egyptian culture, and even help solve problems as they occur. Read about the unfolding excavation. Walk through the dig site in virtual reality. You can also view a QuickTime Movie of the excavation site. Sign up for the next project online.

Step 2 Examine

Research archaeology. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

- **Kingfisher History Encyclopedia**
  Read: “What is History.”

- **Kingfisher Illustrated History of the World**
  Read: Use the index to look up “Archaeology.”

- **Streams of Civilizations: Earliest Times to Discovery**
  Read: “Introducing History.”

- **The Usborne Young Scientist Archaeology** by Barbara Cork
  Usborne’s colorful visual introductions to exciting topics and concepts use straightforward language and dramatic pictures to help explain archaeology. (January 1986) E D C Publications; ISBN: 0860208656

Internet Sources

- **Ask Dr. Dig**
  A site where you can ask an archaeologist, Caroline Nicholson, Ph.D., archaeology questions online! Read the other posts. Someone may have already gotten an answer to a question you have in mind.
An Egyptian Scavenger Hunt and an Interactive Story

Students from San Diego State University’s Isis Productions in conjunction with a class of Grade 6 students have designed and published an elaborate adventure game about ancient Egypt.

The University of Memphis Institute of Egyptian Art and Archaeology

This site has a wonderful exhibit of Egyptian artifacts from the Department of Art of the University of Memphis. It includes statues and mummies, with explanations, and a tour of the major archaeological sites in Egypt.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Answer Questions

1. What is the purpose of archaeology?
2. What types of artifacts have archaeologists discovered?
3. What is a “tell”?
4. What types of information are archaeologists able to uncover about communities in history?
5. What types of information are archaeologists not able to document?
6. What kinds of medical examinations can be performed on human remains, and what kinds of information can be discovered?
7. Where are some active digs in the Middle East?
8. Who are some famous Egyptologists?

Activity 2: Go on an Archaeological Expedition

Arrange a location to host your expedition: a backyard, a park, a farm, a church, or a community center. You will need: a sheet of plastic, sand, a sand box or small plastic swimming pool, clay pots, acrylic non-toxic paints and small craft paintbrushes, clean bones from beef or chicken, cheap large paintbrushes, and pails. The project is best carried out in two sessions.

Participants in the first session will imitate ancient people. Dressing in costumes can add fun to your project. In the first session, lay the sheet of plastic down near where you will sit on the ground to work. Paint bright designs on the clay pots. When the paint is dry, “throw the pots in the garbage pile”—that is, smash them by throwing them onto the big sheet of plastic. Gather the shards of pottery by wrapping them up in the sheet of plastic. Select some broken pottery—those pieces that are the least sharp—to put in your archaeological dig. Set up the site by putting pottery and bones into the sandbox with sand. Create a mysterious map...
to lead the “archaeologist” to your “ancient village.” Finish your session by having a feast fit for ancient people.

The second session is best for elementary-aged children. Give each child a copy of your map and play follow-the-leader as you explore the territory, looking for the site of the ancient village. When you come to your sandbox, hand out the large paintbrushes and show the children how to brush sand away to uncover “artifacts.” Warn them to be careful of the sharp edges of the pottery. When “artifacts” are uncovered, collect them in pails. Can the children recognize who painted the pieces of pottery by looking at the artwork? Make sure everyone understands these terms: “artifact,” “dig,” and “archaeology.”

Activity 3: Expand Your Research

Egypt was home to two of the Seven Wonders of the Ancient World: the Great Pyramid (the only one of the seven to survive) and the lighthouse at Alexandria. Research both. Write a summary (at least two paragraphs) of what you learned about each. Younger students can dictate or narrate.

Step 4 Excel

Share what you have learned about archaeology with a friend or family member. Correct all written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work and any illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Art in Ancient Egypt

Step 1 Excite

As you study artists, their work, and how that work communicates cultural values and beliefs, you’ll gain vivid insight into the cultural and historical forces that shape an era.

God gave the Hebrews artistic skills and the ability to make beautiful objects for worship. Read Exodus 36 for a description of the work of Jewish artisans shortly after the giving of the Ten Commandments. Brainstorm and make a list of everything you learn from this passage about ancient art in this region.

Step 2 Examine

Much of Egyptian life and customs can be deduced from paintings on tomb walls. The pictures explain their life style, the varieties of foods and their preparation, the methods of caring for flocks and herds, the trapping of wild animals, the building of boats, and the processes of the other crafts. The illustrations were arranged on the wall in groups that can be read as continuing narratives. The sculptors acted as teams, with different stages of the work assigned to different members of the group. Egyptian sculptors worked with clay, wood, metal, ivory, and stone. An artist in ancient Egypt was proud to be part of a highly respected craft.

Research ancient Egyptian art. Look at paintings and relief sculptures of different pharaohs in books or on the Internet. We recommend the following:

Books

- The Usborne Story of Painting by Anthea Peppin

- The Usborne Book of the Ancient World
  Read: “Crafts and Trades” (66).

- Kingfisher History Encyclopedia
  Read: Look in the index under “Egypt” for “Prehistoric Art.”
**Egyptian Art in the Days of the Pharaohs** by Cyril Aldred

**Ancient Egyptian Art Postcards**

**Internet Sources**

- **Detroit Institute of the Arts: Ancient Egyptian Art**
The works here demonstrate the basic principles of Egyptian sculpture in its symbolic formality.

- **Institute of Egyptian Art and Archaeology**
A beautiful site by the Art Department of the University of Memphis. Browse online exhibits of artifacts; take a tour of ancient Egyptian monuments.

- **The Galleries of Egyptian Art**
This site includes photographs and paintings of ancient Egyptian art, archaeology, mythology, and dynastic history.

- **Egyptian Art and Archaeology**
This site will take you to its collection of mummies, religious and funerary items, jewelry, and objects from everyday life. This resource has been created to provide an understanding of ancient Egyptian art and its central role in Egyptian civilization. It is primarily organized around three themes—“Ancient Egyptian Beliefs,” “Looking at Egyptian Art,” and “The Story of the Collection”—that group objects and historical ideas into questions and answers. From the University of Memphis Institute.

- **Egyptian Art**
This site from NileRiver.com includes two excellent exhibitions: Papyrus Works of Art and Pharaoh’s Art Gallery.

**Step 3 Expand**

**Activity 1: Illustrate**
Think about your personal beliefs and events in your life. List these items, then think of how you would illustrate them symbolically. Use markers,
charcoal, or paint to create a group of pictures in the Egyptian style that tell a story of an activity in your life (preparing a meal, making clothing, homeschooling, etc.).

Activity 2: Answer Questions
Select several works of art (paintings, sculpture, etc.) from your research, and answer the following:
1. What posture do the ancient Egyptians exhibit in their portraits?
2. Which parts of the body are in profile, and which are facing you?
3. The body profile to depict the pharaoh was used for 2,500 years. Why do you think that ancient Egyptian artists kept this tradition?
4. What kinds of postures do the figures have?
5. How did the artist decide what size to make the figures?
6. Is there any background scenery? Any writing? Are there any animals? Any objects?
7. Do any of the pictures look three-dimensional?
8. Can you tell where the figures are in relation to one another, or do they seem to float in thin air?
9. Look at sculptures of people. Were the sculptures painted?
10. How were the eyes made?
11. Do the figures seem real or symbolic?
12. How skillful were the sculptors?
13. What two plants are symbolic of upper and lower Egypt?
14. What types of paints or pigments did the ancient Egyptians use?
15. What types of homes did the workmen and their families live in?

Step 4 Excel
Add illustrations (photocopies from books or printouts from the Internet) of Egyptian art to your portfolio. Share your illustrations with a friend or family member. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Pottery in Ancient Egypt

Step 1 Excite

The Early Dynasties brought the development and use of the potter's wheel and the more extensive use of clay. Indicative of this time are large pottery storage jars, with conical clay sealings, some stamped with the royal seal at the top. The creation of these large vessels was made possible, in part, by the exquisite throwing techniques of the potters, but also by the extensive use of hand-building. The fine decorated pottery of ancient Egypt began to disappear toward the end of the Pre-dynastic Period. In its place, undercoated earthenware (a humble medium) was used for mostly utilitarian endeavors such as storage jars, grain bins, water and beer jars, cooking pots, and the like. (Minnesota State University EMuseum.)

Read the following verses, each of which uses potters and clay to illustrate a point: Isaiah 29:15-16; Jeremiah 18:1-15; Romans 9:18-24.

Step 2 Examine

Research the development of pottery in ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

- Kingfisher History Encyclopedia
  - Read: Look in the index under “Pottery.”

- Pottery, Stoneware and Ceramics
  - A good overview of pottery, stoneware, and ceramics in ancient tomes, from the Minnesota State University EMuseum.

- Pottery
  - An article explaining how archaeologists can learn about a culture through its pottery.

Step 3 Expand

Choose and complete one of the following activities:

- Activity 1: Discuss
  - Isaiah 64:8 says But now, O LORD, thou art our father; we are the clay, and thou our potter; and we all are the work of thy hand. We are the work of God’s hand.
He is taking a worthless clump of clay and with the application of pressure, water, and a great deal of spinning, shaping us into a beautiful vessel. We will find that it is through the trials and the application of His truth in our lives that we will become a masterpiece. Brainstorm and discuss ways we can allow God to shape us into the image of His will.

Activity 2: Research How to Make Pottery
Do research to find out how you can make pottery today. Use any resource (a craft book or the Internet). We recommend the following:

Book

First Civilizations (Cultural Atlas for Young People)

Internet Sources

Pottery Tutorial
Designed for the beginner, this site contains a step-by-step guide to making ceramics.

Pottery Links and Resources
Many links to pottery instruction and help.

Potter’s Guide Basic Throwing
An article which helps you become proficient on the potter’s wheel.

Step 4 Excel
Use Play-Doh or clay to show a child how to make a simple pot. Ask, “How did a Hebrew slave use a clay pot?” See what the child can imagine. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).

The Transformation

To the Potter’s house I went down one day,
And watched him while molding the vessels of clay,
And many a wonderful lesson I drew,
As I noted the process the clay went through.

Trampled and broken, down-trodden and rolled,
To render more plastic and fit for the mold
How like the clay that is human, I thought,
When in Heavenly hands to perfection brought!

For Self must be cast as the dust at His feet,
Before it is ready, for service made meet.
And Pride must be broken, and self-will lost –
All laid on the altar, whatever the cost.

But lo! Bye and by, a delicate vase
Of wonderful beauty and exquisite grace.
Was it once the vile clay? Ah! Yes; yet how strange,
The Potter hath wrought such a marvelous change!

Taken from “Poems of Dawn”
Cities in Ancient Egypt

Step 1 Excite

Ancient Egypt’s major cities were Memphis, Thebes (Luxor), and Alexandria. The Bible also mentions On, holy City of the Sun; in Egyptian it was called “Annu,” in Greek, “Heliopolis.” For many centuries, the capital of ancient Egypt was Thebes. It is the city identified in the Old Testament as No (“city”) or No-Amon (“city of Amon”). Look in a Bible concordance for verses that mention these Egyptian cities.

Step 2 Examine

Research Egypt’s major cities. Use any resource (an encyclopedia, a nonfiction book, or the Internet) to look up each of the following individually: Cairo, Giza, Philae, Luxor, Thebes, Alexandria, and Tanis. We recommend any of the following resources for this lesson:

Books

- **The Usborne Book of the Ancient World**
  Read: Use the index to look up each city. See the map of ancient Egypt.

- **The Holman Bible Atlas**
  Read: “The Egyptian Experience” (52-62).

Internet Resources

- **Cities in Ancient Egypt**
  A map of major cites from Odyssey Online. Click on the links for audio pronunciation.

- **Town Planning in Ancient Egypt**
  Article explaining town planning, or rather the lack of it, in ancient Egypt.

- **A Guide to the Cities of Ancient Egypt**
  Maps of upper and lower Egypt and links to charts showing the cities, the ancient Greek names, the temples, and modern sites.

- **Color Tour of Egypt**
  From this hyperlinked map you can click on a city to find out a bit about it and see images. Includes Cairo, Giza, Saqqara, The West Bank, and more.
Step 3 Expand

Choose and complete one of the following activities:

- **Activity 1: Make a Map**
  Put a map in your portfolio with the major cities of ancient Egypt labeled.

- **Activity 2: Make a Chart**
  Make a chart of information about the ancient Egyptian cities of Cairo, Giza, Philae, Luxor, Thebes, Alexandria, and Tanis. Explain where they were located, when they were founded, how long Thebes was the capital, and who ruled there. Why was the capital changed?

- **Activity 3: Make a Brochure**
  Prepare a travel brochure of one of the cities you studied in this lesson, using pictures you have found or drawn. Decide on four places or topics to feature in your brochure. Be sure to include basic facts about the country as well as interesting and exciting places to visit.

- **Activity 4: Write Summaries**
  Retell what you have learned about ancient Egyptian cities in a written summary. Write a paragraph about each city: Cairo, Giza, Philae, Luxor, Thebes, Alexandria, and Tanis.

Step 4 Excel

Share what you have learned about the cities in ancient Egypt with a friend or family member. Correct all written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Clothing in Ancient Egypt

Step 1 Excite

Look at pictures of ancient Egyptian clothing. Men usually wore short skins; women usually wore long, straight dresses. Both sexes wore jewelry and black wigs.

Step 2 Examine

Research the clothing, jewelry, and makeup in ancient Egypt. What fabrics were used? How were the clothes adapted for the climate? How often did fashions change? What kind of jewelry was worn? What were cosmetics made of? How were cosmetics applied?

Use any resource (an encyclopedia, a nonfiction book or the Internet). We recommend the following:

Books

- The Usborne Book of the Ancient World Read: Use the “Egypt Contents” page.
- Kingfisher History Encyclopedia Read: Look in the index under “Egypt.”

Internet Sources

- Daily Life in Ancient Egypt Photos and information from Carnegie Museum of Natural History.
- Garments in Ancient Egypt A description of garments and footwear, from the Pharaonic Egypt site.

Underlined text refers to Internet link at http://Homeschool-Books.com
Flax and Linen in Ancient Egypt
A description of the growing and use of flax, spinning and weaving linen, from the Pharaonic Egypt site.

Ancient Egyptian Garment Making
Article explaining textile manufacturing and garment making in ancient Egypt.

Step 3 Expand

Activity 1: Make a List
Read Exodus 12:35-36. Find out what happened to some of these clothing items in Exodus Chapters 35 and 36. Make a list of the skills that the Hebrews demonstrated in creating and using textiles.

Activity 2: Illustrate
Draw sketches or trace pictures of clothing in ancient Egypt. Pay attention to the edges and the folds of the cloth.

Step 4 Excel
Create and share paper dolls with a younger child. Create your own male and female paper dolls from this time period, and design a wardrobe for them, including “at home” clothes and attire for special events. Or, purchase Egyptian paper dolls, and help a younger student create new clothes for the dolls. Or use Crayola Magic Wardrobe (described below) to make ancient Egyptian paper-doll clothes. Tell the younger student how the Egyptians gave clothing and jewelry when the Hebrews asked for them. Why did the Hebrews ask for clothes and jewelry? Why did the Egyptians give these things away?

Crayola Magic Wardrobe Demo
At this site, you can download a demo of Crayola Magic Wardrobe. You can print out some paper dolls and paper clothes. The clothing is representative of eras such as ancient Egypt, Imperial China, and Medieval France (to name a few). You can also read and put entries into diaries from girls in each time period.
Economy and Trade in Ancient Egypt

Step 1 Excite

Ancient Egyptian history includes examples of cultural continuity and change. For three thousand years there was stability of basic economic, religious, social, and political systems. But change also occurred in the face of expansion, trade, invasion, and technological innovation. As you study ancient Egypt, look for examples of change and continuity, tradition and innovation.

Read the story of Jacob’s brothers going to Egypt to buy food. Brainstorm and discuss the traffic, the trade, and the businesses that supplied food to the region.

Step 2 Examine

Investigate the Via Maris that Egyptian traders used to reach Asian markets. Read Genesis 37:25-28. These traders were traveling from the northern part of Palestine south towards Egypt. Find on a map the locations mentioned in that chapter. Notice the trade goods they were carrying. Create a list entitled “Trade goods.”

Read Isaiah 19:6-10 and 2 Chron.1:16-17 to find out the major industries in ancient Egypt. Add these to your Trade-Goods List.

Research ancient Egyptian trade and economy. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Book

- Ancient Egypt (Eyewitness) Read: “Buying and Selling” (40-41).
- The Usborne Book of the Ancient World Read: “Mining and Trade” (32).

Internet Sources

- The Ancient Egyptian Economy A description of Egyptian economy during the pharaonic period, from the Pharaonic Egypt site.

Underlined text refers to Internet link at http://Homeschool-Books.com
Ancient Egyptian Overseas Trade
A description of the trade relations between ancient Egypt and its neighbors, and of the trading routes and goods.

Internal Trade in Ancient Egypt
An overview of trading, bartering, market places, and merchants.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Answer Questions
What exports or trade-goods from ancient Egypt are mentioned in the Bible? Gold and salt were important trade items in Africa. Where did Egyptians obtain these? What did ancient Egyptians have to trade?

Activity 2: Write a Summary
Write a summary of what you learned about the economy (minimum fifty words). Younger students can narrate (orally tell) what they have learned.

Activity 3: Create a Map
Draw or trace a map of trade routes from Africa to Europe and the Near East.

Activity 4: Create a Coloring Book

Step 4 Excel

Share what you have learned about the economy in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Daily Life in Ancient Egypt

Step 1 Excite

Brainstorm and make a mind map expressing items found in daily life for an average person in ancient Egypt. Use sheets of unlined paper and colored markers or pencils. Put an image or circle in the center and write in “A Day in Ancient Egypt.” Draw lines out from the center as you determine the major “chunks” or categories of information.

Add to this mind map as you do work through this lesson. Branch lines from major topics to key subtopics. Use different colors for each cluster of information. Ask yourself, “Who?” “What?” “Where?” “When?” and “How?” Use symbols, numbers, arrows, or other doodles on your mind map (pyramid, jewelry, hieroglyphic, etc.). Include examples from elements of culture such as customs, language, religious practices, dress, food, arts, and technology.

Step 2 Examine

People in ancient Egypt used perfumes in their everyday life. Anointing someone else with perfume was a gracious act of kindness. In a hot climate, filled with sweat, spoiling meat and fish, and exotic fruits and spices, the smells would be very different from those we know in America. Imagine the spices, foods, and also the less-pleasant smells that filled the air.

Do research on daily life in ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

1. **Ancient Egypt (Eyewitness)**

2. **The Usborne Book of the Ancient World**
   - Read: “Egyptian Homes” (54) and “Women and Family Life” (58).

3. **Kingfisher History Encyclopedia**
   - Read: “Ancient Egypt 4000-1800 B.C.”

Underlined text refers to Internet link at [http://Homeschool-Books.com](http://Homeschool-Books.com)
Kingfisher Illustrated History of the World
Read: “Egypt the New Kingdom” (54-55).

Mara, Daughter of the Nile
See description in the “Resources” section at the beginning of this unit.

The Golden Goblet
See description in the “Resources” section at the beginning of this unit.

Internet Sources

Daily Life in Ancient Egypt
This Web site was designed to introduce students to the civilization of the ancient Egyptians. It was developed by students and teachers at the University of Richmond, Department of Education, under the supervision of Dr. Patricia Stohr-Hunt. Topics include daily life, hieroglyphs, pharaohs, pyramids, religion, and the Sphinx. The units were written to satisfy Virginia social studies standards for 3rd grade, but can be easily used by teachers and students 3rd-10th. The site provides information, not lesson plans. It’s perfect for a textbook supplement or to print out and hand to students along with a writing assignment. From the Department of Education, University of Richmond.

Life in Ancient Egypt
The Walton Hall of Ancient Egypt explores one of the world’s oldest civilizations. Inside “Life in Ancient Egypt,” you will find many important objects—fragments of a three-thousand-year history left behind by a people determined to continue, after death, the life they had known on earth.

Everyday Life in Ancient Egypt
This site includes a story of a fictional but plausible day in the life of two ancient Egyptian families, a chance to explore the world of an ancient Egyptian nobleman, and a challenge to play Senet, a popular ancient Egyptian game. From the British Museum.

The Ancient Egypt Site
This site is dedicated to the history and culture of ancient Egypt. There is an overview of history, which can be searched chronologically or by keyword, and an explanation of the names of the Pharaohs (including an illustration of their names in hieroglyphs). It also includes an extensive bibliography and links to other sites.
Aspects of Life in Ancient Egypt
An overview of various aspects of culture and society in ancient Egypt, from the Pharaonic Egypt site.

Egypt: Daily Life
An overview of ancient Egypt's family life, marriage, housing and furniture, food and cooking, cosmetics, hairstyles, jewelry, and more.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Make a Diorama
Discuss what is used to decorate houses today as compared to what was used during the ancient Egyptian period. Using pictures from a Web site and other sources, make a diorama/model of an ancient Egyptian home. Consider furniture, floor coverings, wall hangings, etc. Shoe boxes are wonderful for this. Refer to How to Build a Diorama.

Activity 2: Complete the Mind Map
Complete the mind map you began in Step 1.

Activity 3: Write a Journal Entry
Write a journal entry as if you were an ancient Egyptian. Use these questions to help you write: What kind of clothes do you wear? What do you look like? Describe your home. Do you have a job? If so, describe what you do and what conditions are like on the job. What do you do for fun? What kinds of foods do you eat? What hardships do you face? Which machines, conveniences, or technologies do you use every day? What are the major differences between your life and modern life? Describe how world, national, or local events have affected you. What do you hope for? What or whom do you fear? Whom do you admire? What are your beliefs (religious, political, personal, and so on)? Younger students can narrate (tell back) what has been learned.

Revise your journal entry into a monologue. Perform for an audience, depicting a normal day for an ancient Egyptian. Provide props to make your skit come alive.
Activity 4: Write a Short Story
Write a short story about a person who finds a time capsule created in ancient Egypt. What is in the time capsule, and what can the “finder” infer about the culture and time from which the capsule came by analyzing the contents?

Activity 5: Write an Essay
Write a traditional essay about the ancient Egyptians. Include the following: what they looked like, how they worshiped, marriage customs, approximate population, government, basic laws, what their homes were like, what they ate and wore, what they used for money, entertainment, educational system, scientific achievements, transportation, written language, roles of men and women, agriculture, weapons, etc. Refer to “Sample of a Traditional Essay” in Writers INC. Younger students can copy passages or narrate (tell back) what has been learned.

Activity 6: Create a Travel Brochure
Pretend you are a travel agent living in ancient Egypt. Items and information that may be included in the brochure are: Location, transportation, climate, type of clothing to take, currency, industry, etc.

Activity 7: Write a Book Review
Write a book review about a novel you have read that is set in ancient Egypt. Refer to “How to Write a Book Review” in Writers INC. Younger students can give an oral book review.

Activity 8: Expand Learning Through Historical Fiction
If you read The Golden Goblet, go to the following Web site and complete the related activities.

“Golden Goblet” Historical Fiction
While participating in this unit, students will read the book The Golden Goblet, then do several related activities, all focused on increasing the understanding of the text and the student’s knowledge level of ancient Egypt. Written for grades 5-9.

Step 4 Excel
Share what you have learned about daily life in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Education in Ancient Egypt

Step 1 Excite

Egyptians developed two types of formal schools for privileged youth under the supervision of governmental officials and priests: one for scribes and the other for priest trainees. At the age of five, pupils entered the writing school and continued their studies in reading and writing until the age of 16 or 17. At the age of 13 or 14, the schoolboys were also given practical training in offices for which they were being prepared. Priesthood training began at the temple college, which boys entered at the age of 17, the length of training depending upon the requirements for various priestly offices. It is not clear whether or not the practical sciences constituted a part of the systematically organized curriculum of the temple college.¹

In comparison, the Hebrews’ education was essentially familial; that is to say, the mother taught the very young and the girls, while the father assumed the responsibility of providing moral, religious, and handcraft instruction for the growing sons. This characteristic remained in Jewish education, for the relation of teacher to pupil was always expressed in terms of parenthood and filiation. Education, furthermore, was rigid and exacting; the Hebrew word musar signifies at the same time education and corporal punishment. Read Acts 20-22. What do you learn about ancient Egyptian education from this passage?

Step 2 Examine

In the pictographic ancient Egyptian language, part of the verb “to teach” is the picture of a man hitting with a stick. Research education in ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- Ancient Egypt (Eyewitness)
  Read: “Scribes and Scholars” (32-33).
- The Usborne Book of the Ancient World
  Read: “Education” (64).

Internet Sources

- Education, Learning in Ancient Egypt
  An illustrated article explaining the education process in ancient Egypt.

Underlined text refers to Internet link at http://Homeschool-Books.com

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**Scribe School**

This article from “Ancient Egypt For Children” describes the education process boys had to go through to become scribes, and what that involved.

**Education and Writing**

An overview of education and writing in ancient Egypt, including a hieroglyphs chart.

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**Step 3 Expand**

Choose and complete one of the following activities:

- **Activity 1: Fill out a Contrast-and-Compare Worksheet**
  Make a contrast-and-compare graphic (see page 26). Compare education in ancient Egypt to the Hebrews’ education.

- **Activity 2: Fill out a Contrast-and-Compare Worksheet**
  Make a contrast-and-compare graphic (see page 26). Compare education in ancient Egypt to modern American education.

- **Activity 3: Write a Summary**
  Retell what you have learned about ancient Egyptian education in a written summary. Write at least two paragraphs. Younger students can copy one or two sentences or narrate (tell back) what has been learned.

- **Activity 4: Write Diary Entries**
  Write a week of diary entries as if you were a student in ancient Egypt. Demonstrate what you have learned about education in ancient Egypt.

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**Step 4 Excel**

Share what you have learned about education in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work and any illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).

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**Footnote**


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Resources recommended in ● several lessons, ● several units, ● other HOW Units. ◾ Key Resource (see beginning of unit or page 32).
Food in Ancient Egypt

Step 1 Excite

Brainstorm and make a list of the foods you think were abundant in ancient Egypt.

Step 2 Examine

Major foods in ancient Egypt were fish (from the Nile), the fayum, marsh birds (geese etc.), meat from cattle and gazelles, bread and pastry, figs, grapes, vegetables, and spices.

Research food in ancient Egypt and the Old Testament. Use any resource (an encyclopedia, a book on manners and customs of the Bible, or the Internet). We recommend the following:

Books

- Ancient Egypt (Eyewitness) Read: “Food and Drink” (34-35).

Read a novel set in Egypt. Look for mention of foods and drinks. We recommend:

- Mara, Daughter of the Nile See description in the “Resources” section at the beginning of this unit.
- The Golden Goblet See description in the “Resources” section at the beginning of this unit.

Internet Sources

- Food in Ancient Egypt You’ll find a description of food, its preparation, and its consumption in ancient Egypt on this page from the Pharaonic Egypt site.
- Ancient Egypt Food and Drink This article describes basic food and drink commonly consumed in ancient Egypt. It includes two ancient Egyptian recipes.

Underlined text refers to Internet link at http://Homeschool-Books.com
Step 3 Expand

Choose and complete one of the following activities:

- **Activity 1: Go on a Field Trip**
  If you live near a major city, visit an Egyptian market. Members of a Coptic church could help you locate one. Explore the foods that are available. Some items are foods that you might be familiar with, but they will have a distinctive flavor, such as olives, couscous, and feta cheese. Which of the groceries could have been found in an ancient market? (Remember: tomatoes, potatoes, cocoa, and corn are New World discoveries.) Take some ingredients home, and experiment with them.

- **Activity 2: Create a Menu**
  Create a menu with illustrations for an ancient Egyptian restaurant.

- **Activity 3: Make Bread**
  Make Wholemeal Bread: Ingredients: 4 cups of wholemeal flour, half a teaspoon of salt, 2 cups of warm water (optional dates). Mix together the salt, flour and water (add optional dates). Knead ingredients with your hands until dough forms. Shape the dough. Leave it on a greased baking tray overnight. The next day, bake it for about half an hour at 350. *(Recipe from *Ancient Egypt For Children* By Lucy Charlotte Acland Johnson.)*

- **Activity 4: Write a Summary**
  Retell what you have learned about ancient Egyptian food in a summary. Write at least one paragraph. Younger students can copy one or two sentences or narrate (tell back) what has been learned.

- **Activity 5: Write a Book Review**
  Write and share a book review about a novel you read during this unit. Younger students can narrate (tell back) their view of the book.

Step 4 Excel

Make and serve an Egyptian meal for your family. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Government in Ancient Egypt

Note: This lesson is an overview of political history in ancient Egypt. See the “Pharaohs of Ancient Egypt” lesson for more information on this topic.

Step 1 Excite

Ancient Egypt, called the Old Kingdom of Egypt, spanned five centuries of rule by the 3rd through the 6th dynasties. Ruling monarchs held absolute power over a strongly unified government. Religion played an important role. The Pharaohs, as the rulers were called, were honored both as absolute monarchs and as gods. Read Exodus 5:20,21 and 11:9. Why was the Pharaoh so angry?

Step 2 Examine

The Egyptian civilization began around 3200 B.C. During the Early Dynastic Period, the divine kingship became established as Egypt’s form of government, and that would remain virtually unchanged for 3,000 or more years.

The ancient Egyptian territory was divided into the two kingdoms: Upper Egypt and Lower Egypt. The rivalry between these two regions erupted into war; Upper Egypt would emerge victorious and rule all of Egypt under one king. The kings were later called Pharaohs. The first king was Menes (also called Narmer). King Menes chose the city of Memphis to be the capital of his country.

Egypt was a theocratic state (“theo” = god and “cratic” = ruled by). A theocrata is a person who rules or governs as a representative of God or some other deity, or is a member of the ruling group in a theocracy, such as a divine king or a high priest. The king was considered a divine being, a living god incarnate in the king, who kept the Nile flowing and brought fertility and life to the people he ruled. Anyone who questioned the authority of the king was considered a blasphemer. The first kings built expensive tombs for themselves called “mastaba.” When they died they were mummified and placed in the tombs with their clothing, jewelry, furniture, and food.

Research the political history of ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books
Unit 3: Ancient Egypt

Resources recommended in several lessons, several units, other HOW Units.

Key Resource (see beginning of unit or page 32).

The Usborne Book of the Ancient World

Kingfisher History Encyclopedia

Kingfisher Illustrated History of the World
Read: “Old Kingdom,” “Middle Kingdom,” “New Kingdom,” and “Dynasties.”

Ancient Civilizations
Read: “Rameses II”

Pharaohs of Ancient Egypt
See description in the “Resources” section at the beginning of this unit.

Internet Sources

Mysteries of Ancient Egypt: Government
A brief article about government in ancient Egypt, from the Canadian Museum of Civilization.

The History of Ancient Egypt
This is a portion of the Ancient Egypt site. This history section includes a page on each major time period in ancient Egypt: Early Dynastic, Old Kingdom, 1st Intermediate, Middle Kingdom, 2nd Intermediate, New Kingdom, Late Dynastic, and Greek-Roman period. A time line helps you navigate through history and discover the formidable Pharaohs of ancient Egypt.

History of Egypt
This is an excellent in-depth historical reference on Pharaonic history.

The Union of Two Lands
This page is part of the Egypt Project. It explains Upper Egypt and Lower Egypt, both before and after they were united. Also see Egypt Before the Pharaohs and The Three Kingdoms on this site.

Egypt (Ancient Egypt)
This encyclopedia article is an overview of Egypt’s rulers, from the Electronic Library.

Resources recommended in several lessons, several units, other HOW Units. → Key Resource (see beginning of unit or page 32).
Step 3 Expand

Choose and complete one of the following activities:

**Activity 1: Make a Chart**

The more than three-thousand-year history of ancient Egypt has been divided into eight or nine periods, sometimes called Kingdoms (see History of Ancient Egypt lesson). Make a chart similar to the one below. Write a summary about the main events in the Old, Middle, and New Kingdoms.

<table>
<thead>
<tr>
<th>Year</th>
<th>Kingdom</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2650 to 2140 B.C.</td>
<td>Old Kingdom</td>
<td></td>
</tr>
<tr>
<td>2040 to 1640 B.C.</td>
<td>Middle Kingdom</td>
<td></td>
</tr>
<tr>
<td>1570 to 1070 B.C.</td>
<td>New Kingdom</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Write a Summary

Read the poem “Ozymandias,” by Percy Shelley. What did these words mean to Ozymandias? What did they mean to the traveler? How are the ruins of ancient Egypt like the ruin of the statue of Ozymandias? If you traveled to Egypt and saw the ancient ruins, what emotions might you feel? Write a summary explaining how you feel about the way that the power and might of the ancient Egyptian Empire has disappeared.

Ozymandias
by Percy Bysshe Shelley

I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand,
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal these words appear:
“My name is Ozymandias, king of kings:
Look upon my works, ye Mighty, and despair!”
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

Step 4 Excel

Share what you have learned about the government of ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Hieroglyphics

Step 1 Excite

Egyptian hieroglyphic inscriptions are composed of two basic types of signs: ideograms and phonograms. Ideograms denote either the specific object drawn or something closely related to it. For example, a picture of the sun may mean “sun” or “day.” Phonograms, or sound signs, were used purely for their phonetic value and have no relationship to the word they are used to spell, as when an owl represented the sign “m,” because the word for owl had “m” as the principal consonant. There were basically 604 symbols that might be put to three uses. This rebus principle, when the picture of an object could stand not only for that object but also for a word with the same sound but a different meaning, made possible the writing of proper nouns, abstract ideas, and grammatical elements.

Brainstorm and make a list of ten ways hieroglyphic changed society.

Step 2 Examine

Find examples of hieroglyphic in an encyclopedia or one of the listed resources.

Books

- Ancient Egypt (Eyewitness)
  Read: “Writing” (34-35).
- The Usborne Book of the Ancient World
  Read: “Writing” (10).
- Kingfisher History Encyclopedia
  Read: All entries for “hieroglyphic” in the index under “Egypt.”
- Kingfisher Illustrated History of the World
  Read: All entries for “hieroglyphic” in the index under “Egypt.”

Internet Sources

Underlined text refers to Internet link at http://Homeschool-Books.com
Step 3 Expand

Choose and complete one of the following activities:

**Activity 1: Send a Message**
Make your own hieroglyphic symbols and write a message (minimum four sentences) using your “code.” Give it to someone, and find out if he or she is able to interpret it.

**Activity 2: Write a Speech**
Write a short persuasive speech as if you were a person trying to convince the people of ancient Egypt of the advantages of the alphabet over ideographs. Describe where you think the Egyptian society is headed in the future and how the alphabet can help. Refer to “Writing a Speech” in *Writers INC*.

Step 4 Excel

Share what you have learned about hieroglyphics with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.
Language in Ancient Egypt

Step 1 Excite

What languages did Moses know? Read Psalm 114:1 and Psalm 81:5. What kind of speech did the Hebrews hear the Egyptians using? The ancient Hebrew language is still in use. Is the language of the Pharaohs still spoken?

Have you noticed how foreign languages that are spoken where you live influence your language? Can you think of any foreign words that you use? Make a list. English has influenced how Spanish is used in the Americas. If you know any Spanish-speaking people, ask them what English words are used in Spanish. The language of Egypt influenced the language of the Hebrews. Why did this happen?

Step 2 Examine

Investigate how the language of ancient Egypt influenced Biblical Hebrew. Thomas explains in his article titled “Egyptian Reflections”:

An example of ancient Egyptian practice in the fabric of the Bible itself is the word used in Exodus 1:16 (‘haobhnayim’) for ‘birthstool’. The Hebrew word literally means ‘the two stone tablets’. These stone birth-blocks were used by the ancient Egyptians for a woman in labor. They were supports against which the woman pressed her feet or crouched during delivery.

A dominant culture commonly influences the terminology of a subordinate group, which Israel certainly was during its centuries in Egypt. Egyptian influence can be found in the shared terms that are common to the Hebrew of the Bible and the language of the ancient Egyptians.

A significant exception here is the word for sea (yam) from the New Kingdom era of Egypt. The term, “yam” (sea), unlike other terms, is shown in hieroglyphic script as syllabic orthography; that is, it is an imported word. As “yam” is Semitic, this word was probably borrowed from the renowned sailors of the ancient world, the Phoenicians.

<table>
<thead>
<tr>
<th></th>
<th>Ancient Egyptian</th>
<th>Biblical Hebrew</th>
</tr>
</thead>
<tbody>
<tr>
<td>sea</td>
<td>ym</td>
<td>ym</td>
</tr>
<tr>
<td>river</td>
<td>ye’or</td>
<td>ye’or</td>
</tr>
<tr>
<td>to die</td>
<td>mwt</td>
<td>mwt</td>
</tr>
<tr>
<td>bulrushes</td>
<td>gm’</td>
<td>gm’</td>
</tr>
<tr>
<td>trained person</td>
<td>hnkh</td>
<td>hnkh</td>
</tr>
<tr>
<td>magicians</td>
<td>hrtmm</td>
<td>htrmm</td>
</tr>
<tr>
<td>reeds</td>
<td>ahu</td>
<td>ahu</td>
</tr>
<tr>
<td>ark</td>
<td>tebah</td>
<td>tebah</td>
</tr>
</tbody>
</table>
This origin should therefore condition our understanding of “ym suf”. Because “suf” may be translated as reeds, many scholars understand it to have been a fresh water lake or swamp. This ignores the origin of the term “yam”. Sailing in a swamp, especially by these renowned sailors, is most unlikely. The same term “yam suf” is used later in the Bible for the Red Sea and the Gulf of Aqaba (an arm of the Red Sea) which contained enough sea-weed to feed large herds of dugong (sea cows) that were common in the area then and still exist there today.

Research the language in ancient Egypt. Use any resource (an encyclopedia, a nonfiction book or the Internet). We recommend the following:

Internet Sources

- **An Overview of Linguistic Features**
  This is a portion of the Ancient Egypt site. This section includes an introduction to the general characteristics of the language of the ancient Egyptians and the linguistic relationship with other languages.

- **The Story of the Rosetta Stone, “Finding a Lost Language”**
  The story of the Rosetta Stone is told here via a chapter from “Ancient Peoples: A Hypertext View.”

Step 3 Expand

**Activity 1: Expand Your Research**

In 1799 near the town of Rashid (Rosetta) in Lower Egypt, French troops found the Rosetta Stone. It is now in the British Museum, London. Investigate, in an encyclopedia or online, the story of the Rosetta Stone. We recommend the following:

Books

- **Kingfisher History Encyclopedia**
  Read: Look for “Rosetta Stone” in the index under “Egypt.”

- **The Usborne Book of the Ancient World**
  Read: Use the Egypt Contents to find “Writing,” or look in the index for “Rosetta Stone.”
Internet Sources

The Rosetta Stone Site
A site for children, led by tour guide Rosetta Stone. It includes a lot of activities to help them learn about ancient Egypt, including pages to color, quizzes to take, and the opportunity to make a cutout figure of a pharaoh. The coloring book and kid quiz are about the story of the Rosetta Stone.

The Rosetta Stone
The British Museum tells the story of the Rosetta Stone with illustrations.

Write a story about the finding of the Rosetta Stone (minimum two hundred words). Include names, dates, and the languages involved. What was this stone? Why was it an important discovery? Why is it on display at a museum?

Step 4 Excel

Share what you have learned in this lesson with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).

Add the Rosetta Stone Coloring Pages to your portfolio or Time Line Book.

Footnotes

Literature in Ancient Egypt

Step 1 Excite

Brainstorm and discuss where the fairy tales Cinderella and Little Red Riding Hood come from.

Step 2 Examine

Egyptians wrote, read, and possessed books. Their books were scientific, secular, and religious. The writings included moral and educational treatises; state-papers; works on geometry, medicine, astronomy, and magic; travels, tales, fables, heroic poems, love-songs, and essays in the form of letters; hymns, dirges, rituals; and that collection of prayers, invocations, and religious formula known as The Book of the Dead. Papyrus, (a reed like plant that grew in the marshes of the river Nile) was manufactured as paper about 3100 B.C. That biblical literature was originally written on papyrus (rather than on parchment).

Look in the library for examples of literature from ancient Egypt. Be aware that Egypt was a non-Christian culture, and its literature will reflect its enmity toward God. The safest place to look for inoffensive Egyptian literature is in the children’s section of a library. Read a folk tale and a poem. We recommend the following:

Books

- The Literature of Ancient Egypt by William Kelly Simpson
  Many narratives, stories, lamentations, and poems are included. Footnotes and commentaries attempt to explain the missing parts. Yale Univ Pr; ISBN: 0300017111.

- The Usborne Book of the Ancient World
  Read: “Myths and Legends” (92).

Internet Sources

- World Cultures: Ancient Egypt
  An online research textbook of world cultures and history, the home page (click on the “contents” option) allows you to research the history and culture of ancient Egypt, read the literature of the time, look up terms in the glos-
sary, look at maps, and find other Internet resources. In the ancient Egypt learn-
ing module, to which this link leads you (click on the “contents option”), you can
get a good overview of the history of ancient Egypt, learn about its culture, read
Egyptian literature, and more.

Ancient Egyptian Literature
Folk stories from ancient Egypt; some are religious in
nature.

Egyptian Stories
Classic fairy tales told in ancient Egypt including Croco ’nile
and Egyptian Cinderella.

Step 3 Expand

Activity 1: Write a Folk Tale
Refer to “Writing About an Event” in Writers INC. You may choose to imi-
tate the style of the ancient text, or use modern language. Younger students can
narrate (orally tell) or dictate a tale.

Activity 2: Contrast and Compare
Fill out a contrast and compare graphic (see page 26) comparing the
Mesopotamian’s cuneiform written on tablets of clay with the Egyptian’s hiero-
glyphics written on papyrus.

Activity 3: Illustrate a Story
Read a story from ancient Egyptian literature. Draw pictures to illustrate
the story.

Activity 4: Do Further Research
Do research to find out how papyrus was made. find out what else the
Ancient Egyptians made from the papyrus plant. Create a list and illustrate each
item. Add papyrus to your Time Line Book.

Step 4 Excel

Share your creative writing or illustrations with your family, as well as the ancient literature
that you discovered. Correct written work to demonstrate correct punctuation and spelling,
and effective use of grammar. Add corrected written work or illustrations to your portfolio.
Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Medicine in Ancient Egypt

Step 1 Excite

Can you guess some of the disorders that have been found in the remains of ancient Egyptians?

- Tuberculosis
- Parasites
- Polio
- Dwarfism

Can you guess some of the diseases that physicians were able to diagnose?

- Diseases of the stomach
- Intestinal parasites
- Skin diseases
- Hair disorders
- Burns
- Flesh wounds
- Diseases of extremities such as toes, fingers, and legs
- Diseases of the tongue
- Dental conditions
- Diseases of the ear, nose, and throat
- Gynecological conditions

Step 2 Examine

Ancient Egyptian physicians had a remarkable knowledge of physiology, surgery, the circulatory system, and antiseptics. They didn’t practice medicine by always praying to their gods for help; on the contrary, they had magical spells to keep supernatural forces from interfering with the diagnosis and treatment of their patients. Research medicine in ancient Egypt. Use any resource (an encyclopedia, a nonfiction book or the Internet). We recommend the following:

Books

Read: “Magic and Medicine” (26-27).
The Usborne Book of the Ancient World

Read: “Medicine” (41).

Ancient Egyptian Medicine by John F. Nunn

Retired anesthesiologist and member of the Egypt Exploration Society, Nunn translates and reviews original Egyptian medical papyri; integrates evidence from skeletons, mummies, statues, tomb paintings, and coffins; and evaluates the medical practice of ancient Egypt in terms of modern medical thought. He also explores the role of spells, incantations, and other aspects of magic and religion. An extensive compilation and interpretation of material. (Review. by Book News, Inc.).

Internet Sources

Medicine in Ancient Egypt

A good, comprehensive overview of medicine in ancient Egypt.

In Sickness and in Health

This site explores the practice of medicine, physicians and their tools, and medicines in ancient Egypt.

Medicine Through Time

This site, produced by the BBC for their education web, examines the practice of medicine from the ancient world to modern times. Five historical periods are each divided into five different topics: disease and its treatment, anatomy and surgery, hospitals and training, public health, and alternatives to medicine. Specific to the ancient world is information on: Egyptian, Greek, Indian and Chinese Medicine; the four humors; gods and spirits; Egyptian surgery and mummification; and more.

Ancient Egyptian Medicine

This site includes general information about Egyptian medicine, including some common plants used.

Egyptian Herbal Medicine

An article about herbs used in ancient Egypt, from PlanetHerbs Online.

The Egyptians

This article from Nexus focuses on the history of ophthalmologic surgery and medicine. Includes information about Egyptian medicine and physicians gained from carvings on stones or inscriptions on papyrus scrolls.
History of Ancient Egyptian Medicine

There are dozens of links about medicine in ancient Egypt on this page.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Write a Summary
Write a summary about medical practices in ancient Egypt. Younger students can narrate (orally tell) what they have learned.

Activity 2: Copy a Passage
Copy two or more paragraphs from your research explaining how the ancient Egyptians practiced medicine.

Activity 3: Expand Your Research
The oldest known physician is Imhotep. Do research to find out more about him. Write a summary showing which discoveries made in ancient Egypt affect medicine today.

Step 4 Excel

Share with a friend or family member what you have learned about how the ancient Egyptians practiced medicine. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Mummies in Ancient Egypt

Step 1 Excite

Ancient Egyptian funeral rituals and materials are the most elaborate the world has ever known. Brainstorm and discuss, then make a list of why the ancient Egyptians used such elaborate methods to preserve the dead.

Step 2 Examine

The ancient Egyptians believed that the life force was composed of several psychic parts, of which the most important was the “ka.” They believed that the ka, a copy of the body, accompanied the body throughout life and, after death, departed from the body to take its place in the kingdom of the dead. They believed the ka could not exist without the body; therefore, they tried to preserve the corpse. Bodies were embalmed and mummified according to a traditional method supposedly begun by Isis, who mummified her husband Osiris. Wood or stone replicas of the body were put into the tomb in the event that the mummy was destroyed. As a final protection, exceptionally elaborate tombs were erected to protect the corpse and its supplies.

The deceased was furnished with a copy of The Book of the Dead. Part of this book, a guide to the world of the dead, consists of charms designed to overcome the dangers that the deceased would face.

Underlined text refers to Internet link at http://Homeschool-Books.com
Research mummies. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- **Ancient Egypt (Eyewitness)**

- **The Usborne Book of the Ancient World**
  Read: Use the Egypt Contents to find “Mummies.”

- **Kingfisher History Encyclopedia**
  Read: Look for “Mummies” in the index under “Egypt.”

Internet Sources

- **Clickable Mummy**
  Click on different parts of the Mummy to view interesting facts and information about the mummification process.

- **Mummification**
  A short description of the process of mummification by the Carnegie Museum of Natural History.

- **The Virtual Mummy**
  Unwrap a mummy by a mouse click. Learn about mummification using Quicktime VR! From the Institute of Mathematics and Computer Science in Medicine (IMCM).

- **Make a Mummy**
  This site includes directions to make a miniature modern mummy.

- **How to Make A Mummy**
  *National Geographic* presents this feature on mummies. Click to follow this interesting photographic tour.

- **CyberMummy Project**
  Unlock the secrets of a mummy with the help of modern medical imagery, a supercomputer, and an archaeologist. Includes a QuickTime Mummy Movie.

- **Mummified - The Match Game**
  A Discovery Online feature story includes a mummy game.
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Answer Questions
Answer these questions from your research: What methods were used for embalming? Who was mummified? How many mummies do you think were made over the years? Why did the ancient Egyptians mummify animals? Make a list of the animals that have been found mummified.

Activity 2: Write a Summary
Read what the Bible says about our bodies: 2 Cor. 5:1; Job 4:19; 1 Cor. 3:16; 6:15; 19:1. Write a summary comparing and contrasting ancient Egyptian beliefs with what the Bible says about receiving eternal life. Cite scripture references. Younger students can narrate (orally tell) what they have learned.

Activity 3: Mummify Fruit
Mummify fruit by following the directions from Newton’s Apple. Click Mummies and look for the activity “Salt of the Earth.”

Activity 4: Create a Mummy
Make a miniature mummy with aluminum foil, gauze strips, masking tape, newspaper, scrap cardboard, and white glue. Refer to the Internet site Make a Mummy or Make Your Own Mummy.

Step 4 Excel

Teach a younger student about mummies. Use your research above or the book, Tut’s Mummy Lost — And Found by Judy Donnelly (May 1988) Random House (Merchandising); ISBN: 0394891899, to help you.

Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
The Nile River

Step 1 Excite

Use a map to examine the Nile River. Brainstorm and make a list of what the consequences would be if the Nile stopped flowing through Egypt. (Hints: food, drink, transportation, animals, clothing, electricity, etc.) Make a list of what the consequences would be if the Nile began to flow across the Sahara.

Read the following Scriptures about events that occurred on the Nile: Exodus 1:22; 2:3; 7:15,20; 8:3.

Step 2 Examine

The Nile River begins at Lake Victoria, on the border of the countries of Uganda and Tanzania. From there, the Nile goes north to the country of Egypt, where the Nile empties into the Mediterranean Sea.

The fertility of the land [Egypt] depends on the overflowing of the Nile, which commences to rise about the middle of June and reaches its greatest height about the end of September, when it again begins to decrease. As measured at Cairo, if the Nile does not rise twenty-four feet, the harvest will not be very good; anything under eighteen threatens famine. About the middle of August the red, turbid waters of the rising river are distributed by canals over the country and carry fruitfulness with them. On receding, the Nile leaves behind it a thick red soil, which its waters carried from Central Africa, and over this rich deposit the seed is sown. Rain there is nil, nor is there need for it. Besides soaking and fertilizing the land, the Nile also furnishes the most pleasant and even nourishing water for drinking. Some physicians have ascribed to it healing virtues. It is scarcely necessary to add that the river teems with fish. Luxuriously rich and green, amidst surrounding desolation, the banks of the Nile and of its numerous canals are like a well-watered garden under a tropical sky. Where climate and soil are the best conceivable, the fertility must be unparalleled. ¹
Ancient History: Adam to Messiah

Find pictures that depict the environment of the Nile Valley, including landforms, climate, flooding, and irrigation. Use the library or a search engine to find the information. We recommend the following resources:

Books

- **Ancient Egypt (Eyewitness)**

- **Kingfisher History Encyclopedia**
  Read: All references to the Nile that you find in the index.

- **Kingfisher Illustrated History of the World**
  Read: All references to the Nile that you find in the index.

- **The Usborne Book of the Ancient World**
  Read: All references to the Nile that you find in the index.

- **Usborne Book of Discovery: Inventors/Scientists/Explorers**

- **A Thousand Miles up the Nile**

Internet Sources

- **Mysteries of the Nile**
  Explore the pyramids, temples, and other monumental architecture of ancient Egypt through riveting 360° photos shot during this NOVA/PBS online adventure. With real-time dispatches and digital photos filmed from the Nile in March 1999, and from a quarry in Massachusetts in August and September 1999, the adventure chronicles both NOVA’s search for archaic clues to obelisk-raising and its attempt to erect one of these pillars of stone itself. Learn what happened, meet the team, and try to lever your own obelisk.

- **Nile River**
  This article is part of A-Z Geography from Discovery Channel School, and powered by World Book Online.
Unit 3: Ancient Egypt

The Nile River: Geography and Beyond
This track is created as a supplement to a sixth-grade study of ancient Egypt and the Nile River. The track deals with the geography of the river as well as other subjects associated with the river.

Nile Activity Sheet
This Acrobat (PDF) file includes activities related to the Nile at the six levels of Bloom's taxonomy.

Ancient Egypt - Introduction
Examine how the Nile River influenced ancient Egyptian life.

Mysteries of the Nile
This site provides support materials, maps, and lesson plans on the Nile River.

Wild Egypt; an Online Safari of the Nile River
Contains some useful pictures and a description of the Nile River.

Institute of Egyptian Art and Archeology
This site includes a colorful tour of monuments along the Nile River.

Geology and Geography of the Nile Basin
View a comprehensive collection of pictures of the Nile River.

Step 3 Expand
Choose and complete one of the following activities:

Activity 1: Make a Relief Map
Use maps and atlases to make a relief map of the Nile region.

Activity 2: Write a Report
Research and write a report about papyrus. This sturdy reed was a product of the banks of the River Nile. It was made into a material that could be easily written on.

Activity 3: Answer Questions

Resources recommended in several lessons, several units, other HOW Units. ➔ Key Resource (see beginning of unit or page 32).
1. How did the Nile River protect the people of Egypt from invaders?
2. What is the Nile called in the Bible? (Genesis 41:1; 3 Isaiah 11:15; 27:12; Joshua 13:3; Jeremiah 2:18.)
3. What kind of land surrounds the Nile River?
4. Why is Egypt called the “gift of the Nile”?
5. Where is the source of the Nile?
6. Why does it flood each year?
7. How does it deposit silt on the land?

Activity 4: Compare and Contrast
Make a compare-and-contrast graphic (see page 26) on the Nile River and the Mississippi River. Include the rivers’ uses, deltas, and flow, as well as the farming cultures and traditions that have developed along each river.

Step 4 Excel
Make an educational home video or a display using three poster boards or foam boards to explain the geography of the Nile, as well as its importance to the Egyptians. Find an opportunity to share your exhibit or video, along with the relief map you made, with other students.

Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio. Add new words you learned in this lesson into your Vocabulary Notebook (see page 22).
Men in Ancient Egypt

Step 1 Excite

Who are some Egyptian men mentioned in the Bible? Use a Bible concordance to make a list of what the Bible tells us about these men. What guesses can you make about their status, their occupations, and their lives? (Example: Potiphar, the Egyptian slave who helped David.)

Brainstorm and list at least twenty duties of men in ancient Egypt.

What do you know about Aaron, the brother of Moses? What major events in his life does the Bible report? Use a Bible concordance to make a list of what the Bible tells us about Aaron and Moses in Egypt. (Hints: consecrated as high priest, the death of his sons, complaining about Moses in Numbers 12:1.)

Step 2 Examine

Men in ancient Egypt worked on farms, in workshops, in army units, on ships, in temple offices or departments of state, etc. Women bore and raised children and were responsible for the familiar, domestic relationships, while men related to society at large.

The father headed the family in ancient Egypt. Upon his death, his oldest son became the head. But women, unlike most ancient civilizations, had almost as many rights as men. They could own and inherit property, buy and sell goods, and make a will. A wife could obtain a divorce. . . Kings commonly had several wives at the same time. In many cases, a kings' chief wife was a member of the royal family, such as his sister or half sister.

Research men's roles in ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

**Man and Wife in Ancient Egypt**
Here you’ll find statues of ancient Egyptian couples, love poems, and information about the status of the wife in ancient Egypt.

**Trades in Ancient Egypt**
This site describes craftsmen and skilled laborers in ancient Egypt.
Kinship & Marriage
Marriage and family ties among the common ancient Egyptians are described.

Step 3 Expand
Choose and complete one of the following activities:

Activity 1: Write a Summary
Write a summary of what you have learned about the lives of Egyptian men. Younger students can copy one or two sentences or narrate (tell back) what has been learned.

Activity 2: Copy a Passage
Copy (by hand or typing) two or more paragraphs from your research. Younger students can copy one or two sentences or narrate (tell back) what has been learned.

Activity 3: Write a Dialogue
The Bible gives us glimpses into the lives of enslaved Hebrew men. Look in a concordance for Amram. Reread the stories of Hebrew male infants (Exodus 1), the slave who was beaten (Ex. 2:11), the quarreling Hebrews (Ex. 2:13,14), the elders (Ex. 4:29-31), and the Israelite foremen (Ex. 5:14-21). Write a dialogue, either between one of these men and you or between two Hebrew foremen. Try to portray the personalities and strengths of these men. Refer to “Dialogs” in Writers INC. Younger students can act out a conversation orally.

Activity 4: Prepare an Interview
Arrange a list of interview questions (minimum ten) that you would ask 1) Farmer; 2) Builder; 3) Sailor, living in ancient Egypt.

Step 4 Excel
Share the Bible stories of Aaron with an older man whom you respect. What do these passages teach him? Ask him to tell you any insights he has into the lives of ancient Hebrew men. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.

Footnotes
Women in Ancient Egypt

Step 1 Excite

Some of the Egyptian women mentioned in the Bible are: Hagar, Potiphar's wife; Asenath, the daughter of Pharaoh who rescued Moses; the Egyptian women giving birth that the midwives refer to in Exodus 1; King Solomon's Egyptian wife. Use a Bible concordance to find what the Bible tells us about these women. What guesses can you make about their status, their occupations, and their lives? What do you know about Miriam, the sister of Moses? Read the following verses and make a list of everything these verses tell you about Miriam. Exodus 2:4-8; 15:20,21; Numbers 12:1-15; 20:1; 26:59; Micah 6:4; 1 Chronicles 6:3.

Famous Egyptian women include Cleopatra, Nefertiti, Hathor, and Hatshepsut.

Step 2 Examine

In The Status of Women in Ancient Egyptian Society, Peter Piccione, Professor of Comparative Ancient History, explains:

The position of women in Egyptian society was unique in the ancient world. The Egyptian female enjoyed many of the same legal and economic rights as the Egyptian male—within the same social class. However, how their legal freedoms related to their status as defined by custom and folk tradition is more difficult to ascertain. In general, social position in Egypt was based, not on gender, but on social rank. On the other hand, the ability to move through the social classes did exist for the Egyptians. Ideally, the same would have been true for women. However, one private letter of the New Kingdom from a husband to his wife shows us that while a man could take his wife with him as he moved up in rank, it would not have been unusual for such a man to divorce her and take a new wife more in keeping with his new and higher social status. Still, self-made women certainly did exist in Egypt, and there are cases of women growing rich on their own resources through land speculation and the like. ¹
Research women in ancient Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

**Book**

- **The Usborne Book of the Ancient World**
  Read: “Women and Family Life” (58).

**Internet Sources**

- **Marriage, Standing of Women**
  An account of the status of the wife in ancient Egypt.

- **Ancient Egyptian Hairstyles**
  This site explains that the ancient Egyptians' appearance indicated a person's status, role in society, or political significance.

- **Men and Wife in Ancient Egypt**
  Here you'll find statues of ancient Egyptian couples, love poems, and information about the status of the wife in ancient Egypt.

- **Women and Gender in Ancient Egypt**
  This online exhibition and essay explores the interface between archaeology and the interpretation of gender relations and roles from artifacts.

- **Educating Women of Antiquity**
  This essay focuses on the education of women of the middle and upper classes in ancient Greece, Egypt, and Italy.

- **Dress, Adornment, Body Care**
  Illustrations and descriptions of makeup and dress in ancient Egypt.

- **Women in Ancient Egypt**
  This article describes women's roles and rights in ancient Egypt.
Royal Women
This page includes a brief article about royal women in ancient Egypt, from the Canadian Museum of Civilization.

Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Add to Your Time Line Book
Add the women you studied in this lesson to your Time Line Book. You should include: Cleopatra, Nefertiti, Hathor, Hatshepsut; Hagar, Potiphar’s wife; Asenath; the daughter of Pharaoh who rescued Moses; the Egyptian women giving birth that the midwives refer to in Exodus 1; King Solomon’s Egyptian wife. Include summaries from the next activity in your Time Line Book.

Activity 2: Write a Summary
Write a summary of what you learned about each of the Egyptian or Hebrew women you have studied. Younger students can copy one or two sentences or narrate (tell back) what has been learned.

Activity 3: Write a Dialogue
The Bible gives us glimpses into the lives of enslaved Hebrew women. Reread the stories of the midwives (Exodus 1), Moses’ mother (Exodus 2), and Miriam (Exodus 2,15; Numbers 12). Write a dialogue, either between one of these women and you or between Miriam and her mother. Try to portray the personalities and strengths of these women. Refer to “Dialogues” in Writers INC. Younger children can act out such a conversation orally.

Activity 4: Write Diary Entries
Write diary entries of a woman or girl in ancient Egypt. Include the events of three days. Demonstrate what you have learned about daily activities such as chores, school, and meals. Younger children can explain orally.

Activity 5: Write an Autobiography
Write an autobiography as if you were a woman in ancient Egypt. Answer the questions below. Younger children can explain orally. Look up verses for help.

- What kind of clothes do you wear?
- What do you look like?
- What domestic duties do you perform?
- Describe your home.
- What holidays do you observe?
• What do you do for fun?
• What hardships do you face?
• Describe how world, national, or local events have affected you.
• What do you hope for?
• What or whom do you fear?
• Whom do you admire?
• What are your beliefs (religious, political, personal, etc.)?

**Step 4 Excel**

Share the Bible stories of Miriam with an older woman whom you respect. What do these passages teach her? Ask her to tell you any insights she has into the lives of ancient Hebrew women.

Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.
Religion in Ancient Egypt

Step 1 Excite

Brainstorm and make a list of questions you would like to have answered about religion in ancient Egypt. Think about the story of the Exodus. Why was Pharaoh so insistent to keep the Hebrew people in Egypt? Why didn’t Pharaoh believe in the Hebrew God Yahweh? How did the Egyptian belief about the ka differ from what the Bible teaches about the soul? How did the Egyptian belief about life after death differ from what the Bible teaches? How did the Egyptian belief about the means of going to heaven differ from the truth? Did Egyptians believe in sin? Did they believe in a Creator?

Think about the household shrines of Buddhist, Hindu, and Shinto worship. How are household icons of Catholicism and Eastern Orthodoxy different from these? What percentage of people alive today would you guess have a religious shrine in their home that they use for worship?

Religion deeply dominated all aspects of the Egyptian culture, in art, science, government, and law. The average Egyptian citizen did not have access to the temples’ shrines and gods. They could only approach the gods during the national festivals. But there were “household deities” that supposedly helped with everyday family life.

Are you surprised to learn that the Egyptians, who had so many expensive temples honoring the official gods, worshiped additional gods in family shrines in their homes? Why do you think that people throughout history have had household shrines?

Step 2 Examine

Why do you think that Rachel’s father had household idols, and why did she steal them? (Genesis 31:19) While working in Egyptian households, do you think the Israelite slaves became familiar with household shrines? How did the Commandment against making images for worship seem to them? (Exodus 20:4,5) Look up Bible verses that show the Israelites falling into idol worship: Psalm 78; Joshua 24:14; Judges 2:12; 1 Samuel 8:8; 1 Kings 9:9; 1 Kings 12:28; 2 Kings 17:7; 2 Kings 21:15; 2 Chron. 7:22; Neh. 9:18. Is there a modern temptation to worship idols? What form might a modern idol take?

The Book of the Dead is the name generally given to a large collection of funerary texts of various dates, containing magic formulas, hymns, and prayers believed by the ancient Egyptians to guide and protect the ka in its journey into the region of the dead (Amenti). Ancient Egyptians believed that the knowledge of these texts enabled the ka to ward off...
demons attempting to impede its progress, and to pass the tests set by the forty-two judges in the hall of Osiris, god of the underworld. These texts also indicated that happiness in the afterlife was dependent on the deceased having led a virtuous life on earth. See the lesson on Mummies for more.

Egyptian gods were depicted with human bodies and human or animal heads. Sometimes the animal or bird expressed the characteristics of the god. Ra, for example, had the head of a hawk.

Research the religion in Egypt. Use any resource (an encyclopedia, nonfiction book, historical novel, or the Internet). We recommend the following:

Books

- **Ancient Egypt (Eyewitness)**

- **The Usborne Book of the Ancient World**
  Read: “Egyptian Gods and Goddesses.”

- **Kingfisher History Encyclopedia**
  Read: Look for “Religion” in the index under “Egypt.”

Internet Sources

- **Egyptian Mythology**
  This page includes an overview of ancient Egyptian religion, with links to descriptions of several gods and several links to information for further research.

- **The Religion of Ancient Egypt**
  This exhibit contains information on the Divine Ennead, Memphite Theology, the Priest Caste, and Egyptian astrology, as well as a list of gods.

Step 3 Expand

Choose and complete one of the following activities:
Activity 1: Answer Questions

James B. Walker made this comment about idol worship:
“Man is a religious being, he will worship. . .Man by worshipping, becomes assimilated to the moral character of the object which he worships. . .Without an exception, the character of every nation and tribe of the human history has been formed and modified, in a great degree, by the character attributed to their gods.”

Use focused free writing to explore these questions: Were any of the Israelites idol worshippers? Read Exodus 32:1-6; 1 Corinthians 10:7; and 1 Kings 12:28. Write a personal summary of these passages. What can you learn by their example that will help you stay away from temptation? How can you avoid the temptation to behave as the world does and to worship things that worldly people worship?

Activity 2: Write an Essay

Write a traditional essay comparing the worship of ancient Egyptians to the worship of the true God in Old Testament times. Give examples of Egyptian practices, as well as examples from the Old Testament of the worship that God commanded. Conclude your essay by stating your opinion about why some Israelites, like Aaron, fell prey to the temptation of idol worship, and some, such as the Levites, did not (Exodus 32). Refer to “Essay of Comparison” in Writers Inc.

Activity 3: Write a Summary

Read and copy verses that discuss the consequences of idolatry in Ezekiel 29:12-15, 30:23 and 26, then write a summary. Younger students can narrate (orally tell) what they have learned.

Activity 4: Write a Summary

Remember the symbolism of the Exodus. Egypt is a picture of sin. The deliverance from Egypt is a picture of God’s deliverance of His people from their enslavement to sin. The passage through the Red Sea is compared to baptism in 1 Corinthians 10:2. Like the Israelites, we live amongst heathen people, though we are called to be separate and holy (1 Peter 2:9-12). The passage in 1 Corinthians 10:1-13 teaches us to see the experience of the Israelites as an example for us, to help us avoid temptation. Write a personal summary of Psalm 81. Younger students can narrate (orally tell) what Psalm 81 means.

Step 4 Excel

Share what you have learned about religion in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.

Footnotes

Resources recommended in ■ several lessons, ● several units, ◇ other HOW Units. ◇ Key Resource (see beginning of unit or page 32).
Science and Technology in Ancient Egypt

Step 1 Excite

One of the mysteries of Egyptian history is that the pyramids at Giza were built at the beginning of Egyptian civilization. No one knows how the sufficient technology and scientific knowledge was acquired at this early date in history. How do you think the ancient Egyptians learned the engineering necessary to construct the Great Pyramid?

Step 2 Examine

Research ancient Egypt’s science and inventions. Look up ancient Egyptian knowledge about the following: paper and book making, irrigation techniques, engineering, metallurgy, plumbing, astronomy, glass making, chemistry, and chariot making. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

- **Usborne Book of Discovery: Inventors/Scientists/Explorers**
  - Read: All references to Egypt.

- **The Greenleaf Guide to Ancient Egypt**
  - Read: All references to discoveries and inventions in Egypt.

- **Ancient Inventions**
  - Read: All references to Egypt.

- **Ancient Egyptian Materials and Industries** by A. Lucas, J. R. Harris
  - A detailed study of ancient Egyptian technology, documenting materials, and processes that were an integral part of ancient Egyptian daily life. Covers the use of animal products and building materials, manufacture of glass and fibers, use of metals and alloys, precious stones, distillation of alcoholic beverages, and the mummification process. Includes an appendix of chemical analysis. First published in 1926. (Book News, Inc., Portland, OR.)

Internet Sources

- **Ancient Egyptian Science**
  - Information on science, with a short section on technical arts related to alchemy.
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Write a Summary
Write a summary about ancient Egyptian technology and science. Write at least four paragraphs and add illustrations (sketches or printouts from Web sites including Web site credits). Younger students can narrate (orally tell) what they have learned.

Activity 2: Make a Chart
Make a chart of science and technology discoveries in ancient Egypt. List the discoveries in one column and the descriptions in another column. Include: paper and book making, irrigation techniques, engineering, metallurgy, plumbing, astronomy, glass making, chemistry, and chariot making.

Activity 3: Create a Model
Make a model of one ancient Egyptian technology in use. Examples: A book, an irrigation system, a plumbing fixture, a star map, or a chariot.
Activity 4: Add to Your Time Line Book
Add any science and technology discoveries in ancient Egypt to your Time Line Book.

Step 4 Excel

Share what you have learned about the science and technology in ancient Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.
Slavery in Ancient Egypt

Step 1 Excite


Step 2 Examine

Joseph was sold into slavery in Egypt by his brothers. The Hebrew children were in slavery in Egypt. The Pharaoh had purchased the Hebrews from the Egyptian people during a famine.

Research slavery in Egypt. Use any resource (an encyclopedia, a nonfiction book, or the Internet). We recommend the following:

Books

- Ancient Israel: Its Life and Institutions
  Read: “Slaves” (80-88). See description is from the Israel Unit.

- Ancient Israel: From Abraham to the Roman Destruction of the Temple
  Read: “Israel in Egypt.” See description is from the Israel Unit.

- The Bible Comes Alive: Volume One, Creation to Abraham
  Read: Section IV “Joseph in Egypt.”

- Escape from Egypt: A Novel by Sonia Levitin
  Sonia Levitin is a renowned author of young-adult stories who lives up to her reputation in this retelling of the story of the Exodus. Jesse, a Hebrew slave, is the main character, along with Jennat, a half-Egyptian, half-Syrian girl whom Jesse falls in love with. The story revolves around their adventures while leaving Egypt during the Ten Plagues. (March 1996) Puffin; ISBN: 0140375376. Reading level: Young adult. (This book includes a romance theme but is good background for this time period.)

Internet Source

Resources recommended in several lessons, several units, other HOW Units. — Key Resource (see beginning of unit or page 32).
Step 3 Expand

Choose and complete one of the following activities:

Activity 1: Paraphrase a Bible Passage
Read Genesis 15:12-16. Paraphrase the prophecy in these verses.

Activity 2: Make a Mind Map
Make a mind map about the enslavement of the Hebrews. Use sheets of unlined paper and colored markers or pencils. Put a circle in the center and write in “Slavery in Egypt.” As you reflect on what you have learned, draw lines out from the center for each main fact you have learned about what the Bible says about the Hebrew slaves. Branch lines from these will hold key subtopics. Continue branching until you are out of ideas. Use different colors for each cluster of information. Ask yourself, “Who?” “What?” “Where?” “When?” “Why?” and “How?” Use color and patterns; symbols, numbers, and arrows; and other doodles such as a drawing bricks. Add Bible verses and references.

Activity 3: Create an Art Project
Create an artistic project which expresses the emotions of enslavement. Remember, enslavement can be spiritual as well as physical. Your art can take the form of a song, a painting, a sculpture, or textile art. Next, create an artistic project expressing the emotions of freedom. Try to make this project in the same genre as the first, although if you feel strongly that you need to express freedom in another art medium, you should do so. Title your two pieces of artwork, and display them together.

Step 4 Excel

Celebrate the freedom we have in Christ. Prepare decorations and special food ahead of time. Then join with your family and friends in songs, prayers, and family games. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.
BonuLesson: Egypt Today

Step 1 Excite

What do you know about modern-day Egypt? Where is this country located? What are the largest cities in this country? What are the major ethnic, religious, and linguistic groups in this country? When did this country gain independence? What type of government is in place? Who is the leader of this country? What is the state of the economy? What is the country’s key industry? What environmental issues does the country face today? What are some of the current events in this country?

If you were to visit Egypt, what languages would you expect to hear, and what types of religious services would you expect the Egyptians to have? Would you expect to see much racial and ethnic diversity?

Step 2 Examine

Contrast and compare Egypt today with ancient Egypt. The information below summarizes a wealth of information from Countrywatch.com. Learn much more by visiting Countrywatch.com’s section on Egypt.

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
<th>Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairo</td>
<td>6,452,000</td>
<td>1990</td>
</tr>
<tr>
<td>Alexandria</td>
<td>3,170,000</td>
<td>1990</td>
</tr>
<tr>
<td>Giza (Al-Jizah)</td>
<td>2,156,000</td>
<td>1990</td>
</tr>
</tbody>
</table>

People

Egypt is the most populous country in the Arab world.

History

Archaeological findings show that primitive tribes lived along the Nile long before the dynastic history of the pharaohs began.

Economy

At the beginning of the 1990s, Egypt was plagued by continuing softness in world oil markets, and was struggling to serve a foreign debt totaling about $50 billion.

Agriculture

Resources recommended in ◆ several lessons, ◆ several units, ◆ other HOW Units. ◆◆ Key Resource (see beginning of unit or page 32).
The agriculture sector in Egypt contributes 17.7% of the GDP and employs an estimated 35.0% of the labor force.

**Energy**

Egypt produced an average 866,000 barrels per day (bbl/d) of crude oil during 1998.

**Metals**

In addition to hydrocarbons, Egypt produces a wide variety of metals and industrial minerals.

**Environment**

With the exception of its northern and eastern coastlines, as well as the Nile Valley, Egypt is predominantly desert.

**Key Data**

<table>
<thead>
<tr>
<th>Region</th>
<th>Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>67,273,906 (July 1999 Estimate)</td>
</tr>
<tr>
<td>Area Total</td>
<td>1,001,450 km²</td>
</tr>
<tr>
<td>Area Land</td>
<td>995,450 km²</td>
</tr>
<tr>
<td>Coastsline</td>
<td>2,450 km</td>
</tr>
<tr>
<td>Climate</td>
<td>Desert; hot, dry summers with moderate winters.</td>
</tr>
<tr>
<td>Languages</td>
<td>Arabic (official), English and French widely understood by educated classes.</td>
</tr>
<tr>
<td>Currency</td>
<td>1 Egyptian pound = 100 piasters</td>
</tr>
<tr>
<td>Holiday</td>
<td>Anniversary of the Revolution, 23 July (1952)</td>
</tr>
</tbody>
</table>

**Boundaries**

<table>
<thead>
<tr>
<th>Country</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudan</td>
<td>1,273 km</td>
</tr>
<tr>
<td>Libya</td>
<td>1,150 km</td>
</tr>
<tr>
<td>Israel</td>
<td>255 km</td>
</tr>
</tbody>
</table>

**Ethnic Divisions**

Eastern Hemitic stock 99%

Greek, Nubian, Armenian, and other Europeans 1%

**Religions**

<table>
<thead>
<tr>
<th>Religion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muslim</td>
<td>90%</td>
</tr>
<tr>
<td>Coptic Christian and other</td>
<td>10%</td>
</tr>
</tbody>
</table>
Step 3 Expand

Activity 1: Contrast and Compare
Make a contrast-and-compare graphic (see page 26). Choose one of the topics above. Contrast and compare ancient Egypt and modern Egypt.

Activity 2: Make a Travel Brochure
Make a travel brochure for Egypt. Use search engines (using keywords “Egypt” and “travel agencies”) to gather information from travel agencies. Print out color pictures from the Internet, then cut and paste information into your brochure. List the country, its capital, and facts about its people. Write something about the country’s geography and climate. Include the places or topics which interest you most, and why.

Step 4 Excel
Share what you have learned about modern-day Egypt with a friend or family member. Correct written work to demonstrate correct punctuation and spelling, and effective use of grammar. Add corrected written work or illustrations to your portfolio.