

Old Testament & Ancient Egypt

Scripted Lesson Plans



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INTRODUCTION

The Veritas Press Bible Curriculum and History Curriculum were each written to stand alone and, at the same time, demonstrate an integrated understanding of both the Bible and history. Many times children think that things noted in the Bible are older than things not mentioned (or at least not emphasized) in Scripture. For example, children are prone to think that Jesus must have lived before the pyramids were built *because* we learn of Him from the Bible. Using this Bible and History curriculum will help eliminate such errors.

The history curriculum is specifically geared to having the children master a timeline in history, while learning many important facts along the way. Learning *who, what, where* and *when* is emphasized. *How* and *why* are not. That will come with older, more dialectally inclined students. While it may sound a bit odd to say this at first, it is not the purpose of the history curriculum to spend a great deal of time reading the Scriptures. That will be done extensively in the Bible curriculum. However, when studying an event that is also a biblically recorded event, it is important to note that it is found in the Bible and its biblical reference.

The Bible curriculum is specifically geared to having the children master the *who, what, where* and *when* of Scripture. It should cause the children to become intimately familiar with their Bible. It should *always* be the case that they read the biblical passages cited on the cards. The mastery of Scripture that is intended by this curriculum will provide them great benefit when they are older and more dialectically inclined. That will be the time to develop their theological understanding. For now we want to help you help them learn what's in the Bible and where.

Of course, this approach to history and Bible of getting the basics down first is exactly what classical Christian educators seek to do. Getting the *grammar* of Bible and *grammar* of history comes first, then we learn how events and circumstances are connected and, finally, we learn to articulate a position of what we believe and why. But first we must start with the basics—and that is what you will be doing.

GRADE BY GRADE

Below is the grade level recommendation for the Veritas Press Bible and History curriculum. Since this is content-related, it matters little what level is done at a given grade—the content can be learned at any level (after the student has the ability to read and write adequately). Ordinarily, one would do them at the grade level indicated below. This would be in chronological order for history and beginning to end (mostly) for the Bible, which also ends up substantially in chronological order.

However, we recognize the constraints in many homeschool situations due to having multiple children. Many times teaching the content-oriented disciplines like history and Bible with all the children together provides an important timesaving, if not necessary, efficiency. Each homeschool situation will have to plan out what to do when in order to have all children cover all the material.

You may have learned already that if you selected a certain history that you were forced to use the same “grade level” Bible or vice versa. This is necessary for several reasons. Most notably, it allowed for maximum integration of the material in the production of the lesson plans and that was deemed of great importance.

<u>Grade</u>	<u>Bible</u>	<u>History</u>
2 nd	Genesis through Joshua	Old Testament and Ancient Egypt
3 rd	Judges through Kings	New Testament, Greece and Rome
4 th	Chronicles through Malachi and Job	Middle Ages, Renaissance and Reformation
5 th	The Gospels	Explorers to 1815
6 th	Acts through Revelation	1815 to the Present

BEFORE YOU BEGIN

1. Watch the 16-minute video on the Veritas Press History and Bible Curriculum found on your Enhanced CD or at www.veritaspress.com.
2. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
3. You are ready to begin.

ADDITIONAL THOUGHTS

Bible and History Overlap

It will quickly become obvious that the biblically recorded events of the Old Testament and Ancient Egypt and New Testament, Greece and Rome history series overlap with the five Bible series. Remember what we said above in the Introduction. The primary purposes of each curriculum are different.

However, when you come to an event in history that was previously studied in Bible, you might approach the topic and the children a bit differently. Encourage them to *remember* rather than *learn*. Consider adding some fun projects or even give them a bit of a break.

Testing

Tests are provided on the history and Bible enhanced CDs. They generally include writing out the chronology of events studied to date. There are 32 Bible events and 32 history events for the year. By the middle of the year testing on both Bible and history chronologies every week can get very time consuming. As the length builds you should consider having the child do the chronology portion of the test in a separate sitting. We strongly recommend testing both history and Bible chronologies every week.

Older/Younger

In the Bible and history lesson plans you will see the phrases *For younger children* and *For older children*. When you see this, it is to alert you to the fact that this portion of the lesson is specifically written for younger children (second and third grades) or for older children (fourth through sixth grades). Choose whichever one is appropriate for your child to do. Unless otherwise stated the file is for all children, second through sixth grades. As you may recall, the resources varied depending on whether you were using the curriculum for older children, younger children or both. This was done to help match the level of the material with the advancing age (and abilities) of the children.

Using the Projects

We all know that occasionally we have weeks where everything seems to go wrong. The baby is sick, your husband had to go away on a business trip, and the washer broke, all in one week. When this happens, feel free to delete the projects for the lesson and just drill the cards, complete the worksheet and take the test. An occasional such occurrence will make little difference in the grand scheme of things.

There will be times when you want or need more. Become familiar with the additional projects in the Appendixes of the Teacher's Manuals. There are some wonderful games, activities, etc. that you may not want to miss.

Supplemental Writing Projects

There are occasional writing exercises, generally under the heading of Supplemental Writing Project. These are additional writing exercises you may wish to incorporate related to the history and Bible material. The teaching portion for the Institute for Excellence in Writing (IEW) is in the Grammar Lesson Plans file, and you may want to apply what you have learned from IEW to these lessons.

Not Before Second Grade

We do not recommend using this history or Bible curriculum before second grade, as the children are not yet ready to learn the material. It is pretty hard for a five- or six-year-old to understand the Unification of Upper and Lower

Egypt by Pharaoh Menes. Furthermore, much of the learning requires reading and writing abilities that are generally beyond their years. If you have younger children, let them color from a coloring book. There are many in the Veritas Press catalog that will allow these young ones to follow along. However, their participation in singing the timeline songs will prove very beneficial to them later.

Historical Literature

Within the lesson plans you will find the inclusion of a category called Historical Literature. The purpose for using this literature is to bring the time periods alive to your children. It has been separated into older and younger (as explained above), and you choose which is appropriate for your children.

Creation

BOOKS

Old Testament and Ancient Egypt (OTAE) Card
#1, "Creation"
OTAE Teacher's Manual
Journey Through the Bible

MATERIALS

Copy of worksheet, pg. 10 on the OTAE Teacher's
Manual

OBJECTIVE

Children will be introduced to "Creation."

TEACHING

HOOK: Say to the children: "This is going to be an exciting year! We are about to embark on an adventure that will take us to the land of the pyramids. Have you ever heard of King Tut, the boy king who ruled Egypt a long time ago? If you have ever been to a museum exhibit of ancient Egyptian artifacts, you know they made beautiful and amazing things. Have you ever wondered how they made those gigantic pyramids so long ago? We are going to learn about the Egypt of long ago, the place where Tut lived, the place of the pyramids. One of the most exciting things we will learn is how the things that happened in Egypt relate to the Bible. When we walk outside in the United States, we know that we are not walking where biblical characters walked. Imagine, however, if you lived in Egypt. You could walk outside your house and know that Abraham and Joseph from Genesis walked right there. How exciting! Get ready because you are going to learn about things that you never before expected."

1. Introduce the children to the Old Testament and Ancient Egypt Song Lyrics. Explain that the reason for learning this song is to help them memorize the events in history that they will be studying this year. Tell them that in a couple of weeks they will have weekly chronology tests where they will write all the titles from their history cards in order. Ask if they know what the term *chronology* means.
the ordering of things according to time
Tell them that their lives have a chronology. This chronology contains events like when they were born, when they had their first birthday, when they started schooling, etc. Explain that after they have learned the song, the chronology will be much easier. They'll simply be able to sing through the song in their head to remember an event and write it down.
2. Instruct the children to listen to the song the whole way through, but explain that you will only be singing the first 16 events today. After listening, sing the song through event 16, following along with the lyrics.
3. Instruct the children to take out their history cards. Turn to Card #1. Look at the card, explaining how the cards work. Instruct the children to point to the number 1 in the upper right hand corner of the card. Explain that this is the number you will be using when referring to card numbers.
4. Have them point to the number 1 in the lower right hand corner. Explain that there are five history card sets and five Bible card sets. This number is the number where this card fits when placed among all the Bible and History cards that are laid out in chronological order.

5. Have them point to the title “CREATION” on the card. Explain that this is where they will find the title on every card. If they move their finger down just a bit, they will find a Scripture verse, if the event can be found in the Bible, and a date (in this case the words “the beginning”).
6. They should put their index finger on the big yellow box. Explain that this box holds all the information they need to learn about the event they are studying. Each week when they answer their worksheet questions and take their test, all of the information will come from this space.
7. Have them point to the box that says *Resources*. Explain that these are books that they can read to find out more information on the event. Hold up the *Journey Through the Bible*, and open it to pgs. 10 and 11. Show the children how you found the page numbers next to where it says *Journey Through the Bible* in the Resources box.
8. Instruct the children to take turns reading the information on the back of Card #1 out loud to you. When they have finished, ask the children if they know what it means that God has always existed? Explain that this means He has always been around. Finally ask them if they know what it means that God created the world? Explain that it means that He made the world.
9. Instruct the children to complete the worksheet.

ALERT: Instruct the children to answer each question in complete sentences, with capital letters where appropriate and ending with the correct punctuation. Help the children understand that the reason for doing this is to help them become better writers. Explain to them that they will be receiving three grades on each paper, a comprehension grade (define comprehension: to make sure they understand what they’re learning), linguistics grade (spelling), and grammar grade (their correct use of words and punctuation). Look at the “Before You Begin” instructions for an explanation of how to grade. Use the example below to help the children understand how to answer each question in complete sentences. If the children are not familiar with this type of questioning, take a weaning approach. On the first worksheet, instruct the children to answer the questions out loud while you write the answers down on another sheet of paper. Then instruct the children to copy the answers onto the worksheet. The following week give them the questions and the beginning of the answers, then let them finish the answers. For example, you would say, ‘Which book and chapters of the Bible cover the creation of the world? You would write down, “Genesis 1–2 are the book and chapters of the Bible that cover the ...” and then let them finish the rest (creation of the world). Continue in this manner until they can do it on their own. It usually takes three to four weeks for second graders or children who have not worked through this system before to master this technique. The more they practice this, the more proficient they will become.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete the “Creation” worksheet.

Creation

BOOKS

OTAE Card #1, “Creation”
OTAE Teacher’s Manual
Adam and His Kin (older)

MATERIALS

Copy of graded worksheet, pg. 10 in the OTAE Teacher’s Manual
Copy of instructions, pg. 9 in the OTAE Teacher’s Manual
Copy of map, pgs. 376–391 in the OTAE Teacher’s Manual
Colored pencils

OBJECTIVE

Children will continue learning about “Creation.”

TEACHING

REVIEW

Instruct the children to take out their copy of the OTAE Song Lyrics. Sing through the first sixteen events.

INSTRUCTION

1. Hand out the copy of the OTAE map to the children.
2. Follow the instructions (pg. 9) for assembling the map pages. Once assembled, instruct the children to color the map before laminating. (If you do not finish coloring the map in one class period, don’t worry as you will have time during Bible today.) As you are assembling the map, tell the children that this is going to be exciting as they are going to be able to see on the map where all the events they are studying took place.
3. Go over the seven days of creation with the children. Instruct the children to repeat after you:
Teacher: Day 1: Day and night
Children: Day 1: Day and night
Teacher: Day 2: Heaven and earth
Children: Day 2: Heaven and earth
Teacher: Day 3: Seas and land
Children: Day 3: Seas and land
Teacher: Day 4: Sun, moon and stars
Children: Day 4: Sun, moon and stars
Teacher: Day 5: Creatures of the sky and sea
Children: Day 5: Creatures of the sky and sea
Teacher: Day 6: Creatures of the dry land and man
Children: Creatures of the dry land and man
Teacher: God rested
Children: God rested

4. Look over the graded worksheet, and go over anything the children missed.

HISTORICAL LITERATURE

For older children:

1. Give the children *Adam and His Kin*, and read the preface of the book with the children. It is important to read this together to help the children understand that the author has “added a little imagination” when describing what a person might have said or done. She has also used other historical references for information.

2. Instruct the children to read Chapters 1–2 of *Adam and His Kin*.

3. Discuss the following questions with the children.

From what did God create the world?

He created it out of nothing.

Where can you find the story of Creation in the Bible?

Genesis 1

How did the author refer to the Bible?

She called it the history book of the earth (pg. 15).

On page 17, the author refers to God as the three-in-one. What did she mean by that?

She is referring to the Trinity: the Father, the Son and the Holy Spirit.

How was man different from the animals?

He had a living soul. He could understand what God said (pg. 17).

Which angel did God banish from heaven and why?

The most powerful angel in heaven was Lucifer. He was so beautiful that he became prideful and decided to become the highest power. He talked to other angels about this and some rebelled. War broke out and God's faithful angels fought the rebels, and defeated them. Lucifer was banished from heaven.

When the rebellious angel was banished, what was his next move?

He decided to plot his war on earth and deceived Eve and convinced her to eat of the Tree of Knowing Good and Evil.

ALERT: Look ahead to the materials list in Lesson 7 to see what you will need for the younger children.

ASSIGNMENT

None

Creation

BOOKS

OTAE Card #1, “Creation”
OTAE Teacher’s Manual
History Through the Ages Suggested Placement Guide
and Notebook
History Through the Ages Timeline Figure CD
Adam and His Kin (older)

MATERIALS

Copy of graded worksheet, pg. 10 in the OTAE
Teacher’s Manual
History Through the Ages Creation figure, on Timeline
Figure CD, pg. 1
Colored pencils
Scissors
Glue

OBJECTIVE

Children will continue learning about “Creation.”

TEACHING

REVIEW

1. Instruct the children to take out their copy of the OTAE Song Lyrics. Sing through the first sixteen events.
2. Drill the worksheet questions with the children. Ask the questions and allow them to answer orally.

What book and chapters in the Bible cover the creation of the world?
Genesis 1 – 2

How long has God existed?
Always

What did God create on the first day of creation?
Day and night

What did God create on the second day of creation?
Heavens and earth

What did God create on the third day of creation?
Seas and land

What did God create on the fourth day of creation?
Sun, moon and stars

What did God create on the fifth day of creation?
Creatures of the sky and sea

What did God create on the sixth day of creation?
Creatures of the dry land and man

What did God create on the seventh day of creation?

God rested.

INSTRUCTION

ALERT: Throughout the year you will be using the figures from pages 1–6, 8, 19, 22 and 23 on the History through the Ages CD. To make your preparation easier, print these pages out now (one set for each child/notebook) and store them in a folder for easy access in future lessons. To print the correct size, when browsing the CD, choose the “Creation to Christ” collection, Notebook-Sized Figures, with Text. The lessons that follow will assume you have printed these pages and will not mention the CD again. You may feel free to use some of the surrounding events as well if you desire, but realize that some of them may be used when studying future flashcards in history or Bible.

1. Instruct the children to open their *History Through the Ages Record of Time* notebook to the first page, “5000 B.C.” Give the children the timeline figure printout and allow them to color the figure. Cut out the figure and text and look in the Suggested Placement Guide on pg.6 to see where to glue the figure in the notebook.

2. As the children are working on assembling the timeline, talk to the children about the fact that timelines are a visual aid to help us understand the concept of time. It paints a visual picture of our past. God has always existed, but even though we don’t have an exact date for creation – we know that it was the beginning of our world as we know it.

HISTORICAL LITERATURE

For older children:

1. Instruct the children to read chapters 3–4 of *Adam and His Kin*.

2. Discuss the following questions with the children.

Why did God tell the serpent he would be the most cursed of all the animals?

The serpent deceived and tempted Eve, so God cursed him over all other animals (pg. 27).

What gave Adam hope after his sorrow?

His wife would bear children and through her the promised seed would come (pgs. 28–29).

How did God show mercy to Adam?

He provided a blood sacrifice of two male sheep (pg. 29).

What did Adam and Eve name their firstborn and why?

They named him Cain because Eve said, “I have gotten a manchild from the Lord,” and the word gotten in their language sounded like Cain (pg. 32).

Why did they name their next son Abel?

It stood for vapor or vanity, and this represented the world and its curse (pgs. 32–33).

3. Discuss with the children the grief that Adam and Eve sensed over Cain’s killing of Abel (pg. 38). Tell them they will be studying this event in detail later, but talk about Adam and Eve’s sense of guilt because they felt responsible for starting sin in the world. Then discuss with the children the cross and how Christ’s death on the cross took away sin for those who believe.

ASSIGNMENT

None

Creation

BOOKS

OTAE Card #1, “Creation”
OTAE Teacher’s Manual
Adam and His Kin (older)

MATERIALS

Copy of graded worksheet, pg. 10 in the OTAE
Teacher’s Manual

OBJECTIVE

Children will continue learning about “Creation.”

TEACHING

REVIEW

Instruct the children to take out their copy of the OTAE Song Lyrics. Sing through the first sixteen events with them.

INSTRUCTION

In your next lesson, the children will be taking their test on “Creation”. Make sure that they know the scripture reference, the date, and can list the seven days of creation. If they cannot recite those facts from memory, keep drilling them with the worksheet questions until they can.

HISTORICAL LITERATURE

For older children:

1. Read chapters 5–6 of *Adam and His Kin*.
2. Discuss the following questions with the children.

What did God tell Cain that he decided to defy?

The ground would not produce for him and he would be a wanderer in the earth. He decided that he would settle down. He was a good farmer and he thought he would be able to make the land produce crops (pg. 39).

Did Cain’s efforts work?

No; he wandered all his life.

What did Cain decide to do to show people that he was not a wanderer?

He decided to be a powerful patriarch. He would rule from the biggest city they had ever seen (pg. 41).

Did this last?

No; trouble always seemed to surround him and he left his son Enoch in charge to finish building the city (pg. 41).

Who was Seth, and how would you describe him?

Seth was Adam and Eve's son. Adam taught him all about God and the world in which they lived. He grew up and had a family. They lived near Adam and Eve and near the cherubim meeting place of God. When he was about 105 years old, God removed the flaming bolts of lightning, the cherubim. The Tree of Life and the Tree of Knowing Good and Evil were removed as well (pgs. 47–48).

Who was Enos?

Enos was Seth's son (pg. 48).

What did Adam teach people about worship?

He taught that they should gather each Sabbath and praise the Lord God together. They should read the words that God gave in the creation story and in the prophecies. They should observe an annual festival celebrating the week of creation. They should offer certain sacrifices and remember the coming Redeemer. They should pray and call upon the name of the Lord (pg. 48)

How did Adam and Seth lay the groundwork for Enoch?

They brought him up to serve God and taught him to be in tune with God. They also helped him study astronomy (pg. 51).

ASSIGNMENT

None

Creation

BOOKS

OTAE Teacher's Manual
Pages of History vol. 1
Adam and His Kin (older)

MATERIALS

Copy of test, pg. 14 in the OTAE Teacher's Manual

OBJECTIVE

Children will demonstrate their mastery of essential facts about "Creation."

TEACHING

1. Instruct the children to take the test on "Creation."
2. You should grade the test and go over it with the children immediately or during your next class period.
3. Instruct the children to read chapters 1–2 of *Pages of History vol. 1*.

ALERT: If a child has interest in reading Pages of History all the way through rather than waiting for the next assigned reading, it is perfectly acceptable. The child can review or reread the assigned chapter in future lessons if necessary to review what happened at that point in the story.

HISTORICAL LITERATURE

For older children:

1. Instruct the children to read chapter 7 of *Adam and His Kin*.
2. Discuss the following questions with the children.

What special thing happened to Enoch?

The Lord took him to heaven as he was walking down the road with some men (pg. 59).

Why were Lamech and Methuselah concerned for the human race?

It seemed that people now understood less than the patriarchs about God. They were concerned for their destiny.

ASSIGNMENT

Test

COMPLETED GRADED

Complete the test on "Creation."

The Fall in the Garden

BOOKS

OTAE Card #2, “The Fall in the Garden”
OTAE Teacher’s Manual
Adam and His Kin (older)

MATERIALS

Copy of worksheet, pg. 15 in the OTAE Teacher’s Manual

OBJECTIVE

Children will be introduced to “The Fall in the Garden.”

TEACHING

REVIEW

Instruct the children to take out their copy of the OTAE Song Lyrics. Sing through the first sixteen events.

INSTRUCTION

1. Instruct the children to take out their history cards and turn to card #2.
2. Instruct the children to take turns reading the information on the back of card #2 out loud to you.
3. Read over “The Fall in the Garden” worksheet with the children. If you believe they need help answering the questions, follow the example from week 1 and help them with the questions.

HISTORICAL LITERATURE

For older children:

1. Read chapters 8–9 in *Adam and His Kin*.
2. Discuss the following questions with the children.

How would you describe the world in which Noah lived?

It was very sinful: the people worshipped evil gods, murdered, and had a total disregard for God (pgs. 64–66).

What did God tell Noah and why?

He told him to build an ark because he was going to send a flood to judge the world (pg. 66).

How did the world respond to Noah when he told them about the impending flood?

They did not listen to him.

ASSIGNMENT

Worksheet

COMPLETED GRADED

Complete “The Fall in the Garden” worksheet