



OLD TESTAMENT & ANCIENT EGYPT





Old Testament and Ancient Egypt

PROJECTS

Laurie Detweiler



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Old Testament and Ancient Egypt Projects

HOW TO USE THESE PROJECTS

We hope these projects will be helpful as your child progresses through the Old Testament and Ancient Egypt Self-Paced course this year. Through the course, students take a journey where they see God's providence every day. Imagine being Noah as he labored over his ark for years, or Moses as he led God's people out of bondage. God was faithful to His people through the years, just as He is today. What a joy for young children to come to realize God's faithfulness as they learn from the past. You will be amazed what your student will learn from this self-paced course. There really is nothing like it for a child to understand and learn the material. The projects in the manual will further reinforce their learning.

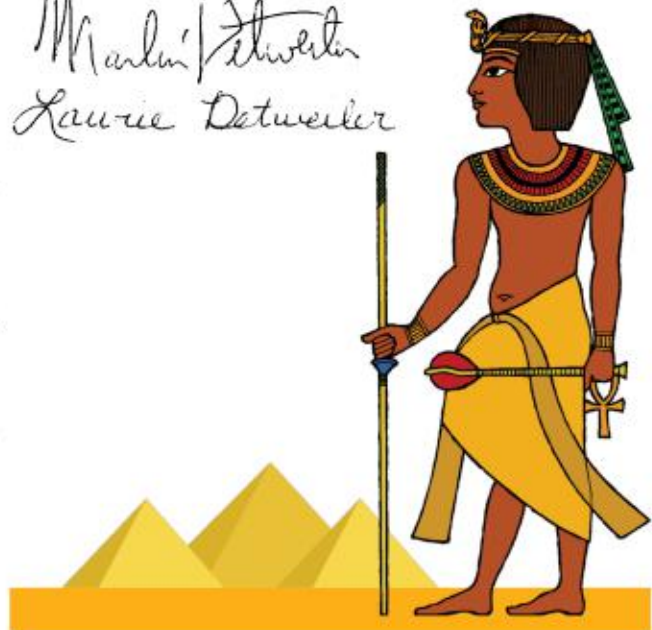
The self-paced course covers the 32 cards, including all worksheets and tests, on a weekly basis. Your children will not even realize that they are reviewing the material over and over as they play fun games. This manual provides fun, hands-on projects that are an effective way to bring students' learning alive. This collection of projects, drawing from our teacher's manual as well as developing new ones, provides fun and reinforcement. Do as few or as many as you want. Ideally, they should be done after the first lesson of an event and before moving on to the next event.

The self-paced course is used in many ways, so the same can be said of these projects. If you are a homeschooler with a child doing the course, we suggest looking through the book and deciding ahead of time which of the projects you would like your child to tackle. We have included projects for all ages, and most are easy to do—with very little prep. Many can be done in one sitting, but others will take a couple days.

If you are in a university model school or co-op, we suggest having the children do the self-paced lessons at home. Then, use your meeting times to work together on projects and discuss the historical fiction the children have been reading. (Access the Reading Schedules at this link: https://vpress.us/OTAE_Lit). Your meeting time is also a great opportunity to sing the timeline song and play some of the memory games included in the back of this project manual.

Be sure to assemble the oversized map in the back of the book before beginning the course, so your student can use the medallions to mark each event. Other resources included in the back are timeline pages, a chronology review and answer key, fun memory tools, and many templates for projects that can be used over and over again. This project book is an enhancement for your self-paced course. We hope that it will bring history alive for your students as they explore the worlds of ancient Egypt and the Old Testament.

Marlin Betworth
Kaurie Detweiler



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Creation

PROJECT—CREATION MOBILE

SUPPLIES

brass fasteners
string
scissors
tape



DIRECTIONS

Cut out the voice bubble halves below, leaving them slightly attached in the middle. Cut a 7" piece of string and tape it to the back side of one of the bubble halves, then fold and tape the halves together so they sandwich the string. Cut out the seven panels on the following pages. Fasten the panels together using the brass fasteners as shown above. Tie one end of the string to the inside top fastener, so the bubble hangs within the globe. Tie another length of string to the top of the top fastener to complete the mobile.







Creation

PROJECT—RAIN CLOUDS

SUPPLIES

jar
water
blue food coloring
shaving cream
(pipette)

DIRECTIONS

Pour one cup of water into a jar. Fill the rest of the jar with shaving cream to create the “clouds” in the atmosphere. To make the clouds “rain,” squeeze 8–10 drops of food coloring into the shaving cream (from the bottle or by using a pipette).



Creation

PROJECT—CREATION MYTHS

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

The first verse of the Bible says, “In the beginning God created the heavens and the earth.” Yet not everyone in the world believes the Bible. Some believe that the description of how everything was made that is found in the Bible is a myth. A myth is a made-up story that explains a belief or natural phenomenon. There are myths all over the world, and though they aren’t true like the Bible is, sometimes they have at their root a true idea.

It is common to hear from missionaries around the world that isolated tribes often have myths which are similar to the biblical account of Creation. We should not be surprised to hear this, since the Bible says only Noah and his family lived through the Flood—so all their children are the people who have filled the earth. They all tell the same “family history,” even if it gets a bit muddled, like it does when you play the game “whisper down the lane.”

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

In Egypt several versions of a creation myth emerged out of their long history. One says

that there was a time when nothing had existed, when “the

sky had not yet come into being, the earth had not yet come into being, the gods had not yet been born, and death had not yet come into being.” Yet, there was the swirling watery chaos from which arose the god Atum, and he created the gods Shu and Tefnut who then gave birth to Geb (earth) and Nut (heaven), who gave birth to Osiris, Isis, Set and Nephthys. People were created from Atum’s tears.



A painted limestone fragment depicting the god Atum (left) c. 1460 B.C., from the Metropolitan Museum of Art.

The Fall in the Garden

PROJECT—THE CUNNING SERPENT

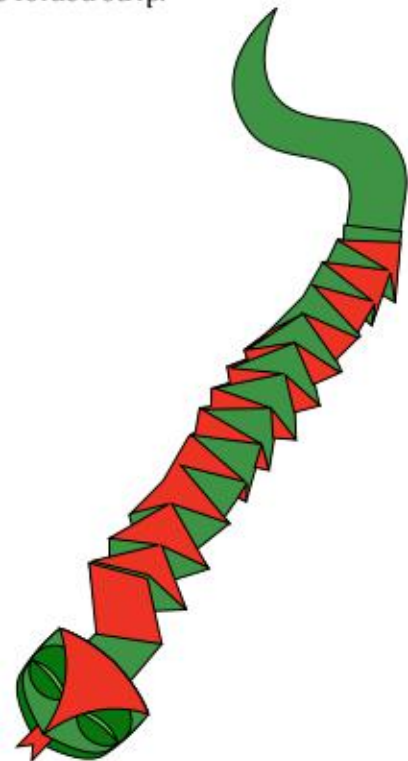
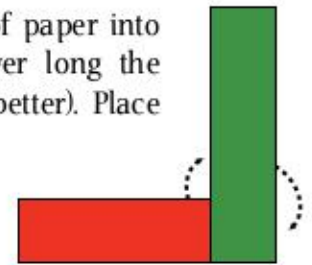
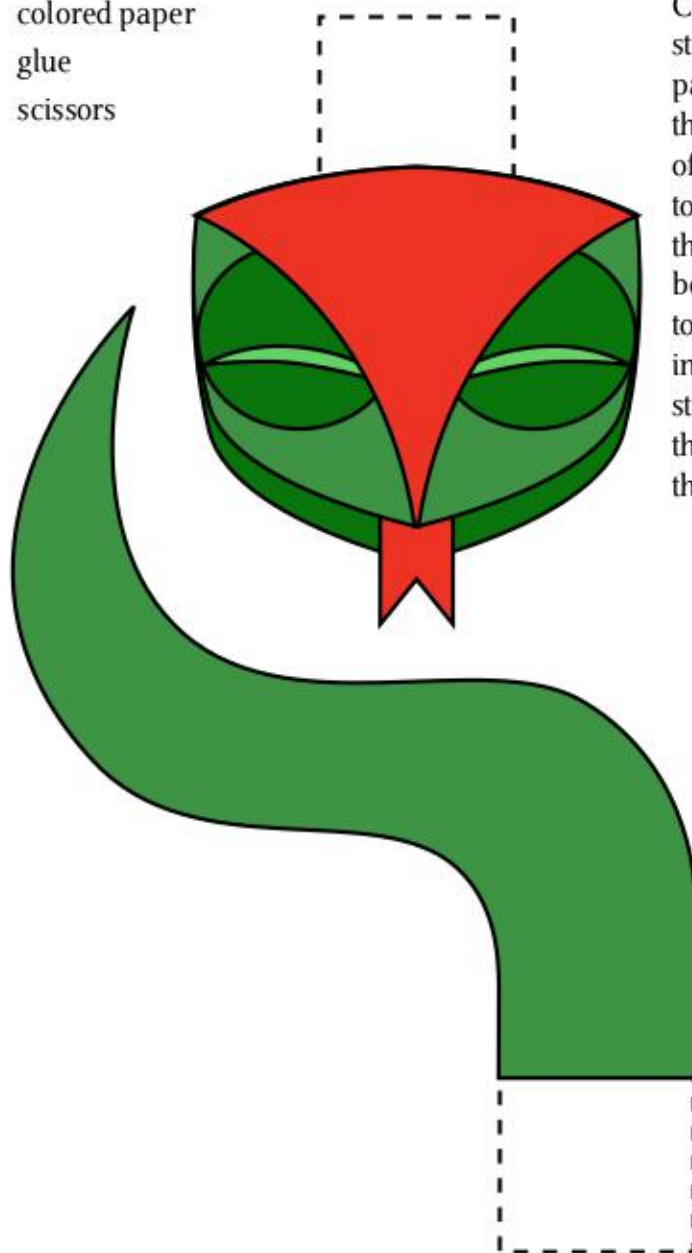
Several translations of the Bible say that the serpent was more crafty than any of the other animals God made. For this project we are going to make a crafty serpent!

SUPPLIES

colored paper
glue
scissors

DIRECTIONS

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



The Fall in the Garden

PROJECT—COLORING PAGE

SUPPLIES

scissors
crayons

DIRECTIONS

Cut out the box and then color both sides of the artwork. Fold on the dotted line to create a piece that shows the “before” and “after” of life in the Garden.

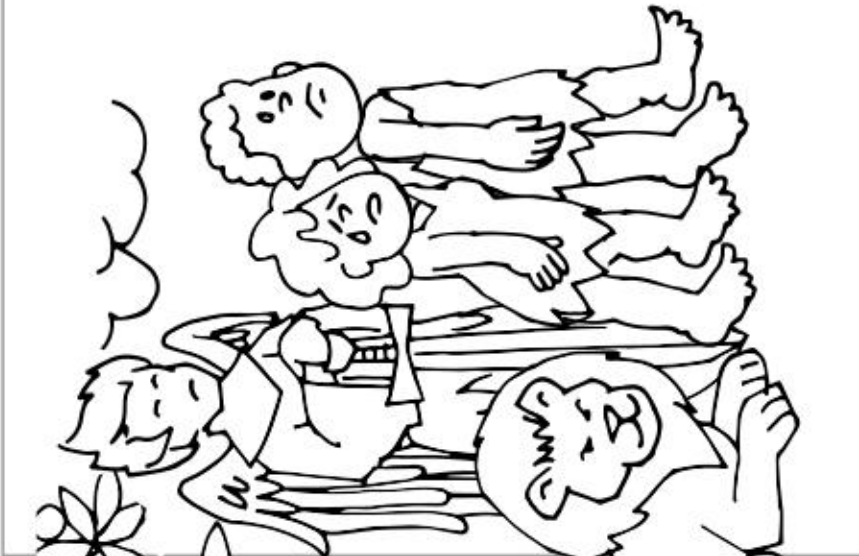


The Fall in the Garden

PROJECT—COLORING PAGE

THEN THE LORD GOD SAID, “BEHOLD, THE MAN HAS BECOME LIKE ONE OF US, TO KNOW GOOD AND EVIL. AND NOW, LEST HE PUT OUT HIS HAND AND TAKE ALSO OF THE TREE OF LIFE, AND EAT, AND LIVE FOREVER”—THEREFORE THE LORD GOD SENT HIM OUT OF THE GARDEN OF EDEN TO TILL THE GROUND FROM WHICH HE WAS TAKEN. SO HE DROVE OUT THE MAN; AND HE PLACED CHERUBIM AT THE EAST OF THE GARDEN OF EDEN, AND A FLAMING SWORD WHICH TURNED EVERY WAY, TO GUARD THE WAY TO THE TREE OF LIFE.

GENESIS 3:22-24



Cain and Abel

PROJECT — PAN FLUTE

After Cain killed his brother, he went out from the presence of the Lord and lived in the land of Nod on the east of Eden. He raised a family, and his great-great-great-grandson Jubal is known as the “father of all those who play the harp and flute.”

SUPPLIES

straws (eight)
tape
scissors

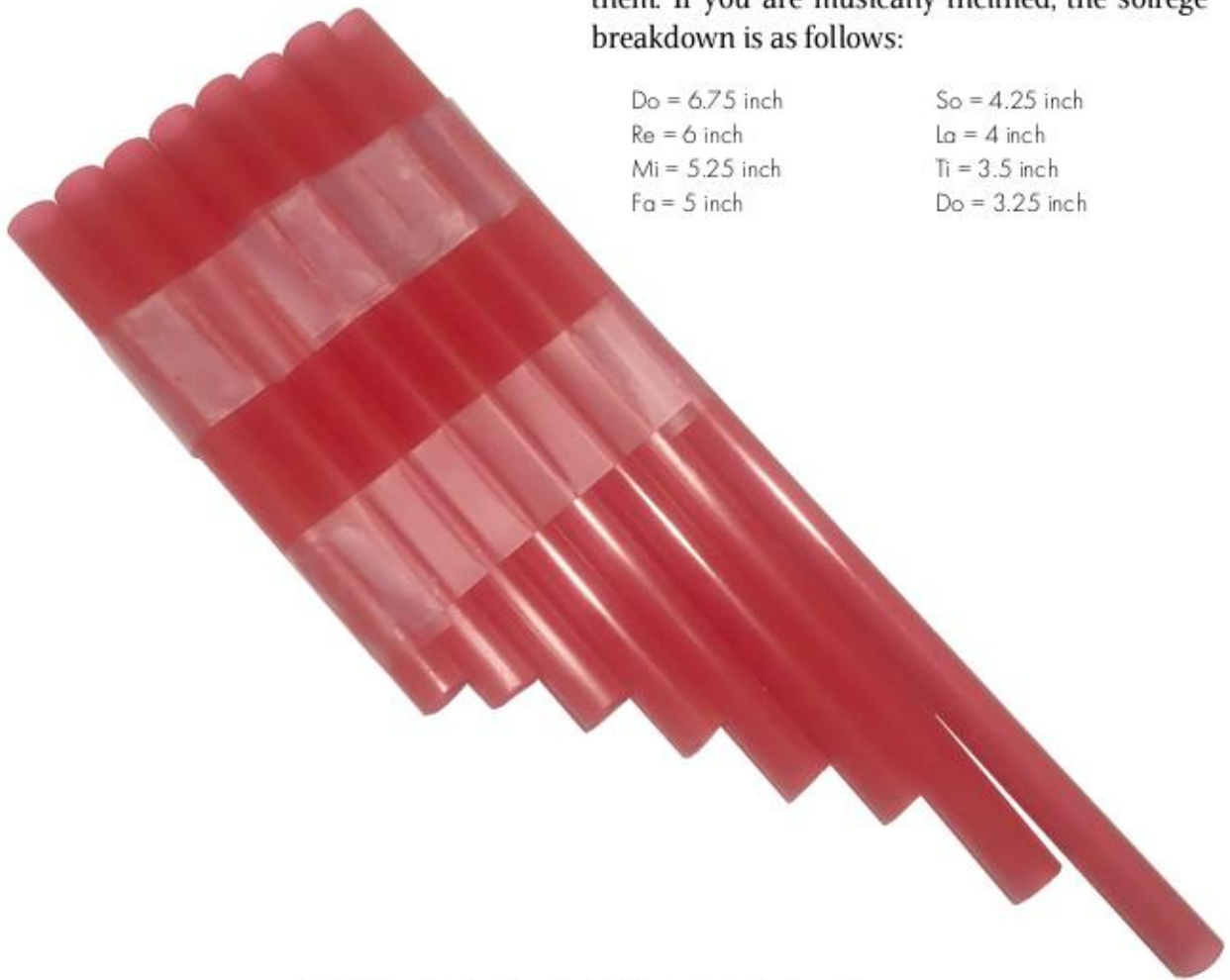
DIRECTIONS

Cut the eight straws to the following lengths: 6.75, 6, 5.25, 5, 4.25, 4, 3.5, and 3.25 inches. Lay the cut straws next to each other, lining up the top edges evenly. Tape all eight straws together.

To play your straw flute, rest the top of the straws on your lower lip and blow across (not in) them. If you are musically inclined, the solfège breakdown is as follows:

Do = 6.75 inch
Re = 6 inch
Mi = 5.25 inch
Fa = 5 inch

So = 4.25 inch
La = 4 inch
Ti = 3.5 inch
Do = 3.25 inch



Cain and Abel

PROJECT—CINQUAIN

Poet Adelaide Crapsey created the poetic form called a cinquain. Line one has two syllables, line two has four, line three has six, line four has eight, and the final line has only two. Here is an example of a cinquain poem written by Crapsey:

*“Look up . . .
From bleak’ning hills
Blows down the light, first breath
Of wintry wind . . . look up, and scent
The snow!”*



DIRECTIONS

Write an imaginative cinquain poem about what you think Cain's life was like after getting the mark from God.

2
4
6
8
2

The Flood

PROJECT—MINI-ARK MODEL

SUPPLIES

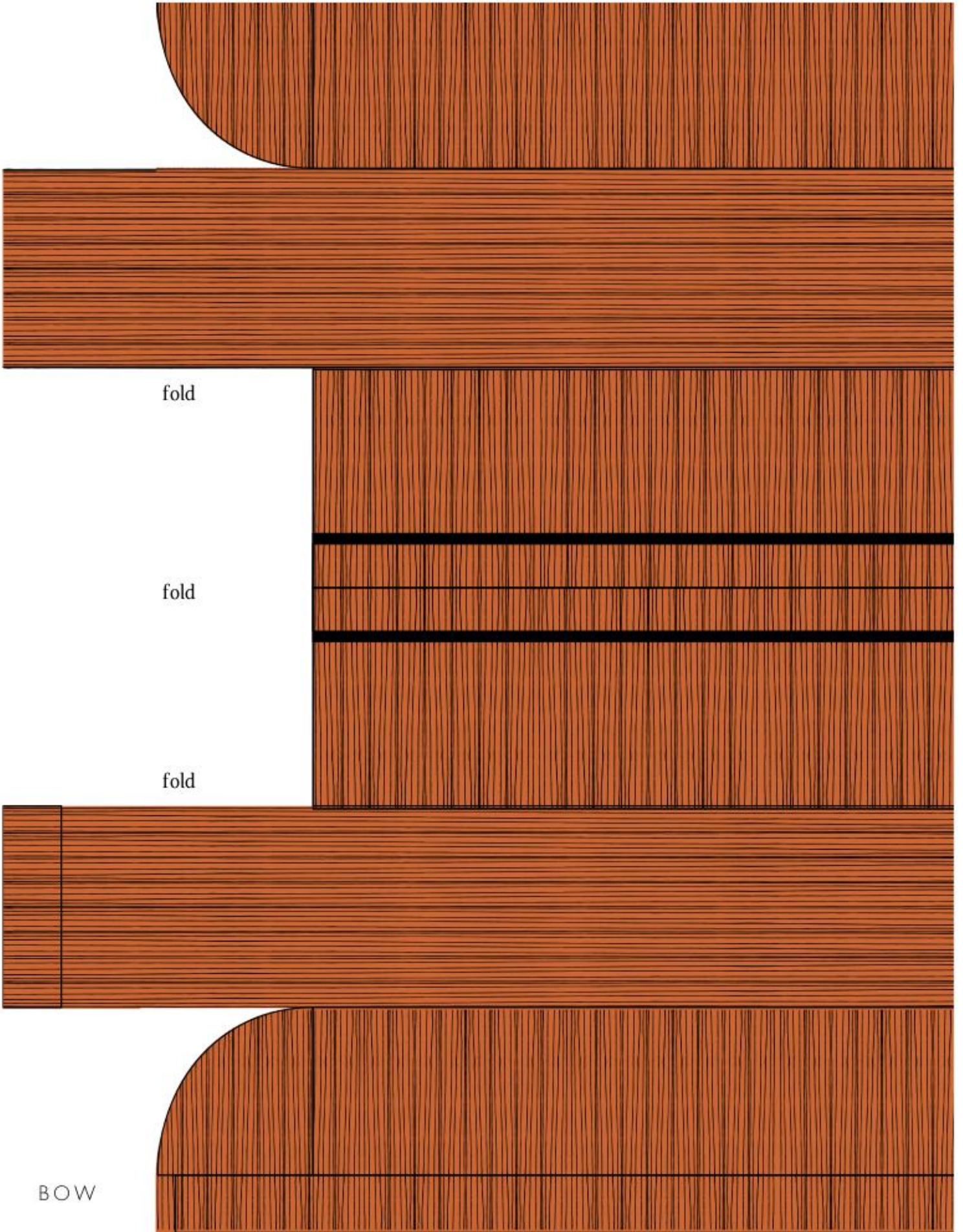
scissors

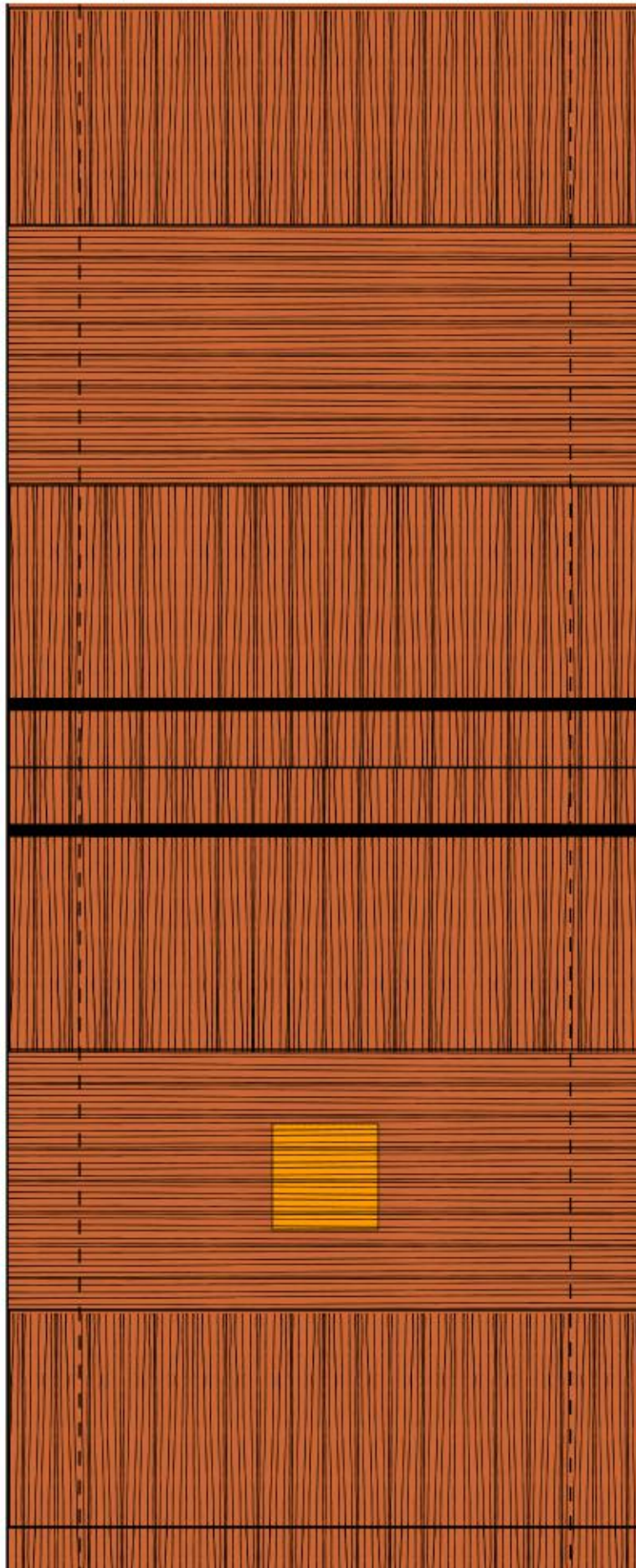
tape

DIRECTIONS

Cut out the ark pieces on the next three pages, but keep the “FOLD” markers in place temporarily as a guide when folding. First, tape the bow and stern of the boat to the midship, overlapping the ends over the midship portion up to the dashed lines. Fold the boat in half along the center line, which is the ridge line of the roof. Then fold along the two lines on either side. These indicate the upper and lower edge of the sides of the ark. Tape along the bottom of the ark, overlapping the shorter side to the line on the longer edge. Bend both ends and overlap to the line, then tape.





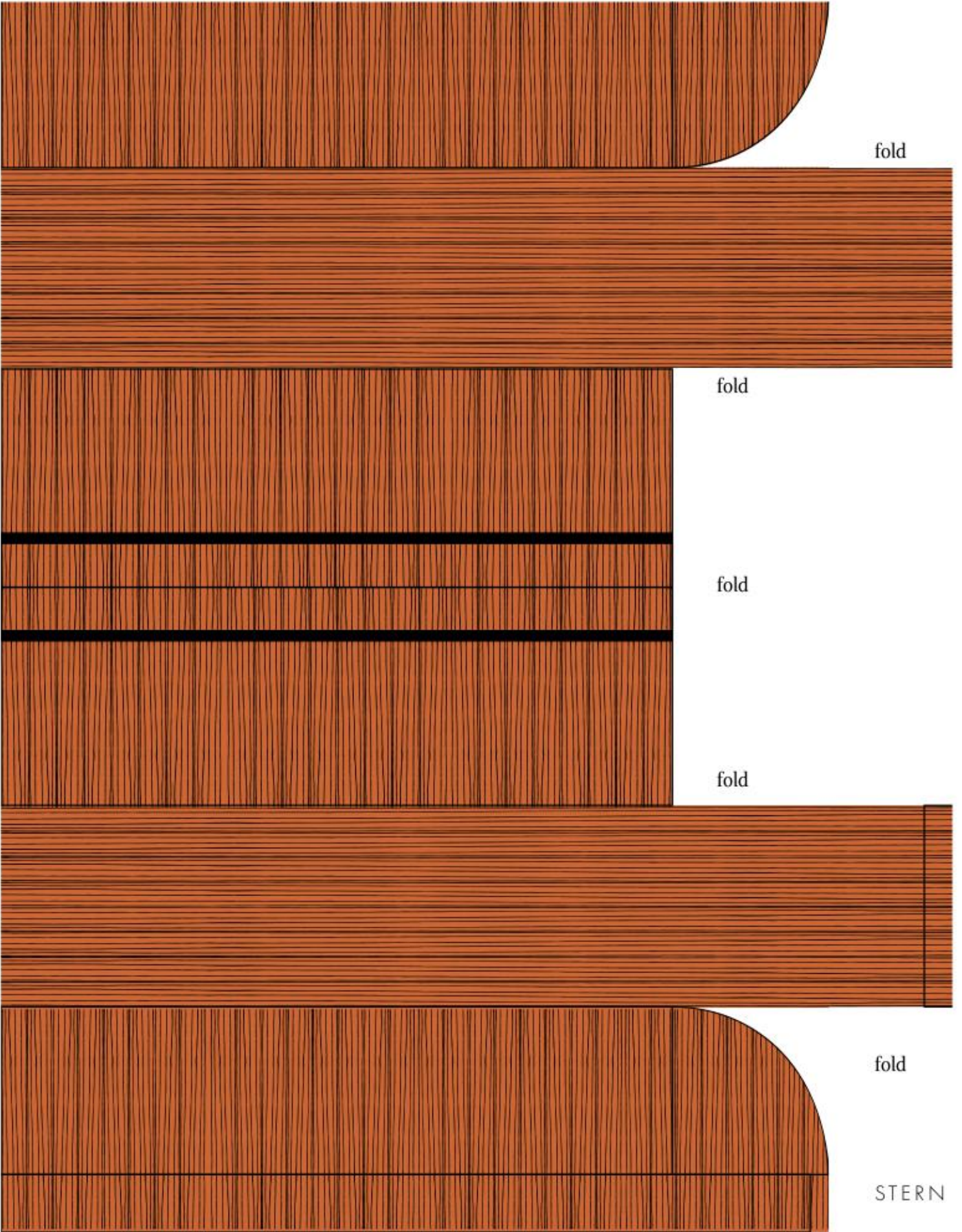


fold

fold

fold

MIDSHIP



fold

fold

fold

fold

fold

STERN

The Flood

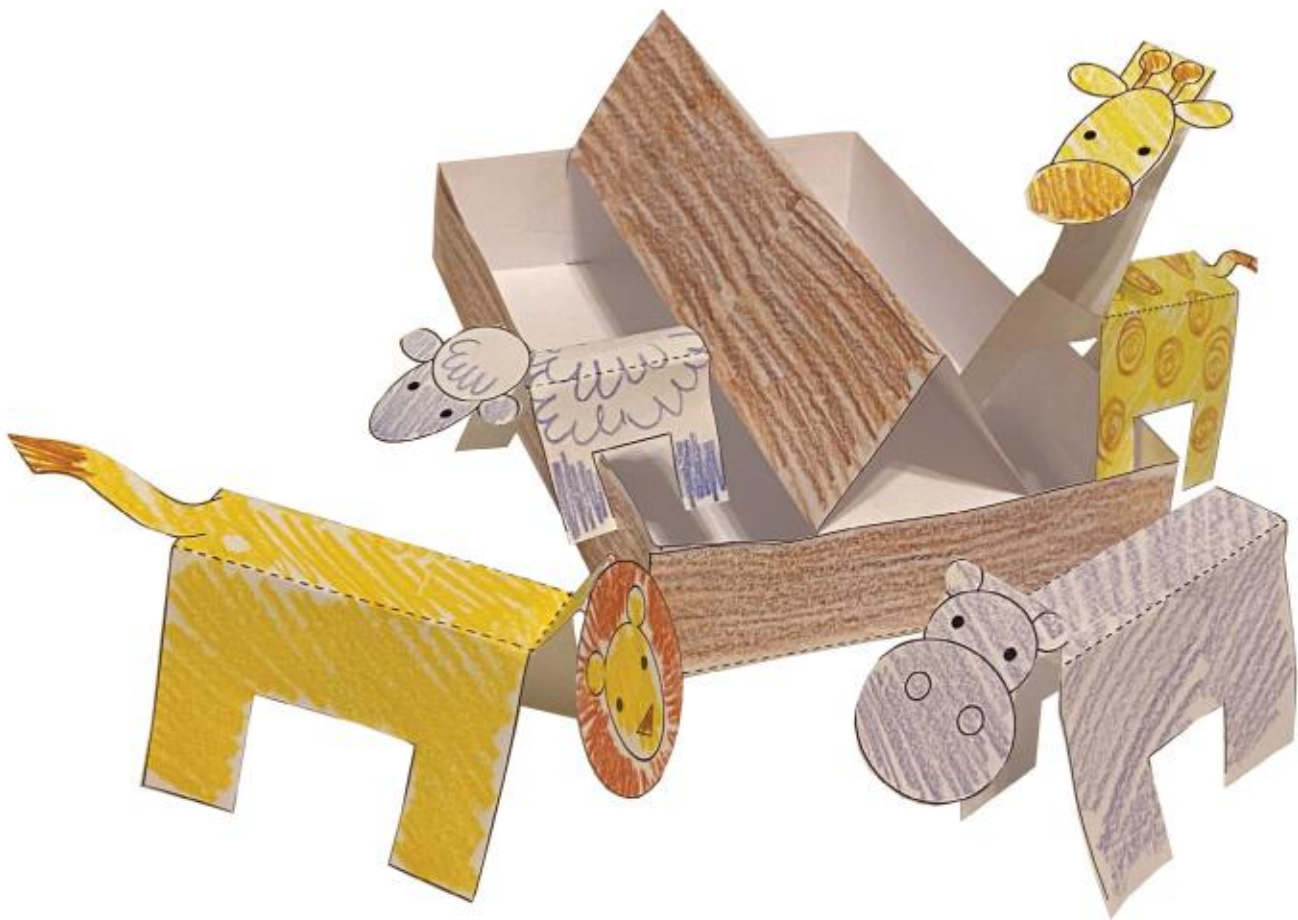
PROJECT—PAPER ARK AND ANIMALS

SUPPLIES

scissors
tape
crayons/markers

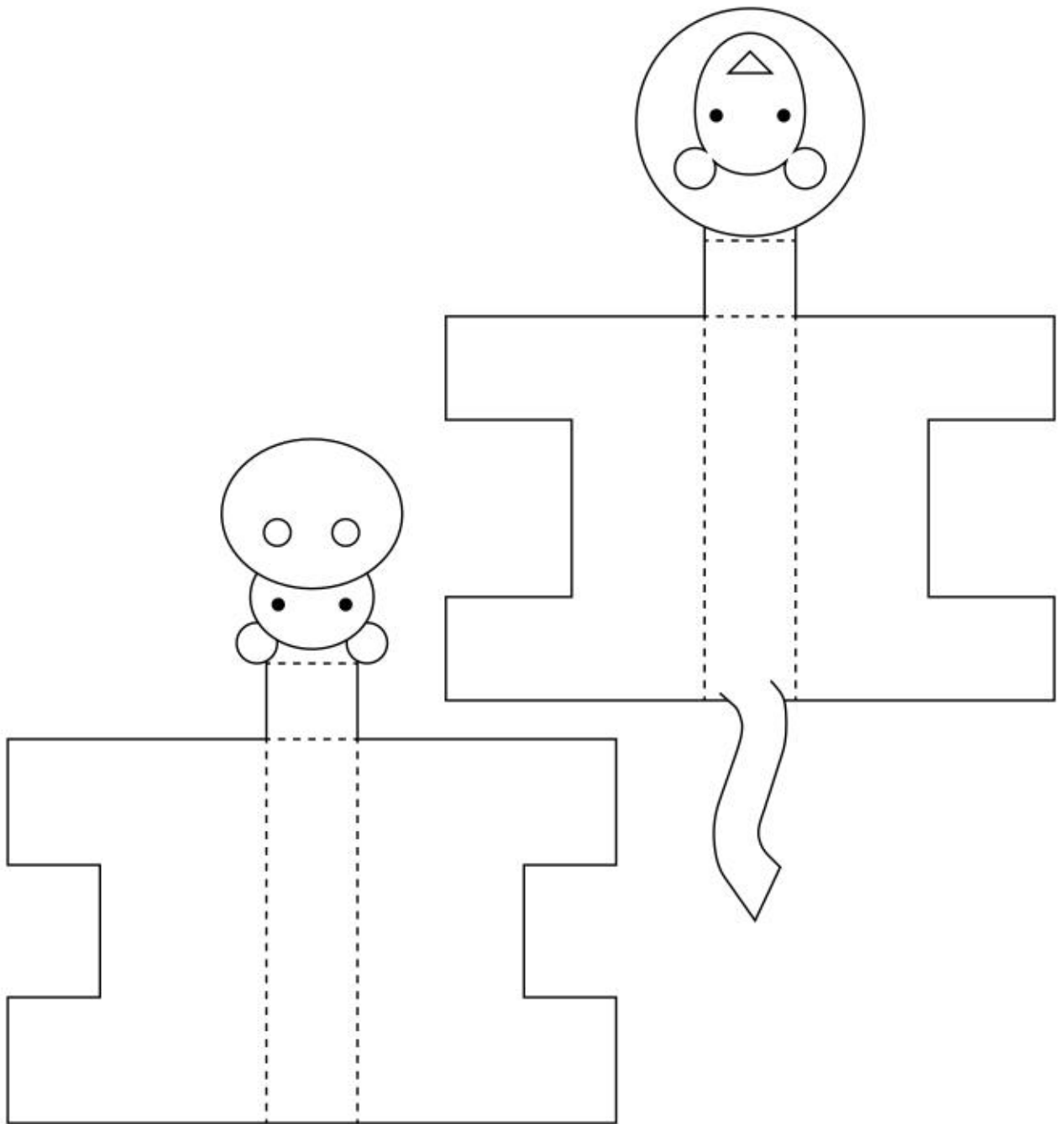
DIRECTIONS

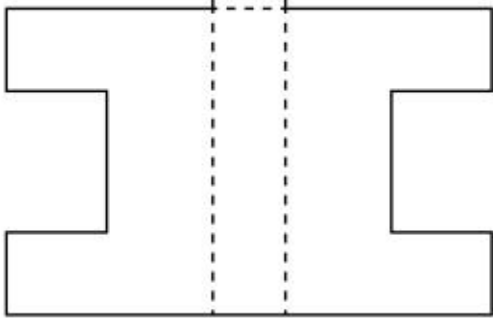
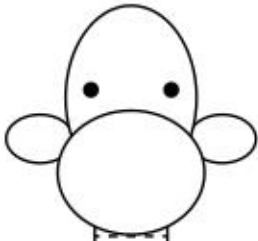
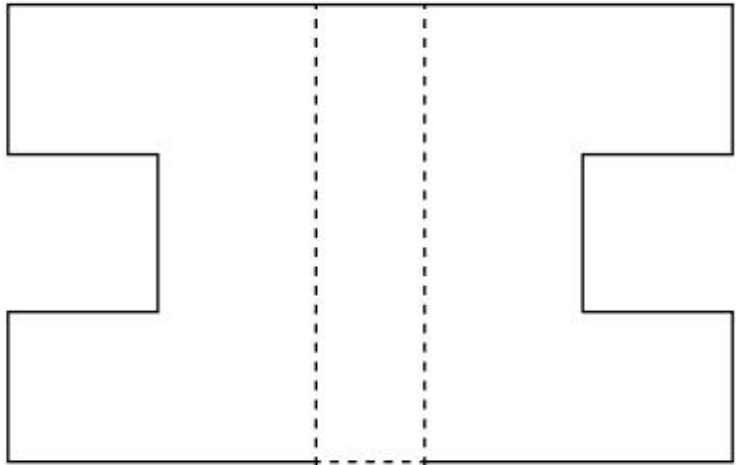
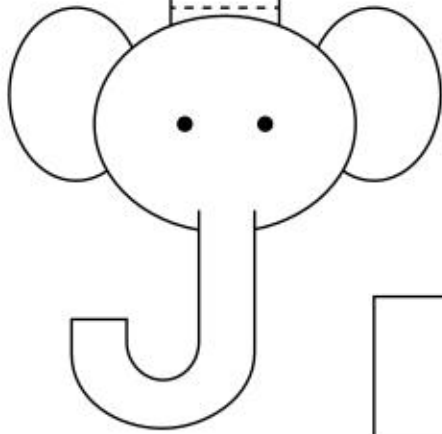
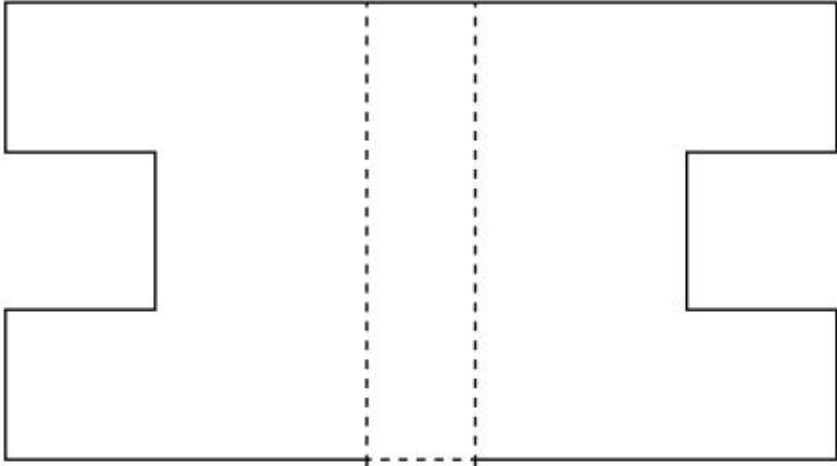
Color in the animals and the ark found on the next several pages. Cut along the solid lines and fold on the dashed lines. Tape the tabs to complete the ark.



The Flood

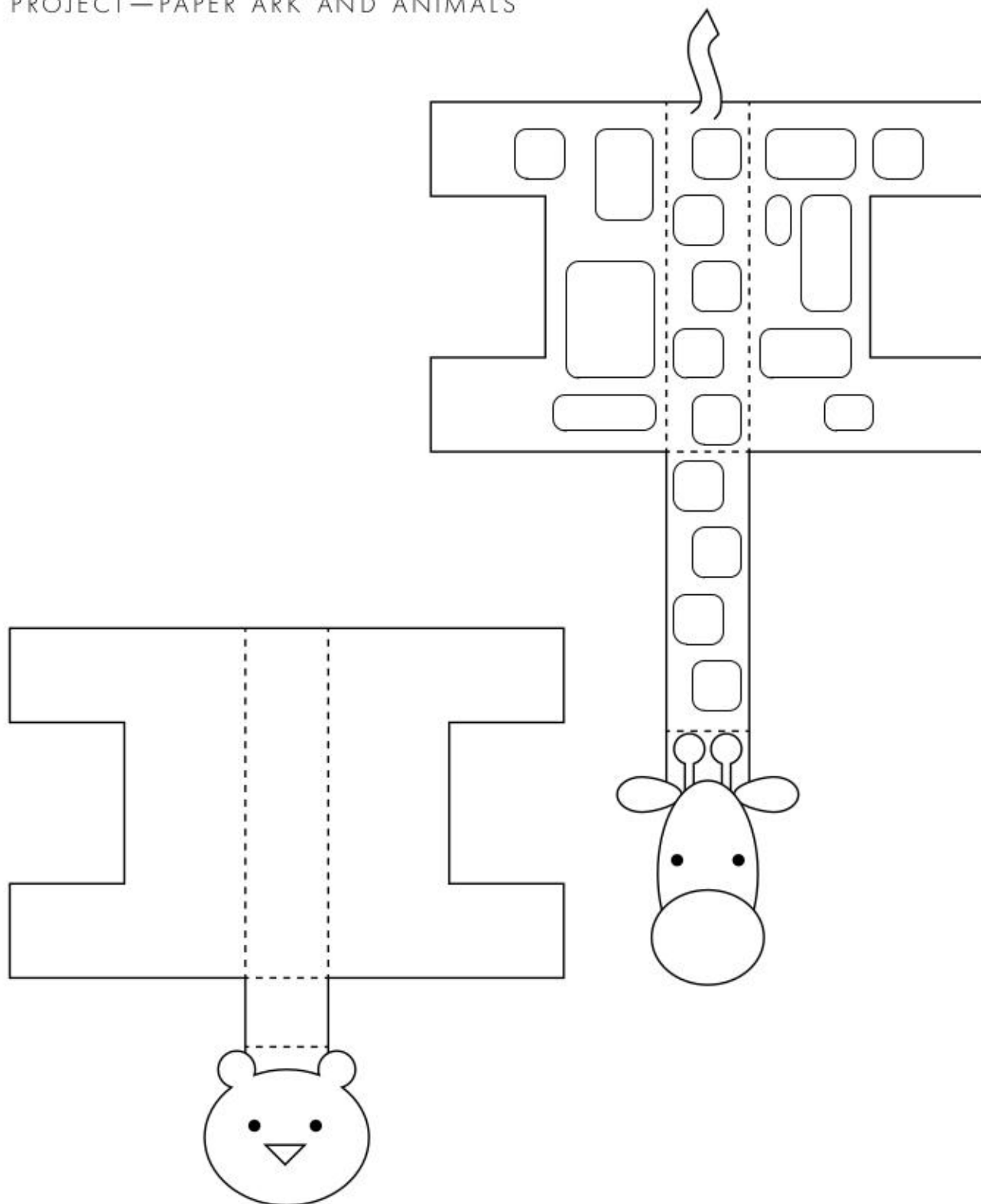
PROJECT—PAPER ARK AND ANIMALS

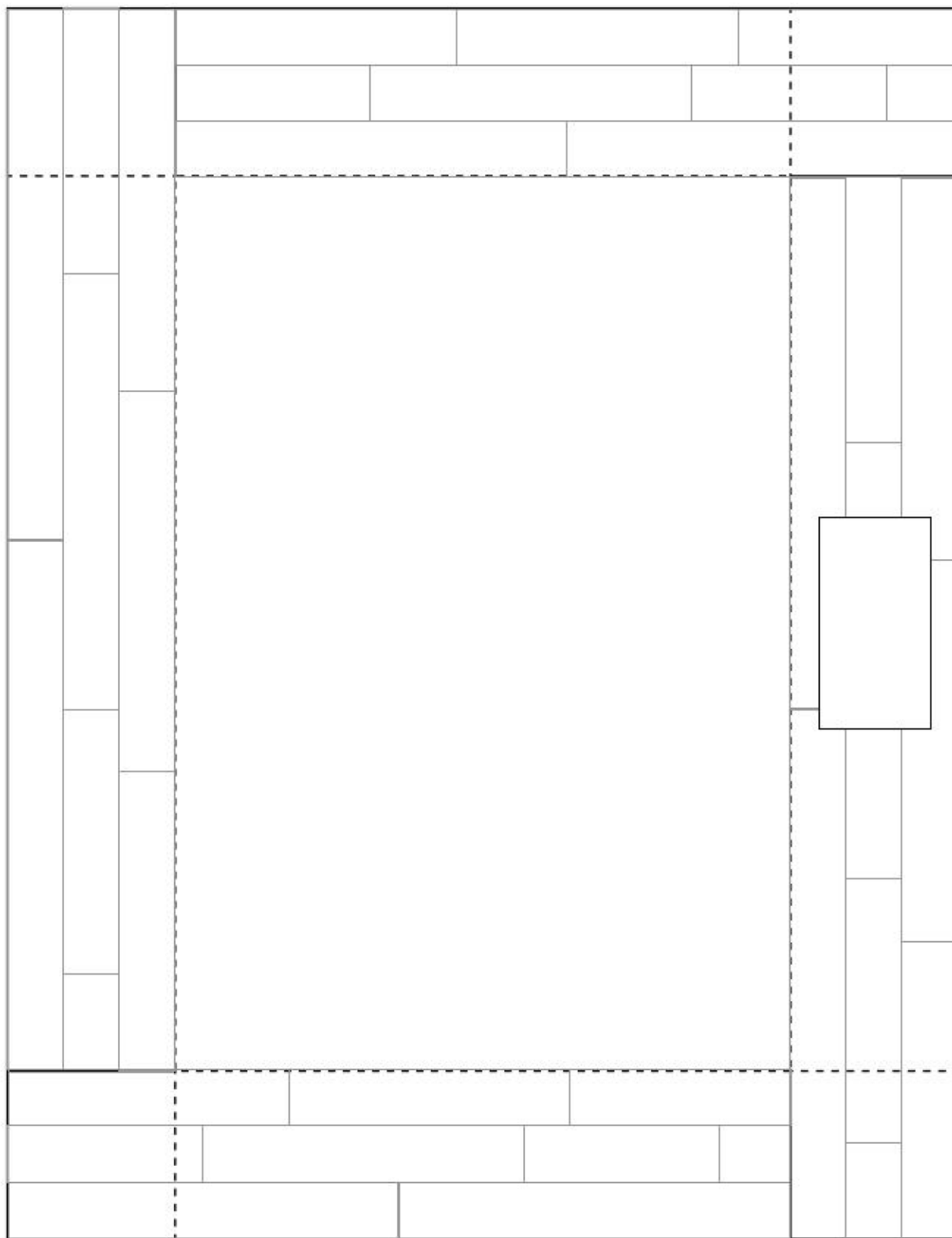


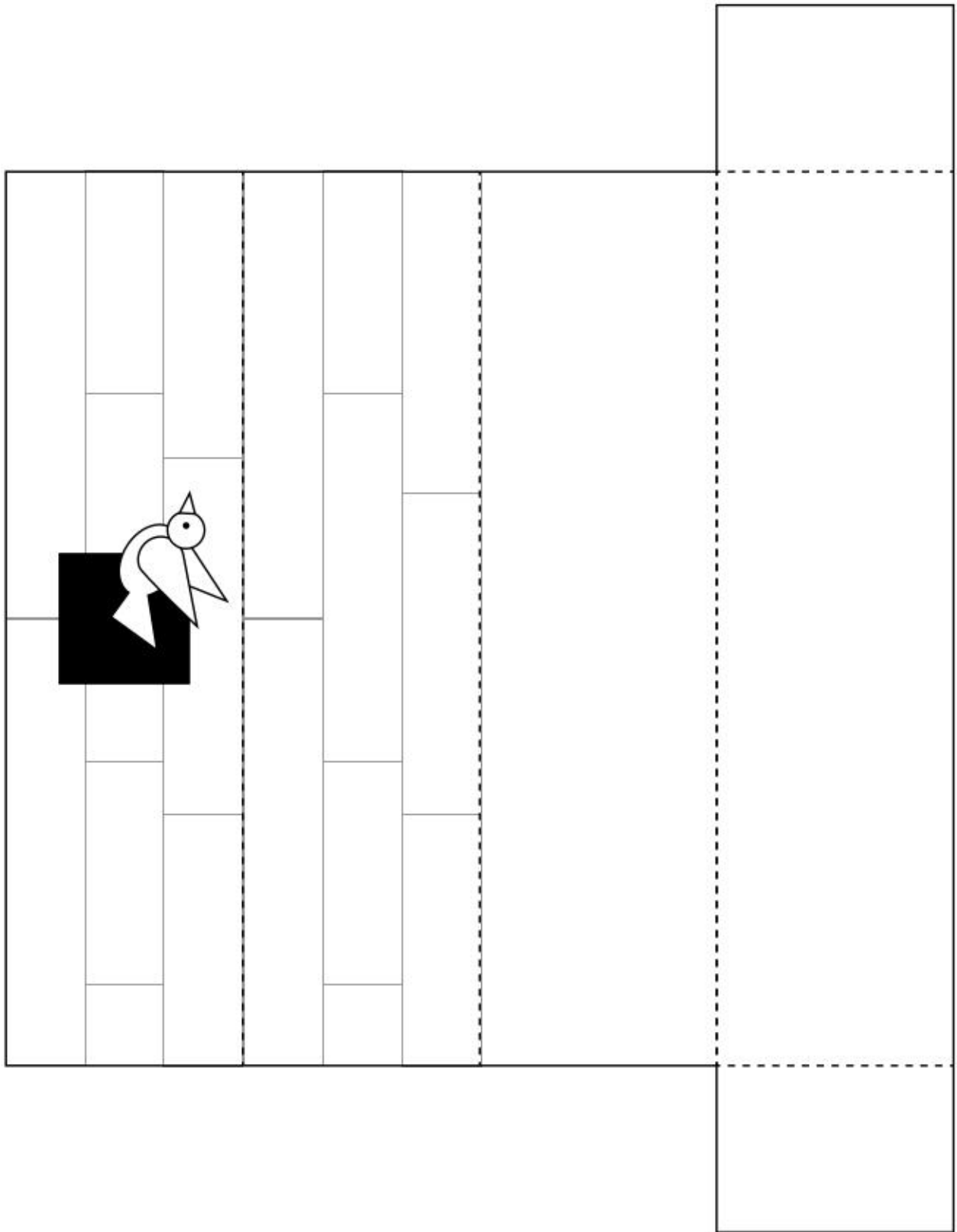


The Flood

PROJECT—PAPER ARK AND ANIMALS







The Tower of Babel

PROJECT—ZIGGURAT MODEL

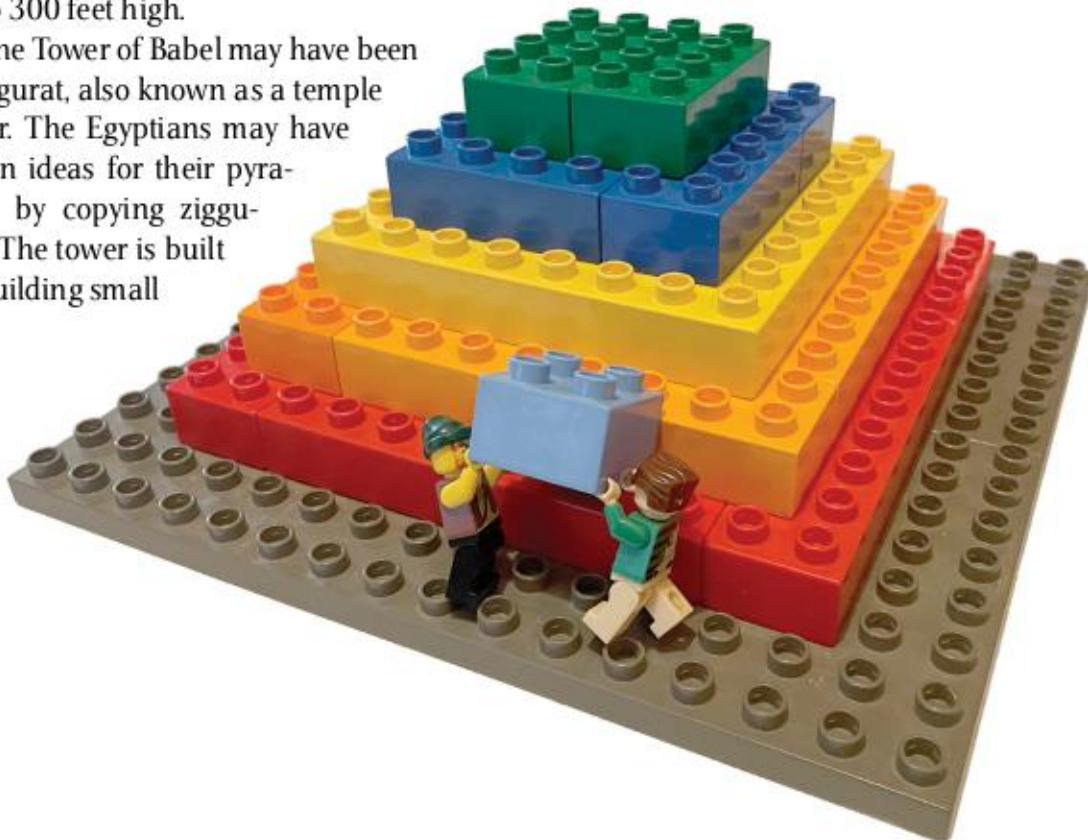
Ziggurats were large buildings for worship and ceremonies in Shinar (Genesis 10:10—later, the land of Babylon). The architecture was like the pyramids of the Egyptians, but without smooth sides. They were usually seven stories, with each level getting smaller as it got higher. To reach the top of a ziggurat, you would need to climb stairs or ramps. Two other styles were the “Winding Road” (it consisted of stairs or ramps that wound around the tower) and the four-storied style which had three stairways which joined at the top of the first story. Each level of a ziggurat was painted a different color, creating a rainbow effect. They were constructed of mud bricks, and asphalt was used to glue them together. The overall structure was 200–300 feet wide and up to 300 feet high.

The Tower of Babel may have been a ziggurat, also known as a temple tower. The Egyptians may have gotten ideas for their pyramids by copying ziggurats. The tower is built by building small

platforms, one on top of the other. They were probably constructed out of bricks which were made from mud and straw. In some instances each level was painted a different color and a shrine was placed at the top.

DIRECTIONS

You can make a ziggurat model in several ways. You can stack progressively smaller boxes one on top of the other. Or you might construct a small clay model using various colors of clay. LEGO® or DUPLO® building bricks can make excellent ziggurats as well.



Unification of Upper and Lower Egypt

PROJECT—SALT RELIEF MAP

SUPPLIES

cardboard box lid or foil baking tray (8.5" x 11")
white glue or tape
pencil
two mixing bowls
mixing spoon
measuring cups
flour
salt
water
food coloring

SALT DOUGH RECIPE (FOR THREE MAPS)

6 cups of salt
6 cups of flour
2-3 cups of water

Combine salt and flour, mix well. Add two cups of water and mix until smooth. Add remaining water as needed. Divide dough in half. Add green food coloring to one portion and blue to the other. Cover and set aside. (This can be mixed the day before and stored in a refrigerator. It makes enough for three maps and can be frozen to use later.)

DIRECTIONS

1. Cut out the maps on the next two pages and tape them together inside the box lid as a guide. Use the third page as a reference map.
2. Using blue dough, cover the bodies of water except the Nile River.
3. Using green dough cover the land areas including the Nile River.
4. Locate Upper and Lower Egypt. Follow the reference map to carve out the Nile River with a pencil.
5. Push blue dough into the Nile River area with a pencil.
6. Allow one week for drying.
7. After it is dry, cut labels out and glue them in the appropriate places.

LABELS:

Mediterranean Sea

Red Sea

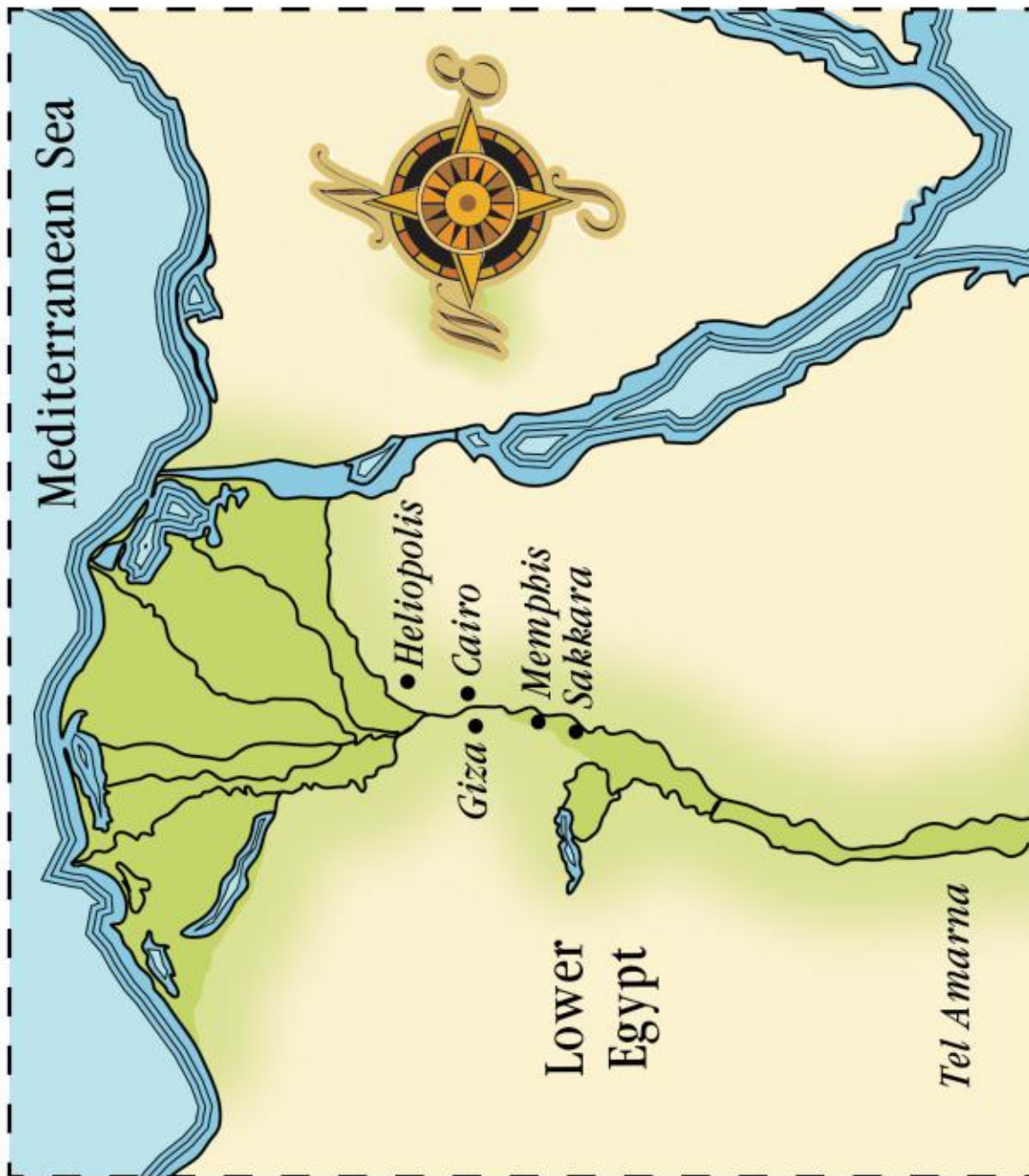
LOWER EGYPT

UPPER EGYPT

MEMPHIS

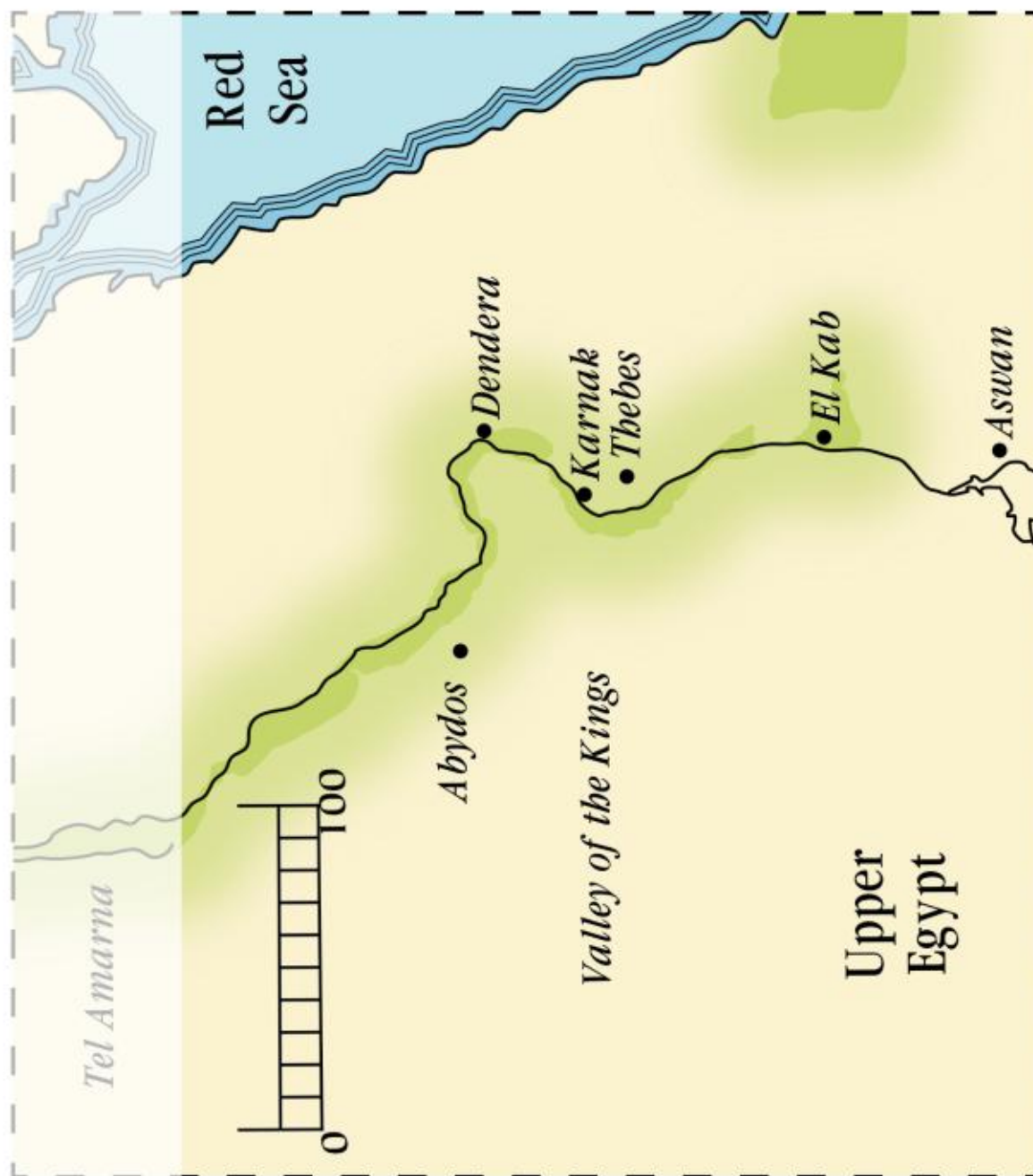
Unification of Upper and Lower Egypt

PROJECT—SALT RELIEF MAP



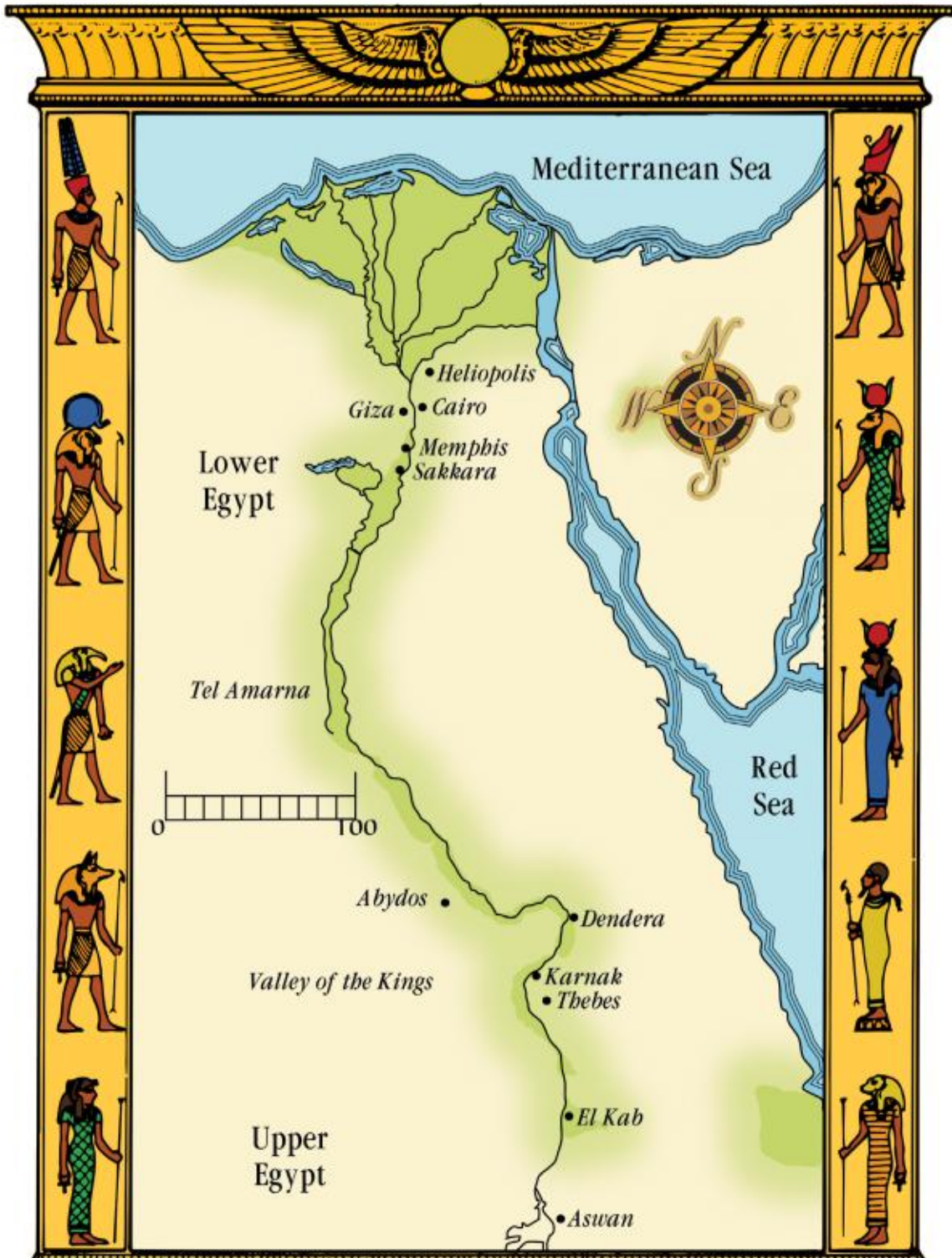
Unification of Upper and Lower Egypt

PROJECT—SALT RELIEF MAP



Unification of Upper and Lower Egypt

PROJECT—SALT RELIEF REFERENCE MAP





VERITAS HISTORY PROJECTS

provide fun and meaningful activities to enhance your student's engagement with the lessons in our history courses, whether you are teaching it yourself or using the self-paced online course. We've colorized and updated the projects in our teacher's manuals and added many more. You'll find projects that are specific for each event studied, as well as extra resources like a full-color map, timeline summaries, chronology review and answer keys, plus many fun memory tools that can be used over and over again.

