

Simply Charlotte Mason presents

Genesis through Deuteronomy & Ancient Egypt

SECOND EDITION



History, Geography, Bible for Grades 1-12

A family study handbook

by Sonya Shafer

Genesis through Deuteronomy & Ancient Egypt is ...

- **Family Friendly**

Combines all students, grades 1–12, in a family study.

- **Charlotte Mason in Its Approach**

Incorporates Bible study, living books, Book of Centuries, and narration.

- **Biblical in Its Emphasis**

Covers the events of Genesis through Deuteronomy, including how they fit into Ancient Egypt.

- **Comprehensive**

Provides additional assignments for older students, including Book of Centuries entries, written narration ideas, and extra independent reading.

- **Fun**

Gives optional hands-on activities that you can do all together or with only some of your students.

- **Helpful**

Includes handy tips and reminders of upcoming resources so you have time to collect them.

- **Recommended**

Gives the detailed lesson plans for our SCM Curriculum Guide's History/Geography/Bible Module 1 and shows how all the books fit together for all the grades.

Thank you for your interest in *Genesis through Deuteronomy & Ancient Egypt, Second Edition*. This document contains the complete Contents pages, the full Introduction and How to Use section, plus more than thirty sample lessons. Feel free to duplicate and share this file with your friends.

We hope you will enjoy this sample.

Visit wwwSimplyCharlotteMason.com to order the complete *Genesis through Deuteronomy & Ancient Egypt: A Family Study Handbook* today!

Genesis through Deuteronomy & Ancient Egypt

A Family Study Handbook

Second Edition

*Combining all your students (grades 1–12)
for History, Geography, and Bible*

by
Sonya Shafer

Genesis through Deuteronomy and Ancient Egypt: A Family Study Handbook, Second Edition
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Introduction

When I was growing up in Sunday School and church, I heard the stories of the Bible many times. I could tell you all the details of Who, What, Why, and How. But I never thought about the When. I knew those Bible accounts were true, just like the history accounts I read were true, but I never put the two subjects together to comprehend how Bible events fit into world history events.

I also never thought about how the different Bible stories fit together. For example, I knew the story of Joseph's being sold into slavery and eventually rising into the place of leadership in Egypt, and I knew the story of Moses and the Exodus, but I never connected the two mentally as a sort of cause and effect until I studied them with my children in chronological order. Suddenly all the pieces started fitting together!

After that experience, I knew how I wanted to teach my children the Bible: in chronological order alongside world history—and I wanted to make the Bible history most important. Charlotte Mason emphasized the priority Bible lessons should have in our curriculum: "Their Bible lessons should help them to realise in early days that the knowledge of God is the principal knowledge, and, therefore, that their Bible lessons are their chief lessons" (Vol. 1, p. 251). As our children study Bible accounts intertwined with world history, they learn to see God's hand of sovereignty moving in the events. They come to know God's character through His Word and begin to interpret world happenings through a Biblical worldview. They absorb God's truth and can discern and refute false beliefs that man has embraced throughout history.

So the lessons in this book will walk you through Scripture passages to read, living books to use, and optional hands-on activities to do as you begin working your way through the Bible—from Genesis through Deuteronomy, including Ancient Egypt. You'll also find narration ideas, teaching tips, and Book of Centuries dates to help you see how the Bible accounts fit into world history events.

One of my main goals is to show you how you can teach the same historical time period to all of your children at the same time, no matter what grades they are in. I firmly believe in the advantages that a one-room schoolhouse approach can bring. You will save time in both planning and teaching, and your children will grow together in community as they learn together and help each other.

Please keep in mind that this study is just a collection of suggestions. I'm simply passing along these suggestions to, hopefully, save you some time and give you some ideas. You know your children much better than I do, so feel free to change, add, or omit as you see fit. Remember, I used the books that were available to me; they may not be available to you. Don't be afraid to substitute.




Most of all, encourage the older children to help the younger, and allow the younger to look over the shoulder of the older; and together, enjoy these family studies of God's Word and History.

How to Use

Pace

The lessons are divided into three Terms. If you do five lessons each week, you should be able to cover a Term in about twelve weeks. Each week is divided into three days of Bible, one day of Geography, and one day of Ancient Egypt, with the exception of the first couple of weeks in Term 1 that concentrate on Bible. We have tried to save the final week of each Term for exams or to finish up any projects or assignments.

The chart below gives an overview of what is covered each Term. You will find more detailed charts, outlining work week by week, at the beginning of the Terms' lesson plans.

	 Bible (3 days/week)	 Geography (1 day/week)	 Ancient Egypt (1 day/week)
Term 1	Genesis	Egypt; Africa	Early Settlers—Cheops
Term 2	Exodus	Egypt; Africa	Amenemhet I— Ahkenaten
Term 3	Numbers— Deuteronomy	Egypt; Africa	Ahkenaten— Rosetta Stone

Assignments

This book contains assignments and activities for every grade level so you can combine all your students into one family study. The "Family" instructions are for everyone to do together, then additional assignments are given for various grade levels to complete either independently or with the parent.

The hands-on activities are optional. Feel free to skip them, substitute different ones, or add more. You will find lots of helpful information and Internet links on the Links and Tips page for this book on our Web site at <http://SimplyCharlotteMason.com/books/genesis-deuteronomy-ancient-egypt/links-tips/>

Resources Needed

A complete list of resources is given on pages 15 and 16 for all three Terms. Each Term's resources are listed in the lesson plans. Reminders are sprinkled throughout the lessons that will help you look ahead a week or so in order to give yourself enough time to locate the books you will need, especially if you are borrowing them as you go.

Map Drill

One part of most Geography lessons will be a map drill. Here's how we do map drill. Keep lessons short, no longer than ten or fifteen minutes. Once a week, give each child a blank map of the region you are studying and provide a detailed and labeled map of the same region. Instruct the child to label a few areas of the region, being careful to copy the names correctly from the detailed map. The next week, give the child another blank map of the same region and instruct her to label as many areas as she can remember. Once she has labeled all that she knows, display the detailed map and check for accuracy, then have her label a few more areas carefully. Continue this routine each week, and over the course of the year she will become quite familiar with the regions studied using this gentle method.

A Word about Charlotte Mason Methods Used in This Study

Living Books

Probably the most well known of Charlotte Mason's methods is her use of living books instead of dry, factual textbooks. Living books are usually written by one person who has a passion for the subject and writes in conversational or narrative style. The books pull you into the subject and involve your emotions, so it's easy to remember the events and facts. Living books make the subject "come alive." The books used in this study are living books. If you make a substitution, please do your best to select a living book.

Bible Readings: The Bible is the best living book! And Charlotte encouraged us to give our children plenty of direct contact with the Bible itself, not feed them just watered down retellings. So you will find throughout the lessons, the Scripture passages to read aloud directly from the Bible.

Now, Charlotte also recommended that we should omit those portions not "suitable" for children under the age of nine (Vol. 1, p. 248; Vol. 3, p. 330). I interpret "unsuitable" to mean those instances that are graphic or sexual in nature. So I have made note of some lessons that can be skipped for the younger children. But in those instances where the plot of the account is important for continuity in the study, I have recommended reading the account from *The Child's Story Bible* by Catherine Vos. Of all the children's story Bibles I have seen, this is one of the best. It stays very true to Scripture and includes many details and stories that most story Bibles omit. Catherine Vos also does a wonderful job of dealing in a tactful yet truthful way with passages that could potentially be unsuitable for younger children.

Note: Don't worry about days when you might skip the lesson for younger children but still do a lesson with the older children. Think of it as a day that the younger children can ruminate on what they have already learned. Charlotte encouraged reflecting, or ruminating, on what is read or heard: "... Reflection, the ruminating power which is so strongly developed in children and is somehow lost with much besides of the precious cargo they bring with them into the world. There is nothing sadder than the way we allow intellectual impressions to pass over the surface of our minds, without any effort to retain or assimilate" (Vol. 3, p. 120). "Children must be allowed to ruminate, must be left alone with their own thoughts" (Vol. 3, p. 162).

Narration

When you ask a child to narrate, you're asking him to tell back in his own words what he just saw, heard, or read. The narration can be oral or written or drawn—whatever. Because the child must think through the information and determine how to present it, mixed with his own opinion and impressions, this method of evaluation requires a much higher thinking level than mere fill-in-the-blank or answer-the-posed-question-with-a-fact methods. When requesting a child to narrate, word the question in an open, essay-type form, such as "Tell all you know about ____" or "Describe ____."

Oral Narration with Many Children: Usually it's good to start with the youngest child, then work your way up the ages asking if each has anything to add. However, if you use this approach every single time, the older ones might get complacent. ("No, nothing to add.") So you can mix things up a little by calling on any child at random to start the narration sometimes. Not knowing who will be selected to give the oral narration keeps everybody alert and listening. The key is to have one child start the narration and then have the others add to it, not repeat it. That mental exercise of remembering what was already mentioned and searching through your mind for something new to talk about is also a plus!

Written Narration: Older children can be expected to take the next step and write their narrations. If your older

child is not used to doing narration, give him several weeks or months to get used to the idea and have some practice narrating orally first. It's harder to keep your train of thought when you have to also think about the mechanics of writing, punctuating, capitalizing, and all such trappings, so make sure your child is adept and successful with organizing and expressing his thoughts orally before adding the writing aspect. Once he is an "old pro" at oral narrations, you can ease him into the written narrations by requiring just one a week or so to begin with. The lessons in this book will give suggestions for some written narrations. You can determine which of your students can handle those assignments.

Also keep in mind that you can do narration in many ways. Oral is the quickest and simplest. But if you would like to keep things fresh, you can have the children express what they learned in various ways. We have a list of narration ideas on the Web site that might help you: <http://SimplyCharlotteMason.com/timesavers/narration/>

Book of Centuries

A Book of Centuries is like a timeline in a notebook. As its name suggests, each two-page spread in the book is devoted to one hundred years—a century—of history. Each student creates his or her own book, recording historical events and names of importance, along with pictures, poems, quotes, and anything else that makes the book individual. You can also add written narrations, illustrations from the Internet, or titles of books you've read that are set in that time period. As they add more history to the book, they begin to make relations between people who lived in the same era.

Books of Centuries can be as simple or elaborate as you desire. If you want a simple one, download a free Book of Centuries template at SimplyCharlotteMason.com/timesavers/boc/

We recommend each student in grades 7–12 create his own Book of Centuries. If your students are not yet old enough to take on the responsibility of their own Books of Centuries, you could create one together as a family.

Watch for helpful dates in the timeline column throughout the lessons in this book. You don't have to add every event listed; feel free to pick and choose. Dates are taken from *All Through the Ages*, revised second edition. If you are using a reference book that presents alternate dates, feel free to use those instead in your Book of Centuries. The purpose of this book is not to defend or refute certain dating, but to try to place Bible events in the broad context of world events. (Note: A "c" beside a date stands for "circa," which means "about" or "approximately.")

A Word on Mythology

When studying Ancient History, you will inevitably encounter mythology. Be careful about allowing young children to fill their minds with stories about false gods and goddesses. They need to know that these people who lived in ancient times worshiped false gods and invented stories about them, but they do not need to spend large amounts of time studying those false gods and learning every detail about those stories. Instead, make sure your children have a firm foundation in the truth about the one true God and interpret mythology through what Scripture says about it.

We often refer to Romans 1:20–25 when studying mythology. God’s power, attributes (characteristics), and divine nature (the fact that He is the one true God) are clearly seen in His creation. The ancients saw His handiwork but they chose not to honor Him or give Him thanks. Instead, they chose to turn their worship to gods in the form of men and beasts (v. 23). They exchanged the truth of God for a lie and worshiped and served things that He created rather than the Creator Himself (v. 25).

Usually, I explain mythology something like this: “Myths are pretend stories these people made up instead of believing in God. Reading them can give us a good peek inside these people’s hearts, because they often imagined their gods to be the same way they were themselves (moody, revengeful, selfish, etc.). Just keep in mind that the stories are pretend.”

If you are following the Simply Charlotte Mason Curriculum Guide’s suggestions for History and Bible, your child will have a good foundation in Scripture and truth before he is exposed to Greek and Roman mythology. Egyptian gods can be addressed like any other false gods mentioned in Scripture; and you have a wonderful opportunity to discuss them as you study how the ten plagues were designed to show God’s sovereignty in each of the false god’s “specialty” areas. Older children can learn more about mythology details than younger children, but still beware of how much mythology they are filling their minds with. I try to make sure that the children are getting as much (or more!) Bible into their minds as they are getting myths inside them during these Ancient History studies.

Resources Needed

- Bible
- *Exodus: A Commentary for Children* by Nancy E. Ganz
The commentaries for children that Nancy Ganz wrote are insightful and God-honoring. They are appropriate for any age; however, if you are teaching only a first or second grader, you may want to read a sample of one of the chapters to see if your child would enjoy them. You may want to read the commentaries for your own instruction and read aloud only portions to your child. If you decide not to use the commentaries, read just the Scripture passages as given in the lesson plans.
- *Numbers: A Commentary for Children* by Nancy E. Ganz
(See note under *Exodus: A Commentary for Children* above.)
- *Oxford First Ancient History* by Roy Burrell
- *Pyramid* by David Macaulay
- *The Mystery of the Hieroglyphs* by Carol Donoughue
- *Letters from Egypt* by Mary Whately, edited by Sonya Shafer
Please note that the recommended version is edited. Also, if you are teaching only a first grader, you may want to omit this book. It is not at all inappropriate, but a first grader might find the nineteenth-century language difficult to follow.
- *Then and Now Bible Maps* from Rose Publishing
- *Uncle Josh's Outline Map book or CD* by George and Hannah Wiggers
This book/CD is handy because it provides all the outline maps in one convenient place. However, if you prefer, you can do an Internet search for "blank outline map Africa" and print an image from the results to use instead.
- Labeled world map
This map doesn't have to be elaborate or expensive, but it should be large enough that you can read the countries' names easily.

Grades 1–3

- *The True Story of Noah's Ark* by Tom Dooley
- *Boy of the Pyramids* by Ruth Fosdick Jones

Grades 4–6

- *The True Story of Noah's Ark* by Tom Dooley
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne

Grades 7–9

- *In the Days of Noah* by Earl and Bonnie Snellenberger
- *Adam and His Kin* by Ruth Beechick
- *The Golden Goblet* by Eloise Jarvis McGraw
- Book of Centuries (one for each student)
You can download a free Book of Centuries at <http://SimplyCharlotteMason.com/timesavers/boc/>
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Jashub's Journal* by Rebekah Shafer, Ruth Shafer, Sonya Shafer
- *Mara, Daughter of the Nile* by Eloise Jarvis McGraw
OR *The Cat of Bubastes: A Tale of Ancient Egypt* by G. A. Henty
Your boys, especially, might enjoy *The Cat of Bubastes*.

- *Leviticus: A Commentary for Children* by Nancy E. Ganz
Don't let the name fool you into thinking that this book will be too babyish for your older child. Adults can learn a lot from this commentary. It explains the priests' responsibilities, the holy days that God instituted, the moral law, the civil law, funding for the Lord's work, and more. An excellent, God-honoring overview of Leviticus, a book too often overlooked.
- *Motel of the Mysteries* by David Macaulay
A humorous look at the guess-work that plays a part in archaeology. Leads to great discussions about what is known and what is speculation in ancient history.

Grades 10–12

- *Adam and His Kin* by Ruth Beechick
- *The Golden Goblet* by Eloise Jarvis McGraw
- Book of Centuries (one for each student)
You can download a free Book of Centuries at <http://SimplyCharlotteMason.com/timesavers/boc/>
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Jashub's Journal* by Rebekah Shafer, Ruth Shafer, Sonya Shafer
- *Mara, Daughter of the Nile* by Eloise Jarvis McGraw
OR *The Cat of Bubastes: A Tale of Ancient Egypt* by G. A. Henty
- *Leviticus: A Commentary for Children* by Nancy E. Ganz
(See note under *Leviticus: A Commentary for Children* in the Grades 7–9 section above.)
- *Motel of the Mysteries* by David Macaulay
A humorous look at the guess-work that plays a part in archaeology. Leads to great discussions about what is known and what is speculation in ancient history.

Optional Resources

- *The Child's Story Bible* by Catherine Vos (grades 1–3)
Recommended for portions of the Old Testament account that might best be reworded to be appropriate for younger children. (See Living Books section on page 11.)
- *Pharaoh's Boat* by David Weitzman (grades 1–3)
Two stories in one: how and why the boat was made for Pharaoh Cheops, and how it was discovered and reconstructed in the 1950s. Fascinating detail woven into the story, similar in style to David Macaulay's books (*Pyramid*).
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne (optional for grades 7–12)
If your grade 7–12 student has not read this book yet, you may want to assign it this year in addition to his or her other books. Just use the same reading schedule as grades 4–6 in the lesson plans.
- *One Blood* by Ken Ham, Carl Wieland, and Don Batten (grades 7–12)
An excellent look at how all the ethnic groups in the world today could have come from one race.
- *The Answers Book* or *The New Answers Book*, edited by Ken Ham (grades 7–12)
Detailed answers to commonly-asked questions about Creation, evolution, the Flood, and other aspects of Genesis.

Other Materials

- Four sheets of poster board and felt-tip markers (optional)
- Various materials for hands-on projects of your choice (optional)
- Model or diagram of the Tabernacle (optional)

Visit our CM Bookfinder at <http://apps.simplycharlottemason.com>
for more information on each book, including where to find it.

Term 1

(12 weeks; 5 lessons/week)

Resources

- Bible
- *Oxford First Ancient History* by Roy Burrell
- *Pyramid* by David Macaulay
- *Letters from Egypt* by Mary Whately, edited by Sonya Shafer
- *Then and Now Bible Maps* from Rose Publishing
- *Uncle Josh's Outline Map book or CD* by George and Hannah Wiggers (or search on the Internet for outline maps that you can print and use)
- Labeled world map

Grades 1–3

- *The True Story of Noah's Ark* by Tom Dooley

Grades 4–6

- *The True Story of Noah's Ark* by Tom Dooley
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne

Grades 7–9

- *Adam and His Kin* by Ruth Beechick
- *In the Days of Noah* by Earl and Bonnie Snellenberger
- *The Golden Goblet* by Eloise Jarvis McGraw
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)

Grades 10–12

- *Adam and His Kin* by Ruth Beechick
- *The Golden Goblet* by Eloise Jarvis McGraw
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)

Optional Resources

- *The Child's Story Bible* by Catherine Vos (grades 1–3)
- *Pharaoh's Boat* by David Weitzman (grades 1–3)
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne (grades 7–12)
- *One Blood* by Ken Ham, Carl Wieland, and Don Batten (grades 10–12)
- *The Answers Book* or *The New Answers Book*, edited by Ken Ham (grades 10–12)

Other Materials

- Four sheets of poster board and felt-tip markers (optional)
- Various materials for hands-on projects (optional)

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
Week 1					
Bible	Genesis 1–6			Adam and His Kin, ch. 1–8	Adam and His Kin, ch. 1–8
Week 2					
Bible	Genesis 7–11; Job	True Story of Noah’s Ark	True Story of Noah’s Ark	Adam and His Kin, ch. 9–16; In the Days of Noah	Adam and His Kin, ch. 9–16; (opt.) The Answers Book; One Blood
Egypt	Oxford First Ancient History, ch. 2A		Pharaohs of Ancient Egypt, ch. 1A		
Week 3					
Bible	Genesis 12, 13, 16			Adam and His Kin, ch. 17–19	Adam and His Kin, ch. 17–19
Egypt	Oxford First Ancient History, ch. 2B		Pharaohs of Ancient Egypt, ch. 1B	Golden Goblet, ch. 1, 2	Golden Goblet, ch. 1, 2
Geography	Letters from Egypt, ch. 1; Map intro				
Week 4					
Bible	Genesis 17, 18				
Egypt	Oxford First Ancient History, ch. 3A		Pharaohs of Ancient Egypt, ch. 1C	Golden Goblet, ch. 3, 4	Golden Goblet, ch. 3, 4
Geography	Letters from Egypt, ch. 2; Map drill				
Week 5					
Bible	Genesis 19–21				
Egypt	Oxford First Ancient History, ch. 3B		Pharaohs of Ancient Egypt, ch. 2A	Golden Goblet, ch. 5, 6	Golden Goblet, ch. 5, 6
Geography	Letters from Egypt, ch. 3A; Map drill				
Week 6					
Bible	Genesis 22–24				
Egypt	Pyramid, pp. 7–37		Pharaohs of Ancient Egypt, ch. 2B	Golden Goblet, ch. 7, 8	Golden Goblet, ch. 7, 8
Geography	Letters from Egypt, ch. 3B; Map drill				

Week 7					
Bible	Genesis 25–27				
Egypt	Pyramid, pp. 38–59		Pharaohs of Ancient Egypt, ch. 2C	Golden Goblet, ch. 9, 10	Golden Goblet, ch. 9, 10
Geography	Letters from Egypt, ch. 4A; Map drill				
Week 8					
Bible	Genesis 28–30				
Egypt	Pyramid, pp. 60–79		Pharaohs of Ancient Egypt, ch. 3A	Golden Goblet, ch. 11, 12	Golden Goblet, ch. 11, 12
Geography	Letters from Egypt, ch. 4B; Map drill				
Week 9					
Bible	Genesis 31–37				
Egypt	Oxford First Ancient History, ch. 3C	(opt.) Pharaoh's Boat	Pharaohs of Ancient Egypt, ch. 3B	Golden Goblet, ch. 13, 14	Golden Goblet, ch. 13, 14
Geography	Letters from Egypt, ch. 4C; Map drill				
Week 10					
Bible	Genesis 39–41				
Egypt	Oxford First Ancient History, ch. 3D		Pharaohs of Ancient Egypt, ch. 3C	Golden Goblet, ch. 15, 16	Golden Goblet, ch. 15, 16
Geography	Letters from Egypt, ch. 5A; Map drill				
Week 11					
Bible	Genesis 41–47				
Egypt	Oxford First Ancient History, ch. 3E		Catch up	Catch up	Catch up
Geography	Letters from Egypt, ch. 5B; Map drill				
Week 12					
Bible	Genesis 47–50; Exam or Catch up				
Egypt	Exam or Project				
Geography	Exam or Catch up				



Lesson 1: God Creates

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Explain that you are going to start at the very beginning of history—Creation. Today you are going to find out how the world began. Read together Genesis 1:1—2:3 and ask for an oral narration.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapter 1.

Tip: We recommend reading this book together to allow for discussion. The story makes the first twelve chapters of Genesis come alive, but the children must be able to recognize and discern Biblical fact from the author's speculation and imagination.

Grades 7–12: Encourage older children to be watching for truths about God, man, or other topics that they can record in their *Discovering Doctrine* notebooks. Remind them that this will be an ongoing project as they read through the Bible in the coming months (and years).

Reminder: Get the following books for lesson 6: The True Story of Noah's Ark for students in grades 1–6 and In the Days of Noah for students in grades 7–9. Also, if you want to use the optional The Answers Book or One Blood for students in grades 10–12, get them now.



Lesson 2: Creation Details

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about Creation. Explain that Genesis 1 gave the overview of Creation; today you will read more of the details about Creation. Read together Genesis 2:4–25 and ask for an oral narration.

Tip: Wherever you see an oral or written narration required throughout this study, feel free to substitute a different narration activity. You'll find lots of great narration ideas at <http://simplycharlottesmason.com/timesavers/narration>

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapter 2. Continue watching for truths to record in *Discovering Doctrine*.



Lesson 3: Adam and Eve Sin

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Explain that Genesis can be summarized in eight key words: four events and four people. Say the eight words aloud once: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Inform the students that you will be reading about the second event today: the Fall. Read together Genesis 3 and ask for an oral narration. Discuss why this event has been called the “Fall.” (Ideas to get you started: It depicts mankind’s fall into sin or mankind’s fall away from being “very good,” as God pronounced at Creation.)

Tip: Don’t worry about working at memorizing the eight key words. You’ll say the four key events and four key people often throughout the study, and the children will learn them without having to work at it. If you want to, you could write the eight key words on a sheet of paper or poster board and post it for the children to see. You could also use a small arrow, moved from word to word, or simply check off the words to track your progress through the book of Genesis.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 3 and 4. Continue watching for truths to record in *Discovering Doctrine*.

Reminder: Get Oxford First Ancient History and Then and Now Bible Maps for lesson 9. Also get The Pharaohs of Ancient Egypt for grades 4–6 or 4–12. (See lesson 9 for details.)



Lesson 4: Cain Kills Abel

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Cain and Abel (c. 4000 B.C.)

Family: Ask students what they recall from last time's reading about the Fall. Explain that today they will hear about a sad event that triggered a whole series of sad events, and all of them were a result of the Fall. Read together Genesis 4 and ask for an oral narration.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 5 and 6. Continue watching for truths to record in *Discovering Doctrine*.



Lesson 5: Noah Builds the Ark

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Remind students of the four key events and four key people in Genesis. Say the eight words aloud once and invite the students to join in on the ones they remember: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Explain that today you will begin reading about the third event: the Flood. Read together Genesis 6 and ask for an oral narration.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 7 and 8. Continue watching for truths to record in *Discovering Doctrine*.

Tip: From this point on, the plans will not specifically mention Discovering Doctrine in every lesson but will periodically remind you to make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.



Lesson 6: The Waters Prevail

Materials Needed

- Bible
- *The True Story of Noah's Ark* (grades 1–6)
- *In the Days of Noah* (grades 7–9)
- *Adam and His Kin* (grades 7–12)
- (optional) *The Answers Book* (grades 10–12)

Family: Ask students what they remember from last time's reading about the events leading up to the Flood. Explain that today they will hear about Noah's time in the ark. Read together Genesis 7 and ask for an oral narration.

The Flood (c. 2349 B.C.)

Grades 1–6: Read together *The True Story of Noah's Ark*.

Grades 7–9: Read together or assign as independent reading *In the Days of Noah*. If you assign it as independent reading, ask for an oral narration.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 9 and 10.

Grades 10–12: (optional) Students who have questions about Creation, evolution, the Flood, and other aspects of Genesis may like to read *The Answers Book* independently throughout the rest of this term.



Lesson 7: The Ark Lands

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)

Family: Ask students what they recall about Noah's time in the ark. Explain that God did not forget about Noah. Read together Genesis 8:1—9:17 and ask for an oral narration.

Tip: If desired, work through Genesis 8 together to calculate how many days Noah was in the ark. Most people think he stayed only forty days, but the total time was much longer. The rains lasted for forty days, but it took much longer for the water to recede before Noah could leave the ark.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 11 and 12.

Reminder: Get the book The Child's Story Bible for lesson 13 for grades 1–3 if you want to use it. (See Bible Readings note in the Introduction, page 11.)



Lesson 8: The Languages Confused

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- (optional) *One Blood* (grades 10–12)

Family: Remind students of the four events and four people in Genesis. Say the eight words aloud once and invite the students to join in on the ones they remember: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Explain that today you will read about the fourth event: Babel, where the world's languages began. Read together Genesis 11:1–9 and ask for an oral narration.

Tip: In the Book of Centuries Timeline column you will see some dates listed for interesting events that were occurring in other parts of the world during the same time as the Bible events you read about. It's up to you whether you want to include those entries in your Book of Centuries now or wait until you may study them in the future.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 13 and 14.

Grades 10–12: (optional) Assign as independent reading *One Blood* and ask for a written narration. The student may read it at his own pace over several weeks if desired.



Lesson 9: The First Settlers

Materials Needed

- *Oxford First Ancient History*
- *Then and Now Bible Maps*
- *The Pharaohs of Ancient Egypt* (grades 4–6)

Family: Look together at the Middle East - Bible Times map in *Then and Now Bible Maps*, and locate Mt. Ararat, where Noah's ark came to rest. Next, identify the two rivers close to Mt. Ararat. Turn to *Oxford First Ancient History*, chapter 2, "The first settlers," and look at the map on that page. Help students identify where that book's map section would overlay onto the map in *Then and Now Bible Maps*. Read together "The first settlers" and ask for an oral narration.

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, "The Rediscovery of Ancient Egypt," pages 3–10. Ask for an oral narration.

Tip: If your student in grades 7–12 has not already read *The Pharaohs of Ancient Egypt*, you may want to assign it in addition to his or her other books. Simply follow the reading schedule outlined for grades 4–6.

Reminder: Get *The Golden Goblet* for grades 7–12 for lesson 15.

Book of Centuries Timeline

Jericho built by early Canaanites
(c. 2248 B.C.)

Civilization begins to flourish on Crete (c. 2248 B.C.)

Tower of Babel (c. 2242 B.C.)

*Abram leaves for Canaan
(c. 1921 B.C.)*



Lesson 10: The Testing of Job

Materials Needed

- Bible
- *Adam and His Kin* (grades 7–12)
- *Discovering Doctrine* (grades 7–12)

Family: Ask students what they recall from last time's reading about Babel. Explain that many people lived during the years after Babel. Read together Job 1:1—2:13 and 42:10–17 and ask for an oral narration.

Tip: Several Bible scholars believe that Job lived during the time of the Patriarchs: Abraham, Isaac, and Jacob. So we have included his story here.

Grades 7–12: Have older children read Job 38—42 and find characteristics of God to add to their *Discovering Doctrine* notebooks.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 15 and 16.



Lesson 11: Abram Goes to Egypt

Materials Needed

- Bible
- *Then and Now Bible Maps*
- *Adam and His Kin* (grades 7–12)

Family: Remind students of the four events and four people in Genesis. Say the eight words aloud once and invite the students to join in on the ones they remember: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Explain that today's reading begins the four key people with the account of Abraham; however, at the time of today's reading, his name was pronounced Abram. Read together Genesis 12, tracing Abram's journey on the Middle East - Bible Times map in *Then and Now Bible Maps*, and ask for an oral narration.

Tip: In lesson 12 you will begin an emphasis on character studies of the four main characters for your narrations covering the rest of Genesis. Label four sheets of posterboard or four sheets of paper with the four main characters' names, one name to a sheet: Abraham, Isaac, Jacob, Joseph. Each day after you read about one or more of the main characters, have the children narrate what happened and what character qualities—both good or bad—they noticed. Record those character traits under the appropriate character's name. You might want to color code the writing

(for example, red for good traits and blue for bad) to visually differentiate the good from the bad traits. If desired, require the grades 7–12 children to write four narrations that summarize your findings: one narration for each character. You can assign each written narration after reading about the death of that character. Watch for reminders in the lessons.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 17 and 18.



Lesson 12: Abram Separates from Lot

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers
- *Adam and His Kin* (grades 7–12)

Family: Ask students what they recall from last time's reading about Abram in Egypt. Explain that today's reading will reveal a good character trait about Abram. Read together Genesis 13 and ask for an oral narration and character traits of Abram. Record students' suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapter 19.



Lesson 13: Hagar Bears Ishmael

Materials Needed

- Bible
- (optional) *The Child's Story Bible*
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall about God's promises to Abram. Read together Genesis 12:3 and 13:14–16. Discuss how important it was for Abram to have a son to carry on the family name and start the process of becoming a great nation. Read together Genesis 16 and ask for an oral narration and character traits of Abram. (For younger children, you may want to read the account from the first portion of *The Child's Story Bible*, chapter 13, rather than directly from Genesis 16.) Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."

Hagar and Ishmael (c. 1910 B.C.)



Lesson 14: Introductory

Materials Needed

- *Oxford First Ancient History*
- Globe or labeled world map
- (optional) Materials for salt-dough map
- *Letters from Egypt*

Map Drill: Look at the map on page 16 of *Oxford First Ancient History*. Locate Ur, where Abram was from. Identify the two rivers near Ur. Locate Canaan (the vicinity where you see the town of Jericho), near the Mediterranean Sea, and Egypt. Identify the river in Egypt. Now see if the students can locate Egypt on a globe or world map and identify the continent where it is found.

Optional Hands-On Project: Make a salt dough map of Egypt. See the Links and Tips page for helpful ideas and step-by-step instructions: <http://SimplyCharlotteMason.com/books/genesis-deuteronomy-ancient-egypt/links-tips/>

Family: Explain that *Letters from Egypt* was written in the late 1800s by a British woman who lived in Egypt for more than twelve years. She wrote these letters to her family and friends back in England so they could learn what life in Egypt was like. Read together *Letters from Egypt*, letter 1, and ask for an oral narration.

Tip: If you are teaching only a first grader, you may want to omit Letters from Egypt and do just the map activities if you think the writing style may be too difficult for your student. If you have a first grader along with older students, feel free to allow the first grader to listen to the Letters from Egypt readings, if desired.



Lesson 15: Houses and Everyday Life

Materials Needed

- *Oxford First Ancient History*
- *The Pharaohs of Ancient Egypt* (grades 4–6)
- *The Golden Goblet* (grades 7–12)

Family: Ask students what kind of house they think Abram lived in when he was in Ur, before he started his journeys. Read together *Oxford First Ancient History*, chapter 2, “Houses and everyday life,” and ask for an oral narration.

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, “The Rediscovery of Ancient Egypt,” pages 10–14. Ask for an oral narration.

Grades 7–12: Assign as independent reading *The Golden Goblet*, chapters 1 and 2.

*Book of Centuries
Timeline*

Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.



Lesson 16: Abram's Household Is Circumcised

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: (You may skip this lesson for younger children, if desired.) Ask students what they recall about Abram and Sarai's plan for becoming a "great nation." Explain that God wanted to do a mighty work to keep His promise to Abram. He also wanted Abram's descendants to remember that they were God's special people. Read together Genesis 17 and ask for an oral narration and character traits of Abraham. Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 17: Sarah Is Promised a Son

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they remember about Abraham's response to God's promise of a son. Review Genesis 17:15–17. Explain that in today's reading they will find out Sarah's response to God's promise. Read together Genesis 18:1–15 and ask for an oral narration and character traits of Abraham. Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 18: Abraham Pleads for Sodom

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall from last time's reading about the visitors Abraham had. Explain that those visitors also had difficult news to deliver to Abraham. Read together Genesis 18:16–33 and ask for an oral narration and character traits of Abraham. Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 19: A Little about Old Egyptians

Materials Needed

- *Letters from Egypt*
- Outline map of Africa; labeled world map

Family: Mention that last time, you read Miss Whately's first letter from Egypt, an introduction that told a little about the ancient Egyptians' religion. Ask students what they recall about that letter.

Tip: Remember that a pre-reading review does not need to be as detailed as the post-reading narration. You simply want to help students bring to the forefront their recollections of the previous topic so they can "hook" today's topic to it in a continuous "memory chain."

Explain that today's letter will give a little history overview to show what happened between the time of the ancient Egyptians and the 1800s, when Miss Whately lived in Egypt. Read together *Letters from Egypt*, letter 2, and ask for an oral narration.

Map Drill: Give each student a copy of an outline map of Africa. Encourage them to label all the countries that they know on the map. (Don't worry if they don't know any yet. They will soon.) Compare their labeled countries with a labeled world map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the labeled world map.



Lesson 20: Before the Pyramids

Materials Needed

- *Oxford First Ancient History*
- *The Pharaohs of Ancient Egypt* (grades 4–6)
- *The Golden Goblet* (grades 7–12)

Family: Explain that you will be focusing for the rest of your study on the people who settled in Egypt. Ask students how many ways they can think of that people living today could learn about the ancient Egyptians and how they lived. Read together *Oxford First Ancient History*, chapter 3, "Before the pyramids," and ask for an oral narration.

Tip: For modesty's sake, you may want to touch up or cover part of the picture in today's reading.

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, “The Rediscovery of Ancient Egypt,” pages 14–19. Ask for an oral narration.

Grades 7–12: Assign as independent reading *The Golden Goblet*, chapters 3 and 4.

Tip: As you study Ancient Egypt, you will discover different dates cited in different sources. Egyptian chronology is notoriously full of speculation and conjecture. We have chosen to use the dates given in *All Through the Ages*, revised second edition, from Nothing New Press. So the dates we list in the Book of Centuries column may not agree with the dates given in *Oxford First Ancient History* or in *The Pharaohs of Ancient Egypt*.)

Reminder: Get Pyramid for lesson 30.



Lesson 21: God Destroys Sodom and Gomorrah

Materials Needed

- Bible

Family: Ask students what they recall from last time's reading about God's plan for Sodom and Gomorrah. Remind students that Lot had pitched his tent near Sodom and Gomorrah. Read together Genesis 19:1–29 and ask for an oral narration.

*Sodom and Gomorrah destroyed
(c. 1897 B.C.)*



Lesson 22: Abraham Lies about Sarah Again

Materials Needed

- Bible
- *Then and Now Bible Maps*
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall from last time's reading about Lot's

Isaac is born (c. 1896 B.C.)

escape. Explain that while Lot was looking for a new place to live, Abraham was also journeying. Trace Abraham's journey, outlined in Genesis 20:1, on the Middle East - Bible Times map in *Then and Now Bible Maps*. Read together Genesis 20 and ask for an oral narration and character traits of Abraham. Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 23: Isaac Is Born

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Remind students of the four events and four people in Genesis. Say the eight words aloud once and invite the students to join in on the ones they remember: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Explain that today you will read about the birth of the second key person, Isaac. Read together Genesis 21:1–21 and ask for an oral narration and character traits of Abraham. Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 24: The River

Materials Needed

- *Letters from Egypt*
- Outline map of Africa; labeled world map

Family: Tell students that today's letter is going to be about the Nile River. Help students locate the river on a world map. Ask students for their thoughts on how a river might help or hurt the country of Egypt. Read together *Letters from Egypt*, letter 3, pages 19–23, and ask for an oral narration.

Map Drill: Give each student a copy of an outline map of Africa. Encourage them to label all the countries that they know on the map. Compare their labeled countries with a labeled world map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the labeled world map.



Lesson 25: Building Temples and Pyramids

Materials Needed

- *Oxford First Ancient History*

- *The Pharaohs of Ancient Egypt* (grades 4–6)
- *The Golden Goblet* (grades 7–12)

Family: Show students the picture on the front of this *Genesis through Deuteronomy & Ancient Egypt* handbook. Ask if they have any ideas about how such a large pyramid might have been built. Read together *Oxford First Ancient History*, chapter 3, “Building temples and pyramids.”

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 2, “The First Egyptians and the Dead Demigods,” pages 24–29. Ask for an oral narration.

Grades 7–12: Assign as independent reading *The Golden Goblet*, chapters 5 and 6.

Tip: Make sure older children are up to date with their Discovering Doctrine notebooks and their Book of Centuries entries.

Menes, first Pharaoh of Ancient Egypt (c. 2242 B.C.)



Lesson 26: Abraham Offers Isaac

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall about Isaac’s birth and its importance to Abraham. Explain that in today’s reading, God tested Abraham’s faith to see whether he was trusting in Isaac now or in God. Read together Genesis 22:1–19 and ask for an oral narration and character traits of Abraham and Isaac. Record the suggested character traits on the sheets of poster board or sheets of paper labeled “Abraham” and “Isaac.”



Lesson 27: Sarah Dies

Materials Needed

- Bible
- (optional) *The Child’s Story Bible*
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall from last time’s reading about how God tested Abraham’s (and Isaac’s) faith. Explain that in that event, God chose to deliver them from the grief of death. In today’s reading, God allowed Abraham and Isaac to experience that grief. Read together Genesis 23 and ask for an oral narration and character traits of Abraham. (For younger children,

you may read the account from the first two paragraphs of *The Child's Story Bible*, chapter 17, rather than directly from Genesis 23, if you prefer.) Record suggested character traits on the sheet of poster board or sheet of paper labeled "Abraham."



Lesson 28: A Wife for Isaac

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall from last time's reading about Sarah's death. Explain that there was something left for Abraham to do before he died. Read together Genesis 24 and ask for an oral narration and character traits of Abraham and Isaac. Record the suggested character traits on the sheets of poster board or sheets of paper labeled "Abraham" and "Isaac."



Lesson 29: The River (concluded)

Materials Needed

- *Letters from Egypt*
- Outline map of Africa; labeled world map

Family: Mention that last time you read the first part of the letter about the Nile River. Ask students what they recall about that river and the seasons in Egypt. Explain that the rest of the letter, that you will read today, describes the River and the summertime. Read together *Letters from Egypt*, letter 3, pages 23–27, and ask for an oral narration.

Map Drill: Give each student a copy of an outline map of Africa. Encourage them to label all the countries that they know on the map. Compare their labeled countries with a labeled world map and make any necessary corrections. Then have them label two or three more countries on their maps, copying the spelling and locations from the labeled world map.



Lesson 30: Pyramid

Materials Needed

- *Pyramid*
- *The Pharaohs of Ancient Egypt* (grades 4–6)
- *The Golden Goblet* (grades 7–12)

Family: Explain that over the next few history lessons, you will be exploring in

more detail how the pyramids might have been built. The story you will read together tells about an imaginary pyramid with its surrounding buildings, but it is very similar to real ones in Egypt today. Read together *Pyramid*, pages 7–37.

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 2, “The First Egyptians and the Dead Demigods,” pages 29–34. Ask for an oral narration.

Grades 7–12: Assign as independent reading *The Golden Goblet*, chapters 7 and 8.



Lesson 31: Esau Sells His Birthright

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Remind students of the four events and four people in Genesis. Say the eight words aloud once and invite the students to join in on the ones they remember: Creation, Fall, Flood, Babel, Abraham, Isaac, Jacob, Joseph. Explain that today you will begin reading about Jacob. Read together Genesis 25:7, 8, 19–34 and ask for an oral narration and character traits of Isaac and Jacob. Record the suggested character traits on the sheets of poster board or sheets of paper labeled “Isaac” and “Jacob.”

Tip: The oldest son was entitled to a chief portion of his father's estate simply by right of his birth order; i.e., he had been born first. This birthright was a great honor and a big responsibility. Esau evidently didn't value this right very highly if he was willing to trade it for a bowl of stew.

Grades 7–12: (optional) Assign a written narration that summarizes the character of Abraham.

Jacob and Esau (c. 1836 B.C.)



Lesson 32: Isaac Lies about Rebekah

Materials Needed

- Bible
- Character-trait posters or papers; felt-tip markers

Family: Ask students what they recall about how Esau sold his birthright. Explain that sometimes a child learns bad habits from his parents. In today's reading they will hear how Isaac lied in the same way his father Abraham had lied. Read together Genesis 26 and ask for an oral narration and character

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