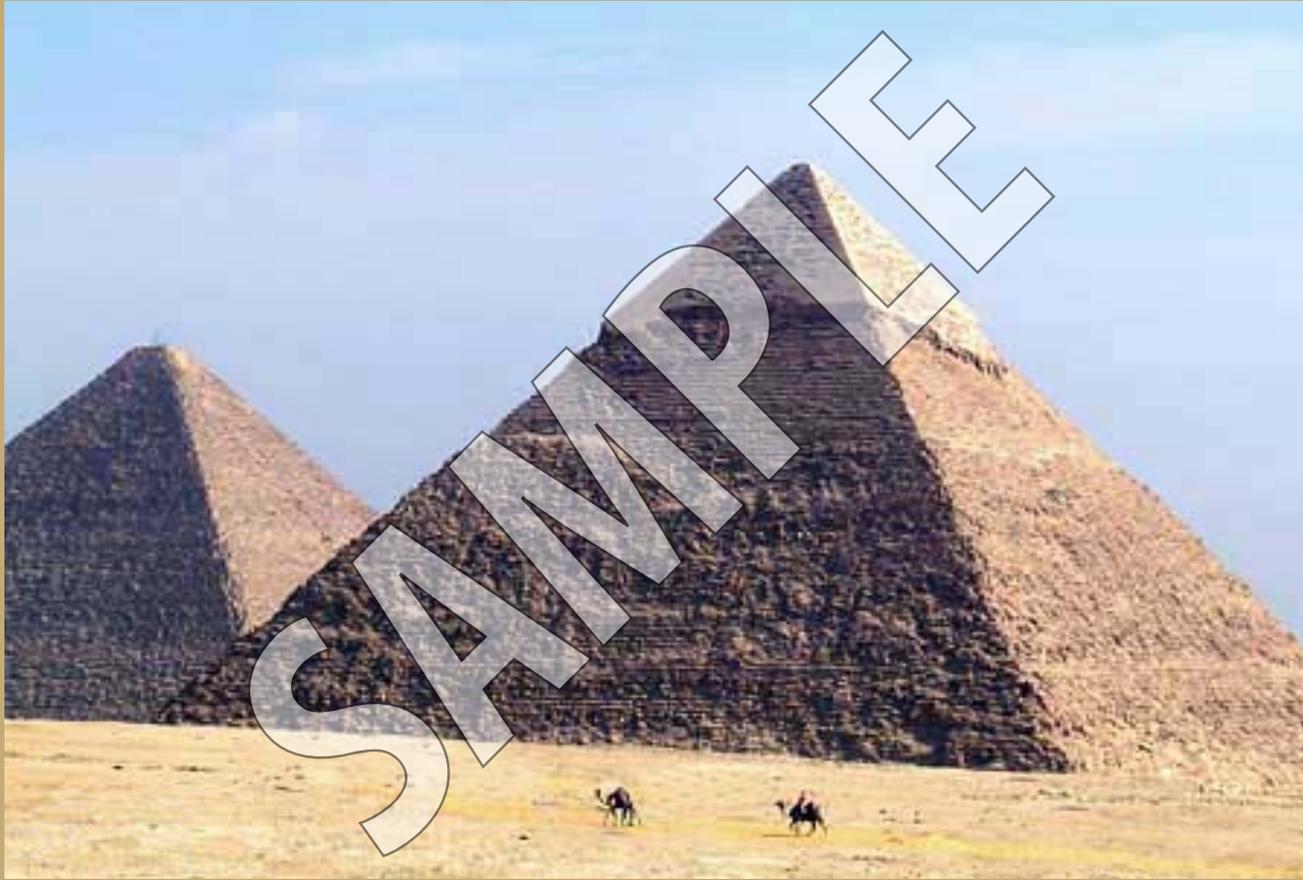


Simply Charlotte Mason presents

Genesis—Deuteronomy & Ancient Egypt

THIRD EDITION



A Year of History, Geography, Bible

Lesson Plans for Grades 1–12

by Sonya Shafer

Study Bible, history, and geography together as a family!

Genesis through Deuteronomy & Ancient Egypt will help all your students, grades 1–12, see how Bible events fit into history. This year of lesson plans features the accounts of Adam to Moses, including a study of Ancient Egypt and other civilizations of the time period, so students get a picture of the world in which the Bible events happened. Older students add a fascinating study of the Law given at Mt. Sinai!

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- Make the ancient world come alive through living books and Bible readings.
- Help your students listen attentively and recall what was read by narrating.
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- Challenge older students with interesting additional reading and writing assignments.
- Keep things simple by providing helpful reminders of upcoming resources, teaching tips, and Book of Centuries entries.

History, Geography, and Bible Series

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<i>Genesis—Deuteronomy & Ancient Egypt</i> Creation—332 B.C.	<i>Joshua—Malachi & Ancient Greece</i> 1856 B.C.—146 B.C.	<i>Matthew—Acts & Ancient Rome</i> 753 B.C.—A.D. 476	<i>Middle Ages, Renaissance, Reformation & Epistles</i> 394—1550	<i>Early Modern & Epistles</i> 1550—1850	<i>Modern Times & Epistles, Revelation</i> 1850—2012
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*Simply
Charlotte Mason*
.com

Genesis through Deuteronomy & Ancient Egypt

Third Edition

*A Year of Lesson Plans
for History, Geography, and Bible
(Grades 1–12)*

by
Sonya Shafer

Genesis through Deuteronomy and Ancient Egypt, Third Edition
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How to Use

This book of lesson plans contains book suggestions and assignments for every grade level, so you can combine all of your students into one family study.

- The **Family** instructions are for everyone to do together.
- Additional **Grade Level** assignments are given for students to complete either independently or with the parent. Your choice.
- **Optional** hands-on activities are also listed. Feel free to skip them, substitute different ones, or add more.

Complete one lesson per day to finish this study in a school year. The lesson plans in this book follow this five-day schedule (except the first couple of weeks that concentrate on Bible).

Day 1	Day 2	Day 3	Day 4	Day 5
 Bible	 Bible	 Bible	 Geography and  History <i>(Independent reading for grades 4–12)</i>	 History <i>(Family reading and additional reading for grades 7–12)</i>

You will find lots of helpful information and Internet links on the Links and Tips page for this book at <http://simplycm.com/genesis-links>.

Complete Year's Book List

Family (all students)

- *Ancient Egypt and Her Neighbors* by Lorene Lambert
A fascinating narrative of life in Ancient Egypt intertwined with captivating stories of the other civilizations that existed alongside her—neighbors far and near.
- Bible
- *Exodus: A Commentary for Children* **and** *Numbers: A Commentary for Children* by Nancy E. Ganz
These two 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.
- *The Great Pyramid* by Elizabeth Mann
A story of the Great Pyramid and the people who built it. Similar to David Macaulay's *Pyramid*, but shorter and not as much construction detail.
- *Material World* **and** *Hungry Planet: What the World Eats* by Peter Menzel
These two wonderful living geography books are used with our *Visits to . . .* books every year in all the grades.
- *Pharaoh's Boat* by David Weitzman
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.
- *The Stuff They Left Behind: From the Days of Ancient Egypt* portfolio
A collection of large full-color photographs of artifacts with leading thoughts and discussion questions.
- *Then and Now Bible Maps* from Rose Publishing
An excellent geography resource used in three of our six history studies.
- *Visits to Africa* notebook by Sonya Shafer (one for each student)
Each *Visits to . . .* book guides your student to spend time exploring a continent or region through map work, living books, and the personal photographs and living travelogue contained in *Material World* and *Hungry Planet: What the World Eats*. Ideas are also included for additional activities.

plus . . .

Grades 1–3

- *Boy of the Pyramids* by Ruth Fosdick Jones
A mystery set in Ancient Egypt and solved by a ten-year-old boy and his father. Our favorite Ancient Egypt book for the younger grades!
- *The True Story of Noah's Ark* by Tom Dooley
Beautiful detailed illustrations and a flowing narrative make the account of Noah come to life.

Grades 4–6

- *The Golden Goblet* by Eloise Jarvis McGraw
Another classic mystery set in Ancient Egypt and written for children but with more twists and conflict than *Boy of the Pyramids*.
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne
One of the few Landmark series books that continues to be in print. A conversational narrative of the main pharaohs who ruled Egypt.
- *The True Story of Noah's Ark* by Tom Dooley
Beautiful detailed illustrations and a flowing narrative make the account of Noah come to life.

Grades 7–9

- *Adam and His Kin* by Ruth Beechick
Speculative yet intriguing narrative of what life may have been like for the main Bible characters through Abram.

- Book of Centuries (one for each student)
- *The Cat of Bubastes: A Tale of Ancient Egypt* by G. A. Henty
Historical fiction by a master story-teller, written in 1888.
- *Discovering Doctrine* by Sonya Shafer (one for each student)
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *The Golden Goblet* by Eloise Jarvis McGraw
Another classic mystery set in Ancient Egypt and written for children but with more twists and conflict than *Boy of the Pyramids*.
- *Jashub's Journal* by Rebekah Shafer, Ruth Shafer, Sonya Shafer (one for each student)
A living story combined with a Bible study designed to highlight God's wisdom in the laws He made.
- *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.
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne
One of the few Landmark series books that continues to be in print. A conversational narrative of the main pharaohs who ruled Egypt.

Grades 10–12

- *Adam and His Kin* by Ruth Beechick
Speculative yet intriguing narrative of what life may have been like for the main Bible characters through Abram.
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
A multi-year project for observing, recording, and organizing Biblical truths as the student reads through the Bible.
- *Jashub's Journal* by Rebekah Shafer, Ruth Shafer, Sonya Shafer (one for each student)
A living story combined with a Bible study designed to highlight God's wisdom in the laws He made.
- *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.
- *Uarda* by Georg Ebers
A historical fiction written in the late 1800s that makes the political and personal aspects of Ancient Egypt come alive. Extensive footnotes document ideas and descriptions in the storyline.
- *Unwrapping the Pharaohs* by John Ashton and David Down
An interesting and compelling new Egyptian chronology that confirms the Biblical account.

Optional Book List

- *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 explanation on page 110.)
- *Letters from Egypt* by Mary Whately, edited by Sonya Shafer (grades 4–12)
These letters, written by a British woman who established a school for girls in Egypt in the late 1800s, describe the

culture, climate, and customs of that country. Wonderful tie-ins to Scripture! Please note that the recommended version is edited. Used in the *Visits to Africa* plans.

Other Materials

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

Suggestions for Where to Find the Books

Simply Charlotte Mason

- *Ancient Egypt and Her Neighbors* by Lorene Lambert (Family)
- *Book of Centuries* (one for each student in grades 7–12)
- *Boy of the Pyramids* by Ruth Fosdick Jones (grades 1–3)
- *Discovering Doctrine* by Sonya Shafer (one for each student in grades 7–12)
- *Jashub's Journal* by Rebekah Shafer, Ruth Shafer, Sonya Shafer (one for each student in grades 7–12)
- *Letters from Egypt* by Mary Whately, edited by Sonya Shafer (optional for grades 4–12)
- *The Stuff They Left Behind: From the Days of Ancient Egypt* portfolio (Family)
- *Visits to Africa* notebook by Sonya Shafer (one for each student in the Family)

Public Domain

(You can probably download these for free at <http://gutenberg.org>, <http://books.google.com>, or <http://archive.org>.)

- *The Cat of Bubastes: A Tale of Ancient Egypt* by G. A. Henty (grades 7–9)
- *Uarda* by Georg Ebers (grades 10–12)

Your Local Library

(These are the titles that a library is most likely to have. You might also check for the titles listed under Your Favorite Book Store. If your library does not have access to a book listed here, add it to your Book Store list.)

- *The Golden Goblet* by Eloise Jarvis McGraw (grades 4–9)
- *The Great Pyramid* by Elizabeth Mann (Family)
- *Motel of the Mysteries* by David Macaulay (grades 7–12)
- *Pharaoh's Boat* by David Weitzman (Family)

Your Favorite Book Store

(Check <http://amazon.com>, <http://christianbook.com>, <http://rainbowresource.com>, or other favorite book sources.)

- *Adam and His Kin* by Ruth Beechick (grades 7–12)
- *Bible* (Family)
- *The Child's Story Bible* by Catherine Vos (optional for grades 1–3)
- *Exodus: A Commentary for Children* by Nancy E. Ganz (Family)
- *Hungry Planet: What the World Eats* by Peter Menzel (Family)
- *Leviticus: A Commentary for Children* by Nancy E. Ganz (grades 7–12)
- *Material World* by Peter Menzel (Family)
- *Numbers: A Commentary for Children* by Nancy E. Gan (Family)
- *The Pharaohs of Ancient Egypt* by Elizabeth Payne (grades 4–6)
- *Then and Now Bible Maps* from Rose Publishing (Family)
- *The True Story of Noah's Ark* by Tom Dooley (grades 1–6)
- *Unwrapping the Pharaohs* by John Ashton and David Down (grades 10–12)

**Visit <http://simplycm.com/genesis-links>
for helpful links to the books.**

Term 1

(12 weeks; 5 lessons/week)

Term 1 Book List

Family

- *Ancient Egypt and Her Neighbors* by Lorene Lambert
- Bible
- *The Great Pyramid* by Elizabeth Mann
- *Material World and Hungry Planet: What the World Eats* by Peter Menzel
- *Pharaoh's Boat* by David Weitzman
- *The Stuff They Left Behind: From the Days of Ancient Egypt* portfolio
- *Then and Now Bible Maps* from Rose Publishing
- *Visits to Africa* notebook by Sonya Shafer (one for each student)

Plus . . .

Grades 1–3

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

Grades 4–6

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

Grades 7–9

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

Grades 10–12

- *Adam and His Kin* by Ruth Beechick
- Book of Centuries (one for each student)
- *Discovering Doctrine* by Sonya Shafer (one for each student)
- *Uarda* by Georg Ebers
- *Unwrapping the Pharaohs* by John Ashton and David Down

Optional

- *The Child's Story Bible* by Catherine Vos (grades 1–3)

Other Materials

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

What You Will Cover As a Family

Bible: *Genesis*

Geography: *Africa, with special emphasis on Egypt and Mali*

History: *Ancient Egyptian geography, pyramids, and art; ancient civilizations in Sumer, the Indus Valley, Great Britain, and Babylon*

Term 1 At a Glance

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
Week 1, Lessons 1-5					
Bible	Genesis 1-6			Adam and His Kin, ch. 1-8	Adam and His Kin, ch. 1-8
Geography	Visits to Africa, Visit 1				
Week 2, Lessons 6-10					
Bible	Genesis 7-11; Job	True Story of Noah's Ark	True Story of Noah's Ark	Adam and His Kin, ch. 9-16	Adam and His Kin, ch. 9-16
History				Pharaohs of Ancient Egypt, ch. 1A; Golden Goblet, ch. 1	Unwrapping the Pharaohs, ch. 1; Uarda, ch. 1
Geography	Visits to Africa, Visit 2				
Week 3, Lessons 11-15					
Bible	Genesis 12, 13, 16			Adam and His Kin, ch. 17-19	Adam and His Kin, ch. 17-19
History	Ancient Egypt & Her Neighbors, ch. 1		Pharaohs of Ancient Egypt, ch. 1A	Pharaohs of Ancient Egypt, ch. 1B; Golden Goblet, ch. 2	Unwrapping the Pharaohs, ch. 2; Uarda, ch. 2
Geography	Visits to Africa, Visit 3				
Week 4, Lessons 16-20					
Bible	Genesis 17, 18				
History	Ancient Egypt & Her Neighbors, ch. 2		Pharaohs of Ancient Egypt, ch. 1B	Pharaohs of Ancient Egypt, ch. 2A; Golden Goblet, ch. 3	Unwrapping the Pharaohs, ch. 3; Uarda, ch. 3
Geography	Visits to Africa, Visit 4				
Week 5, Lessons 21-25					
Bible	Genesis 19-21				
History	Ancient Egypt & Her Neighbors, ch. 3		Pharaohs of Ancient Egypt, ch. 1C	Pharaohs of Ancient Egypt, ch. 2B; Golden Goblet, ch. 4	Unwrapping the Pharaohs, ch. 4; Uarda, ch. 4
Geography	Visits to Africa, Visit 5				
Week 6, Lessons 26-30					
Bible	Genesis 22-24				
History	Ancient Egypt & Her Neighbors, ch. 4		Pharaohs of Ancient Egypt, ch. 2A	Pharaohs of Ancient Egypt, ch. 3A; Golden Goblet, ch. 5	Unwrapping the Pharaohs, ch. 5; Uarda, ch. 5
Geography	Visits to Africa, Visit 6				

Use this chart to see what your family and each of your students will be studying week by week during this term. You will also be able to see when each book is scheduled to be used.

	Family	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
Week 7, Lessons 31–35					
Bible	Genesis 25–27				
History	The Great Pyramid		Pharaohs of Ancient Egypt, ch. 2B	Pharaohs of Ancient Egypt, ch. 3B; Golden Goblet, ch. 6	Unwrapping the Pharaohs, ch. 6; Uarda, ch. 6
Geography	Visits to Africa, Visit 7				
Week 8, Lessons 36–40					
Bible	Genesis 28–30				
History	Pharaoh's Boat		Pharaohs of Ancient Egypt, ch. 2C	Golden Goblet, ch. 7, 8	Unwrapping the Pharaohs, ch. 7; Uarda, ch. 7
Geography	Visits to Africa, Visit 8				
Week 9, Lessons 41–45					
Bible	Genesis 31–37				
History	Ancient Egypt & Her Neighbors, ch. 5		Pharaohs of Ancient Egypt, ch. 3A	Golden Goblet, ch. 9, 10	Unwrapping the Pharaohs, ch. 8; Uarda, ch. 8
Geography	Visits to Africa, Visit 9				
Week 10, Lessons 46–50					
Bible	Genesis 39–41				
History	Ancient Egypt & Her Neighbors, ch. 6		Pharaohs of Ancient Egypt, ch. 3B	Golden Goblet, ch. 11, 12	Unwrapping the Pharaohs, ch. 9; Uarda, ch. 9
Geography	Visits to Africa, Visit 10				
Week 11, Lessons 51–55					
Bible	Genesis 41–47				
History	Ancient Egypt & Her Neighbors, ch. 7		Pharaohs of Ancient Egypt, ch. 3C	Golden Goblet, ch. 13, 14	Unwrapping the Pharaohs, ch. 10; Uarda, ch. 10
Geography	Visits to Africa, Visit 11				
Week 12, Lessons 56–60					
Bible	Genesis 47–50; Exam or Catch up				
History	Exam or Project			Golden Goblet, ch. 15, 16	Uarda, ch. 11–13
Geography	Visits to Africa, Visit 12				



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, “The Beginning of Time.”

Tip: We recommend reading this book together to allow for discussion. The story makes the first twelve chapters of Genesis come alive, but the students 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).



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://simplycm.com/narration-ideas>

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapter 2, “In the Garden.” 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, “The Punishment” and “Adam’s Children.” Continue watching for truths to record in *Discovering Doctrine*.



Lesson 4: Cain Kills Abel



& Visit 1 to Africa

Materials Needed

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

Family: Complete Visit 1 in *Visits to Africa*.

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

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

Adam and His Kin, chapters 5 and 6, "Cain" and "Writing in the Stars." Continue watching for truths to record in *Discovering Doctrine*.

*Book of Centuries
Timeline*



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, "The Preachers" and "Noah." 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)
- *Adam and His Kin* (grades 7–12)

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.

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

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 9 and 10, "The Year of 1656" and "The Great Flood."

The Flood (c. 2349 B.C.)



Lesson 7: The Ark Lands

Materials Needed

- Bible
- *Then and Now Bible Maps*
- *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.

Locate Mount Ararat on map 1, Middle East - Bible Times, in *Then and Now Bible Maps*. Use the Now overlay 2 to see in which modern day country that mountain is located.

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 quite a while 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, "The Calendar Puzzle" and "Starting Up the New World."



Lesson 8: The Languages Confused

Materials Needed

- Bible
- *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 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.

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 13 and 14, "Trouble at Ararat" and "Land of the Two Rivers."

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 on page 110.)

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



Lesson 9: Visit 2 to Africa & Pharaoh Readings

Materials Needed

- *Visits to Africa*
- *The Pharaohs of Ancient Egypt* (grades 7–9)
- *The Golden Goblet* (grades 7–9)
- *Unwrapping the Pharaohs* (grades 10–12)
- *Uarda* (grades 10–12)

Family: Complete Visit 2 in *Visits to Africa*.

Grades 7–9: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, “The Rediscovery of Ancient Egypt,” pages 3–10, stopping at the break in the text. Ask for an oral or written narration.

Also assign *The Golden Goblet*, chapter 1.

Grades 10–12: Read together or assign as independent reading *Unwrapping the Pharaohs*, chapter 1, “Pyramids and Mummies.” Ask for an oral or written narration.

Also assign *Uarda*, chapter 1.

Tip: Beginning next week you will start the regular schedule of three days of Bible, one day of Geography and History, and one day of full History each week.



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.

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

Grades 7–12: Read with your older children or assign as independent reading *Adam and His Kin*, chapters 15 and 16, “The Tower of Bel” and “Aftermath.”



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, showing Abram’s journey from Haran to Canaan to Egypt on map 1, Middle East - Bible Times, 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 poster board 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 students 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, “Gods and Goddesses” and “The Death of Noah.”



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, "Abram."



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."



Lesson 14: Visit 3 to Africa



& Pharaoh Readings

Materials Needed

- *Visits to Africa*
- *The Pharaohs of Ancient Egypt* (grades 4–9)
- *Unwrapping the Pharaohs* (grades 10–12)

Family: Complete Visit 3 in *Visits to Africa*.

Grades 4–6: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, "The Rediscovery of Ancient Egypt," pages 3–6, stopping about two-thirds of the way down the page at the break in the text. Ask for an oral or written narration.

Grades 7–9: Read together or assign as independent reading *The Pharaohs of Ancient Egypt*, chapter 1, "The Rediscovery of Ancient Egypt," pages 10–19. Ask for an oral or written narration.

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

Narmer unifies Upper and Lower
Egypt (c. 2242–2189 B.C.)

Grades 10–12: Read together or assign as independent reading *Unwrapping the Pharaohs*, chapter 2, “The Step Pyramid.” Ask for an oral or written narration.



Lesson 15: The Black Land and the Red

Materials Needed

- *Ancient Egypt and Her Neighbors*
- *The Stuff They Left Behind: From the Days of Ancient Egypt*
- *The Golden Goblet* (grades 7–9)
- *Uarda* (grades 10–12)

Family: Ask students what they think Egypt was like when Abram traveled there. Explain that you will be reading about other ancient people groups who lived at the same time as Abraham, Isaac, Jacob, and Joseph, especially, the Egyptians. Read together *Ancient Egypt and Her Neighbors*, chapter 1, “The Black Land and the Red,” and ask for an oral narration. Refer to the map of Ancient Egypt on page 165 in that book as desired.

Either when you read about the Narmer Palette in the chapter or after the students’ narration at the end, display the large picture of the Narmer Palette from *The Stuff They Left Behind: From the Days of Ancient Egypt* and discuss the leading thoughts as desired.

Tip: If the chapters are too long for your child to pay full attention throughout one reading, feel free to split the chapters in half. You could read half and narrate that portion, then read the next half and narrate; or you could read and narrate half on the days you do Visits to Africa and the other half on History days.

Grades 7–9: Read together or assign as independent reading *The Golden Goblet*, chapter 2.

Grades 10–12: Read together or assign as independent reading *Uarda*, chapter 2.

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

Helpful Information

Why I Wrote These Lessons

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.

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.

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 our website that might help you: <http://simplycm.com/narration-ideas>.

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, the students 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 <http://simplycm.com/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.

Suggestions toward Calculating Credits

Keeping track of high school credits is always a challenge but not that hard once you get the hang of it. You can calculate the credits based on actual time spent interacting with the material, or you can calculate credits based on the amount of work involved. Most authorities agree that if you are calculating based on actual time spent, a credit is awarded for every 120–180 hours spent on task, with 150 being average.

For the completion of grades 7–9 or 10–12 assignments in this Genesis through Deuteronomy & Ancient Egypt study, I suggest that students should be awarded $\frac{1}{2}$ credit for History/Geography, plus $\frac{1}{2}$ credit for Bible. Usually Geography is included with History and considered one course of study. It is up to you whether you want to consider Bible as a separate course or include it as part of History, since the focus is on Israel's history in ancient times. If you want to combine History, Geography, and Bible, award 171 hours, or 1 full History credit.

Below are details demonstrating how the credit suggestions for this study were calculated. The calculations for Hours Spent are an estimated average. The calculations below for the Course Work Detail assume the student completed all the readings and assignments given in these lesson plans for grades 7–9 or 10–12.

Hours Spent

History & Geography— $\frac{1}{2}$ Credit

Average 2.5 hours per week x 36 weeks = 90 hours

Bible— $\frac{1}{2}$ Credit

Average 2.25 hours per week x 36 weeks = 81 hours

Course Work Detail

History

Grades 7–9

1120 pages read in 7 books
17 written narrations
16 artifacts studied
Book of Centuries project
3 essay exams

Grades 10–12

1215 pages read in 7 books
29 written narrations
16 artifacts studied
Book of Centuries project
3 essay exams

Geography

Grades 7–12

29 map studies and drills
241 pages read in 3 books
24 integrated map work in History and Bible lessons

Bible

Grades 7–12

819 pages read in 5 books
(more if the optional corresponding Scripture passages were read for Leviticus)
15 written narrations
111-page Bible study
Discovering Doctrine project
3 essay exams

