

Quick Start Guide

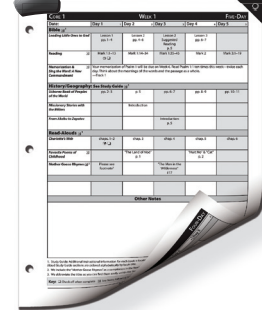
Core Instructor's Guide: Levels 3–Alt 7

1 Get to Know Your Instructor's Guide

Your Instructor's Guide (IG) gives you the structure and flexibility to teach your children with confidence. Before you dive into your new Sonlight materials, familiarize yourself with this vital tool. Remember that you are in control of your homeschool; the wealth of information in your IG is here to help you. Only you can decide the right pace for your family. Your IG is a tool to make your life easier as you shape your children's education.

Now let's take a look at your IG's contents, including the Schedule Pages, Notes, Study Guides, and Appendices.

2 Plan Your Schedule and Use Your Notes



The weekly schedules help you plan. You can follow them closely, reorganize them, or merely use them as a springboard for your own plans. Please know you DO NOT have to do everything scheduled in your IG. Find a rhythm that works for you.

You can study every subject every day or focus on one subject at a time.

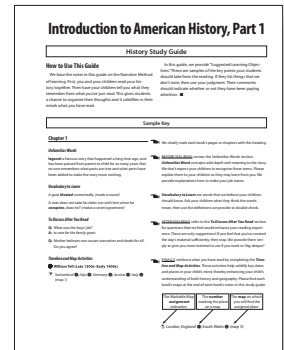
Find thought-provoking Notes for scheduled assignments directly behind your Schedule pages. Use these Notes to spark discussions with your children.



3 Find Help with Study Guides & Appendices

You have helpful Study Guides for most of the books you read. Find them after the large section of Schedule pages. The Study Guides feature vocabulary words, extra historical tidbits, and map and timeline activities to help solidify what your children are learning. The guides contain learning objectives and comprehension questions (with answers), so you can be sure your children understand what they read. They allow you to discuss the books your children read, even if you're unable to pre-read all of them. Especially if you're teaching more than one child, the Study Guides are indispensable.

Appendices have extra helps and resources (like field trip pages and phonics charts) to make your job easier.



4 Start Your Journey

Ready? Set? Go! Your Core IG lets you to teach well from the very first day. As you progress, adapt the curriculum to meet your needs. Need to go faster or slower? Need to use more/less than what we offer? Sonlight puts you in control of your homeschool journey and enables you to customize your children's educational experience. Our goal is to make your job easier, help you overcome obstacles, and protect your family's interests. Please contact us if we can help. Visit us at www.sonlight.com/help or call (303) 730-6292.

Subjects for Levels 3–Alt. 7

- **History & Geography:** Each Sonlight® Core centers on History. As children enjoy historical fiction and fascinating biographies, they learn about the key events and people that shaped our world. In particular, Sonlight features historical figures whose character and achievements we want children to emulate. Geography weaves naturally into the curriculum, giving context to the people and places you discover. As children study the past, they begin to shape their future.
- **Read Alouds and Readers:** The books you read aloud with your children and many of the books they read on their own intertwine with the History you're studying. As you build precious memories with your children and give them gripping books to read, they develop a true love of learning.
- **Bible:** Sonlight's Bible program combines daily scripture readings with supplemental materials that offer additional insight into the people, places, and events of the Bible. (Supplemental materials optional in K–5.)

| CORE 6 | | WEEK 1 | | | FIVE-DAY | |
|---|---|----------------------------|---|-----------------|------------------------|--|
| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | |
| Bible | | | | | | |
| Reading | 1 Chronicles 5:1–2, 18–26, 6:31, 32, 49 | 1 Chronicles 10 | 1 Chronicles 11:1–25 | 1 Chronicles 13 | 1 Chronicles 14 | |
| Children’s Bible Field Guide See History Guide for “Notes on Biblical Dates” | Lesson 1, plus one “To Think About and Do” problem each day. | | | | | |
| Memorization | 1 Corinthians 13:1–2 You will present 1 Corinthians 13 in Week 6. | | | | | |
| History: See Study Guide | | | | | | |
| The Story of the World: Ancient Times | Introduction pp. 1–6 | chap. 1 “The First Nomads” | chap. 1 “The First Nomads Become Farmers” | chap. 2 | chap. 3 | |
| The Usborne Encyclopedia of World History | pp. 104–105 | pp. 106–107 | pp. 108–109 | pp. 114–115 | pp. 111,137 box | |
| Current Events | One assignment report per week is expected in 6th grade. | | | | | |
| Readers | | | | | | |
| Mara, Daughter of the Nile | chaps. 1–3 | chaps. 4–5 | chaps. 6–8 | chaps. 9–10 | chaps. 11–13 | |
| Read-Alouds | | | | | | |
| The Golden Goblet | chap. 1 | chap. 2 | chap. 3 | chap. 4 | chap. 5 | |
| Favorite Poems Old and New | pp. 5–6 | pp. 7–10 | pp. 11–13 | pp. 14–15 | pp. 16–18 (skip p. 17) | |
| Other Notes | | | | | | |

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

Key: Check off when complete See Notes following Schedule Map Assignment Timeline Figure in packet Timeline Suggestion

CORE 6

WEEK 1

FOUR-DAY

| Date: | Day 1 ¹ | Day 2 ² | Day 3 ³ | Day 4 ⁴ | Day 5 ⁵ |
|---|---|-------------------------------|--|--------------------|--------------------|
| Bible | | | | | |
| Reading | 1 Chronicles 5:1–2, 18–26, 6:31, 32, 49 | 1 Chronicles 10 | 1 Chronicles 11:1–25 | 1 Chronicles 13 | |
| Children’s Bible Field Guide See History Guide for “Notes on Biblical Dates” | Lesson 1, plus one “To Think About and Do” problem each day. | | | | |
| Memorization | 1 Corinthians 13:1–2 You will present 1 Corinthians 13 in Week 6. | | | | |
| History: See Study Guide ¹ | | | | | |
| The Story of the World: Ancient Times | Introduction pp. 1–6 | chap. 1 “The First Nomads” | chap. 1 “The First Nomads Become Farmers” | chap. 2 | |
| The Usborne Encyclopedia of World History | pp. 104–105 | pp. 106–107 | pp. 108–109 | pp. 114–115 | |
| Current Events | One assignment report per week is expected in 6th grade. | | | | |
| Readers ¹ | | | | | |
| Mara, Daughter of the Nile | chaps. 1–3 | chaps. 4–6 | chaps. 7–10 | chaps. 11–13 | |
| Read-Alouds ¹ | | | | | |
| The Golden Goblet | chap. 1 | chap. 2 | chap. 3 | chap. 4 | |
| Favorite Poems Old and New ² | pp. 5–6 | pp. 7–10 | pp. 11–13 | pp. 14–15 | |
| | | | | | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

2. We will not schedule every poem for the 4-day program. Feel free to do extra poems each day or plan for summer reading.

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Bible

Memorization/Public Speaking

Read through and/or recite your passage at least ten more times. Make sure you use all your gestures and the full range of vocal effects. You will be presenting it to a live audience in Week 6.

Note to Mom or Dad: We want your children to make their presentation as naturally dramatic as possible. It should not be overly dramatic, but it should be lively and interesting.

Because they are usually nervous, beginning speakers often fail in this area. They speak in tiny voices, with little dynamism (inflection, emphasis, or change in volume from one section to another), and stand stiffly. If they make any motions, the motions look unnatural and choppy.

Even good speakers have a natural tendency to “tighten up” and speak with less dynamism or drama than they ought. Therefore, before making public presentations, good speakers will “loosen up.”

There are two things public speakers need to loosen: their vocal chords and their bodies. Help your son or daughter practice the following exercises this week so s/he can do them easily next week before going “onstage.”

1. In order to loosen your vocal chords, try “singing” your passage. Begin “singing” it at the lowest note you can reach, and then let your voice rise through its full range—to the highest note you can sing. Keep “singing” your passage, letting your voice rise and fall from its bottom note to its top and back down to its bottom.
2. Another loosening exercise for your voice: don’t *sing* the passage; just say it, without expression, but beginning in a whisper and building volume until you are shouting. Keep saying your speech, but let your voice grow softer until it is just a whisper. Continue oscillating from whispers to shouts until you have finished your speech, or until you feel relaxed at both ends of your vocal spectrum.
3. How about working your voice (and face) through various emotions? Start with a belly laugh: “Ho! Ho! Ho! Ha! Ha! Ha! Hee! Hee! Hee!” (etc.). Then pretend you’re angry. Embarrassed. Excited. Sad ... Can you think of any other emotions to pretend?
4. In order to loosen your body, try swinging and shaking your arms, rolling your head in circles on your shoulders, shaking your legs, doing jumping

jacks, etc. Another exercise: try saying your speech with exaggerated motions: make the motions far broader, faster, more dramatic than you would ever plan to do them before an audience.

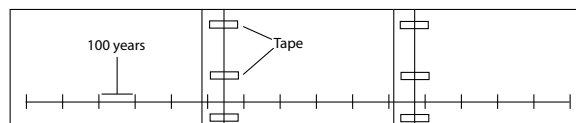
History

Timeline Instructions

Throughout the year, we will provide Timeline suggestions from your assigned reading in your History Study Guide books, Advanced **Readers**, Regular **Readers**, and **Read-Alouds**. These suggestions will be provided weekly in your Instructor’s Guide and Notes.

Note to Mom or Dad: Timelines suggestions are marked with a ☼ symbol and can be found on the Timeline Figure Schedule or in the Study Guides. Those timeline suggestions preceded by a ☼† symbol have an accompanying figure in the Sonlight Timeline Figure packet.

You should either use the timeline sold by Sonlight Curriculum, or make a timeline for the wall of your room using 8½” x 11” paper (taped sideways, end to end), one inch for every 100 years or so.



Timelines are helpful because not every book we read will be in chronological order. When we read them and mark dates on our timeline, we are better able to understand how events fit together: which things occurred at the same time, which things came first, and which things came later.

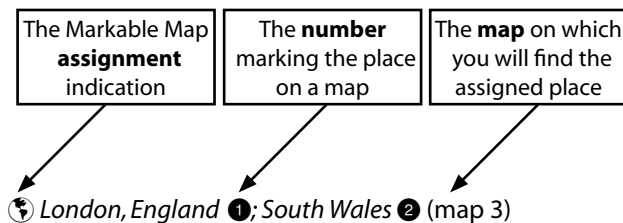
You may wish to use the figures we sell, or cut out a number of “people” from card stock or construction paper. Draw clothes on them to look like the characters you are studying, and paste them on the timeline in the right place.

Some people prefer a less graphic approach and simply use color markers, pens, and pencils to write on their timeline the names and dates of significant events, persons, etc.

Whatever method you use, we believe your sense of history will be enhanced if you maintain this discipline throughout the year.

Markable Map

Sonlight's geography program weaves throughout the year with assignments from almost every book you study. It is designed to demonstrate to your students the importance of map skills while enhancing the learning adventure. We provide map suggestions from the assigned reading in the History, Readers, and Read-Aloud Guides. Look for the 📍 symbol on the schedule page. This will alert you to a map assignment at the beginning of that day's Study Guide notes. Use the key in the Study Guide (see sample below) to find each location on the map(s) following each book's Study Guide. Then your children can note each location on your Markable Map using a washable pen. (We recommend Vis-a-Vis® pens. If you should accidentally use a non-washable marker, rubbing alcohol can remove those errant marks.)



Study Guides

Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud. Study sections ordered alphabetically by book title.

Current Events

We believe that by fifth grade students need to begin learning that world affairs—matters of social, political, economic, and cultural concern—are appropriate for their interest. They should be informed about these matters, and they ought to be forming biblically-appropriate opinions about them. As citizens of God's Kingdom, they are called upon to be gracious (and, therefore, informed) ambassadors to the peoples and kingdoms of this world.

Beginning in seventh grade, we believe students ought to begin to add a statement of their own position on the issues of the day and explain why they believe and feel as they do. In fifth and sixth grades, we don't require students to state a position or argue for a position on any issue; they must simply prove that they are informed by telling you about an article they have read in a newspaper or magazine. Once each week, on the last day of the week, fifth and sixth graders must report verbally on some matter of significant local, regional, national, or international

concern that they have read about during the previous week. They must state who the protagonists are in the case and what makes the matter significant. What are the potential effects of the matter turning out one way or another? What are the two (or more) sides arguing about (issues as well as side issues)? In seventh grade, students should make two such reports each week. In eighth and ninth grades, three reports.

How to "Teach" Current Events

I must confess: I had not thought to require any current events reports from Amy, our eldest, before she entered eighth grade. In eighth grade, however, I told her what I wanted: three reports per week, two of international significance, and one of broad or narrow significance as she saw fit.

I was appalled with her response.

For ten weeks we seemed to play a cat-and-mouse game of her telling me about such things as a murder that had been reported in our local newspaper or the final score of some major sporting event. If I pushed her, she would describe something of interest she had read in Focus on the Family *Citizen* magazine or some mild human interest story from *Reader's Digest*. But when it came to matters of international significance—the war in the Balkans, civil unrest in India, the progress of affairs in South Africa, Kuwait, Somalia, the former Soviet Union—she would conveniently "forget" the assignment ("Oh. I haven't read one recently ...") or fail to have an adequate source ("But we only get the newspaper on the weekends, and ...") or ...

Finally I told her, "Amy, I don't care how you do it—I'm willing, even, to read the article with you, but you must give me a report concerning something of international significance."

With great reluctance she agreed to let me read an article to her. She would then summarize what we had read.

As I began to read this first article about something of significance to people in another country (South Africa), I soon realized why Amy had so steadfastly refused to read such articles or give me reports about international events. In that one article, there were at least 10 or 15 names and events about which Amy knew nothing. "Apartheid" was mentioned; Nelson Mandela and the African National Congress (ANC) figured prominently; Mandela's wife, Winnie, received a passing mention (though not by name); Mangosuthu Buthelezi and the Zulu-dominated Inkatha Freedom Party were part of the article; so was South Africa's president F.W. deKlerk.

As I read, it became clear to me that Amy knew virtually nothing about any of these names, groups, concepts or practices. How could she possibly read the article with understanding? She couldn't. It seemed as if every other word throughout the article referred to something about which she knew nothing.

Think about it. Does your son or daughter recognize the name Charles de Gaulle? How about François Mitterrand? Tiananmen Square? European Economic Union?

Do they know the significance of the year 1997 to Hong Kong? Do they know what the Yen is? Do they understand the meaning of "balance of payments" or Gross Domestic Product? How about the significance of those terms? Do they know about GATT?

If your children are unfamiliar with such names, dates, events, and terms, are they likely to enjoy reading international news? I would guess not.

Before we started, I thought Amy and I could whip through that first article on South Africa. It was only one regular sized magazine page long. But it took us close to 40 minutes to read that page: there was that much background information I needed to give her!

Since that first experience, Amy and I have maintained a similar practice: we browse through a current news magazine (my favorite is *The Economist* because of its depth and breadth of coverage, as well as its amazing use of the English language); we choose an appropriate-looking article, then start reading. I *READ THE ARTICLE OUT LOUD* ... to Amy ... even when she was in eighth grade. (I make a point of Amy's age and the fact that I read because I think there ought to be no shame in this. If our children need our help—and Amy clearly needed mine—then we ought to give it to them. By helping them now, we reduce the need for us to help them later [at a time when it may be quite a bit more embarrassing to offer such aid].)

As I read, I often asked Amy whether she understood what the author was talking about. (Often, she did not.) If I came across an uncommon or unfamiliar term, I explained it. I tried to give her whatever historical, cultural, and other background I could, as well as talk about what appeared to me to be parallel situations with which she might be familiar from her studies of history or other cultures.

This "reading" process was rather slow, but it enabled Amy to understand what she would otherwise never understand, it gave her a wealth of information she would otherwise know nothing about, and—praise God—from my perspective, it enabled me to pass on to my daughter a perspective on the world and world events that no one else could possibly give her ...

After we finished reading, I had Amy try to summarize what we read/she heard.

After several months of practice, Amy was able, occasionally, to come to me with an article she had already read. She then summarized the story. As time went by, she was able to do more and more of that.

Personally, I have found that the best time to hold these discussions about current events is either over the dinner table or, for older students, during our daily student-teacher time.

There is no reason you must follow our example; this is simply what we have found helpful for our family and in our schedule.

A Rationale for Studying Current Events

Why study current events? There are many reasons. One is to help children become familiar with the names and events that are in the news. When kids become familiar with these names and events, they are better able in the future to read articles about the same people or the same or related events.

"Great," says your son or daughter. "Just what I need. An assignment to read the newspaper so I can read the newspaper in the future!"

That's right!

"But why do I need to know about Hong Kong and 1997? What do I care about the GATT?"—These are the kinds of questions my daughter asked me when we began requiring current events reports from her. "Look," she said, "the news about President Clinton and about the murder that took place yesterday down in Denver, or the fact that the Rockies won: that's interesting. But this other stuff ...!"

Perhaps we could extend this reasoning. Who cares that a murder took place in Denver (or wherever)? Or what does it matter that a certain baseball (football, basketball, or other) team won a game? Who cares about anything? Why should we be concerned about anything besides our local community ... or our own family, for that matter? These are fair questions.

Before answering them directly, I want to acknowledge that it is at least theoretically possible to become over-informed. I can imagine there are a few people in this world who spend so much time listening to the news and "being informed" that they never have time to do anything useful.

But most of us are in another position. We are neither informed nor are we engaged in so many useful activities that we cannot possibly afford the time to become informed. We are simply selfish. We prefer to be entertained rather than informed and to act on what we know.

God hasn't placed us in this world for the purpose of being entertained. God has placed us here to act as His ambassadors of light in "a crooked and perverse generation." He wants us to bring every people, group, and every area of life under His control.

Now, none of us can possibly do this job by him—or herself. This is something God has given all of us to do together. In other words, we need each other.

In turn, this means that, on the one hand, none of us needs to know about everything that happens in the world: God knows that. Even if it were possible for us to know everything, it would be impossible for us to effectively use so much information. At the same time, however, since God hears our prayers, if we pray for our brothers and sisters elsewhere in the world and if they pray for us, since God answers our prayers, we (and they) can help each other do our respective tasks *by praying*.

But how will we pray—and especially, how will we pray *effectively*—if we don't know anything about our brothers and sisters elsewhere in the world? Reading the news can help us know what they are going through, what they are experiencing, and what they might appreciate us praying about.

So, our first reason for keeping up on current events is so we can pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad." Then again, we see that some people enjoy certain blessings that we do not. As the Apostle Paul said concerning the Jews as they looked at the Christians, perhaps we will be stirred to a righteous envy. Then again, a study of current events may help us see that we enjoy certain blessings that others don't. Perhaps we will learn to keep our mouths shut when we think we "have it so bad." Finally, a study of current events—as a study of history in general—can give us the opportunity to learn from other people's mistakes.

Besides the direct benefits we and our brothers and sisters around the world enjoy because we keep up on current events, by reading the newspaper we give God the opportunity to lead us in new directions.

Imagine. Are you likely to go someplace or serve a people group you've never heard of? Hardly! Nor are you likely to try a new idea if you've never heard of anyone else doing the same thing before.

By becoming informed about other people in other places, we broaden our horizons and open our minds to all manner of options we would otherwise never consider.

Readers

Mara, Daughter of the Nile

Something to consider: One client suggested using *Mara, Daughter of the Nile* as a Read-Aloud instead of a Reader because of some difficult wording and a few descriptions and themes. To make this switch the client made *The Golden Goblet* a Reader since it has simpler vocabulary and holds more of the innocence of youth while still giving a great historical picture.

You may want to consider making this switch as well, but don't feel as though you must.

Read-Alouds

Favorite Poems Old and New

It is easy when reading a poem, especially when reading a metered and rhymed poem (a poem with a regular "beat" or meter and lines that rhyme), to over-emphasize the patterns and lose the meaning. A serious poem—even a highly regular poem—should be read primarily for the sense and not for the meter and rhyme. Therefore, when reading a poetic sentence that has no punctuation mark at the end of a line—no period, colon, semicolon, dash or comma: don't slow down, place extra emphasis on, or extend the final word. Read as you would if you were reading a sentence in a normal book. At first, this style of reading may feel strange; after a while, you will find it is the best way. (See "Barter" [p. 21] for an example of a poem that would be far the worse for reading if you emphasized its regularity.)

Another hint about serious poems: they are more compact than regular prose writing. A good poem is one that packs far more thought and feeling into a set of words than one might expect from a common set of sentences of the same length. Because of their condensed nature, most poems merit more than one read-through at a time. As you read the poems in *Favorite Poems Old and New*, take the time—the re-reading, the questioning, the musing, the imagining—to savor the full significance of what the poets are trying to say. ■

CORE 6

WEEK 2

FIVE-DAY

| | | | | | |
|---|--|---------------------|------------------------------|-------------------|-----------------|
| Date: | Day 16 | Day 27 | Day 38 | Day 49 | Day 510 |
| Bible | | | | | |
| Reading | 1 Chronicles 15:1–5, 11–16, 25–29, 16:7–36 | 1 Chronicles 17 | 1 Chronicles 18 | 1 Chronicles 19 | 1 Chronicles 20 |
| Children’s Bible Field Guide | Lesson 2, plus one “To Think About and Do” problem each day. | | | | |
| Memorization | 1 Corinthians 13:1–4 Read ten more times out loud. See notes after Week 1 for helpful suggestions. | | | | |
| History: See Study Guide¹ | | | | | |
| The Story of the World: Ancient Times | chap. 4 🕒📖 | chap. 5 🕒📖🌐📖 | chap. 6 🕒📖 | chap. 7 🕒📖 | chap. 8 🕒📖🌐📖 |
| The Usborne Encyclopedia of World History | pp. 116–117 | pp. 110–113 🕒📖🌐📖 | | pp. 132–133 🌐📖 | |
| The Kingdom Strikes Back | | | Intro & chap. 1 (pp. 1–5) | | |
| Current Events | 📖 | | | | |
| Readers¹ | | | | | |
| Mara, Daughter of the Nile | chaps. 14–15 | chaps. 16–17 | chaps. 18–19 | chaps. 20–22 | chaps. 23–end |
| Read-Alouds¹ | | | | | |
| The Golden Goblet | chap. 6 | chap. 7 | chap. 8 🌐📖 | chap. 9 🌐📖 | chap. 10 |
| Favorite Poems Old and New | pp. 19–20 | pp. 21–22 | pp. 23–24 | pp. 25–28 | pp. 29–31 |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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Key: ☐ Check off when complete 📌 See Notes following Schedule 🌐 Map Assignment 🕒📌 Timeline Figure in packet 🕒 Timeline Suggestion

CORE 6

WEEK 2

FOUR-DAY

| Date: | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|---------------------|---------------------------|-------|
| Bible | | | | | |
| Reading | 1 Chronicles 14 | 1 Chronicles 15:1–5, 11–16, 25–29, 16:7–36 | 1 Chronicles 17 | 1 Chronicles 18 | |
| Children’s Bible Field Guide | Lesson 2, plus one “To Think About and Do” problem each day. | | | | |
| Memorization | 1 Corinthians 13:1–4 Read ten more times out loud. See notes after Week 1 for helpful suggestions. | | | | |
| History: See Study Guide¹ | | | | | |
| The Story of the World: Ancient Times | chap. 3 🕒📖🌐📖 | chap. 4 🕒📖 | chap. 5 🕒📖🌐📖 | chap. 6 🕒📖🌐📖 | |
| The Usborne Encyclopedia of World History | pp. 111, 137 box | pp. 116–117 | pp. 110–113 🕒📖🌐📖 | | |
| The Kingdom Strikes Back | | | | Intro & chap. 1 (pp. 1–5) | |
| Current Events | 📖 | | | | |
| Readers¹ | | | | | |
| Mara, Daughter of the Nile | chaps. 14–16 | chaps. 17–19 | chaps. 20–22 | chaps. 23–end | |
| Read–Alouds¹ | | | | | |
| The Golden Goblet | chap. 5 🌐📖 | chap. 6 | chap. 7 | chap. 8 🌐📖 | |
| Favorite Poems Old and New | pp. 16–19 (skip p. 17) | pp. 20–22 | pp. 23–25 | pp. 26–31 | |
| | | | | | |
| Other Notes | | | | | |
| | | | | | |

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CORE 6

WEEK 3

FIVE-DAY

| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 |
|---|---|-----------------------|-------------------------------|-----------------------|-----------------|
| Bible | | | | | |
| Reading | 1 Chronicles 21 | 1 Chronicles 22 | 1 Chronicles 23:1–5, 24–32 | 1 Chronicles 28 | 1 Chronicles 29 |
| Children's Bible Field Guide | Lesson 3, plus one "To Think About and Do" problem each day. | | | | |
| Memorization | 1 Corinthians 13:1–6 Read out loud ten times. See notes after Week 1 for helpful suggestions. | | | | |
| History: See Study Guide ¹ | | | | | |
| The Story of the World: Ancient Times | chap. 9 🕒📖🌐📖 | chap. 10 pp. 66–70 | chap. 10 pp. 70–75 🕒📖🌐📖 | | chap. 11 |
| The Usborne Encyclopedia of World History | pp. 118–119 🌐📖 | p. 164 🌐📖 | p. 165 | pp. 120–123 Europe | p. 172 🌐📖 |
| Current Events | 📖 | | | | |
| Readers ¹ | | | | | |
| Hittite Warrior | pp. xv–chap. 2 🕒📖 | chaps. 3–5 | chaps. 6–8 | chaps. 9–11 | chaps. 12–14 |
| Read-Alouds ¹ | | | | | |
| The Golden Goblet | chap. 11 🌐📖 | chap. 12 | chap. 13–p. 216 | p. 217–chap. 15 | chap. 16 |
| Favorite Poems Old and New | pp. 32–33 | pp. 34–36 | pp. 37–38 | pp. 39–40 | pp. 41–42 |
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| Other Notes | | | | | |
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| CORE 6 | | WEEK 3 | | | FOUR-DAY | |
|---|---|-----------------|-------------------|-------------------|----------|--|
| Date: | Day 11 | Day 212 | Day 313 | Day 414 | Day 515 | |
| Bible | | | | | | |
| Reading | 1 Chronicles 19 | 1 Chronicles 20 | 1 Chronicles 21 | 1 Chronicles 22 | | |
| Children's Bible Field Guide | Lesson 3, plus one "To Think About and Do" problem each day. | | | | | |
| Memorization | 1 Corinthians 13:1–6 Read out loud ten times. See notes after Week 1 for helpful suggestions. | | | | | |
| History: See Study Guide ¹ | | | | | | |
| The Story of the World: Ancient Times | chap. 7 🕒📖 | chap. 8 🕒📖🌐📖 | chap. 9 🕒📖🌐📖 | chap. 10 🕒📖🌐📖 | | |
| The Usborne Encyclopedia of World History | pp. 132–133 🌐📖 | | pp. 118–119 🌐📖 | pp. 164–165 🌐📖 | | |
| Current Events | 📖 | | | | | |
| Readers ¹ | | | | | | |
| Hittite Warrior | pp. xv–chap. 2 🕒📖 | chaps. 3–6 | chaps. 7–10 | chaps. 11–14 | | |
| Read-Alouds ¹ | | | | | | |
| The Golden Goblet | chap. 9 🌐📖 | chap. 10 | chap. 11 🌐📖 | chap. 12 | | |
| Favorite Poems Old and New | pp. 32–33 | pp. 34–36 | pp. 37–38 | pp. 39–40 | | |
| | | | | | | |
| Other Notes | | | | | | |
| | | | | | | |

1. Study Guide: Additional instructional information for each book is located in the corresponding subject's Study Guide: History, Reader, and Read-Aloud Study Guide sections are ordered alphabetically by book title.

Key: ☐ Check off when complete ☐ See Notes following Schedule 🌐 Map Assignment 🕒📖 Timeline Figure in packet 🕒📖 Timeline Suggestion

The Story of the World: Ancient Times

Disclaimer

The Story of the World is fairly neutral in its treatment of religion. In our notes, we do not comment on the various inconsistencies or inaccuracies found in the text as it may compare with Scripture—we leave that for you, at your discretion. For example, in the chapter about Abraham, Wise Bauer claims that Terah left Ur because he feared the city would be attacked by enemy neighbors. Perhaps this is true, based on a knowledge of the ancient world. However, the Bible merely says, “Terah took his son Abram, his grandson Lot son of Haran, and his daughter-in-law Sarai, the wife of his son Abram, and together they set out from Ur of the Chaldeans to go to Canaan. But when they came to Haran, they settled there” (Genesis 1:31). No stated motivation, just a statement of fact.

Another example is that Wise Bauer claims that the Romans killed Jesus because he was so popular that the Romans feared the Jews would make him king. Again, this might be part of the bigger picture (the Romans certainly did not tolerate rebellion or usurpation very well!), but looking strictly at the Bible, this is not accurate.

Our hope is that you will enjoy this text for its taste of the great stories of the world, and the major events of great civilizations, whether European, Asian, African, or American.

Introduction

A historian reads and studies to find out what happened in the past. “History” is the story he or she writes.

An archaeologist digs objects out of the ground to learn about the past.

Chapter 1

Nomads, or people who wander, gather food from the land. When the food runs out, they move to new ground.

The Fertile Crescent was full of rich grass and grains. Nomads gathered food easily and settled there. They learned to grow crops.

The shaduf was an early farm machine; farmers used it to get water to crops.

Jericho was one of the first walled cities.

Timeline and Map Activities

🕒 **Nomads settle Fertile Crescent (7000 BC)**

🕒 **Jericho built as walled city (6800 BC)**

🌐 Fertile Crescent ①; Jericho ② (map 1)

Chapter 2

The Nile River (in Africa) floods its banks every year. The river deposits rich soil over the croplands.

King Narmer, also called King Menes, of Upper Egypt defeated the king of Lower Egypt. From then on, the King of Egypt wore a double crown to symbolize control over Upper and Lower Egypt (ca. 3000 BC).

Timeline and Map Activities

🕒 **Narmer unites Upper and Lower Egypt (ca. 3100 BC)**

🌐 Egypt ③; Tigris River ④; Nile River ⑤; Mediterranean Sea ⑥; Africa ⑦ (map 1)

Chapter 3

Egyptians were some of the first people to write things down. Their writing is called “hieroglyphics,” and they carved it into stone tablets.

Sumer was in the Fertile Crescent, between the Tigris River and the Euphrates River. This land is called “Mesopotamia.”

The Sumerians wrote in “cuneiform,” and they carved their letters in clay tablets.

The Egyptians developed ink. They make paper from papyrus, a reed that grows on the banks of the Nile.

Timeline and Map Activities

🕒 **Sumerians invent cuneiform (2800 BC)**

🌐 Euphrates River ⑧; Mesopotamia ⑨ (map 1)

Chapter 4

After a pharaoh died, the priests embalmed him. The priests made a mummy by preserving the internal organs in canopic jars and leaving the body in salt and spices for over a month. Then, they wrapped the body in many layers of linen and placed it in a series of coffins: gold, wood, and stone.

In Egypt, early graves were underground. Later, stone tombs used a huge block of stone to keep the body and the treasure intact.

Cheops built the Great Pyramid at Giza (ca. 2550 BC). It was created to be a magnificent tomb. The Great Sphinx, a limestone monument with the body of a lion and the head of a man, guards the site.

Most Egyptian tombs were raided by tomb robbers long ago, and the fabulous treasure looted.

Timeline and Map Activities

🕒 **Cheops builds Great Pyramid (ca. 2550 BC)**

Chapter 5

Cities in Mesopotamia were like separate countries, called “city-states.”

Sargon united all the city-states. His capital was Akkad, and the name of the whole country was Akkadia.

In order to maintain his power, Sargon created laws that were the same in all city-states, and had the military enforce the laws. This is called a “military dictatorship.”

Timeline and Map Activities

🕒 Sargon unites city-states in Mesopotamia (2335 BC)

📍 Kish 10 (map 1)

Chapter 6

Abraham and Sarah (formerly called Abram and Sarai), after moving from Ur to Haran, settled in Canaan. There God blessed them with a baby, even though they were very old. God promised that they would be the start of a great nation.

Abraham’s twelve great-grandsons became the heads of the twelve tribes of Israel, a new nation.

Abraham’s great-grandson, Joseph, was the favorite of his father. Joseph’s brothers disliked him and sold him into slavery in Egypt. After many years, Joseph became one of the most powerful men in Egypt.

Egypt had seven years of wonderful crops. For seven years after that, drought and famine spread through the land. Egypt had enough food because of Joseph’s wise management.

Joseph and his brothers made their peace, and Joseph’s whole family came and settled in Egypt, too. The Israelites increased in number, and Pharaoh was kind to them for Joseph’s sake.

Timeline and Map Activities

🕒 Abraham (ca. 2100 BC)

🕒 Joseph (ca. 1914 BC)

📍 Babylon 11; Canaan 12 (map 1)

Chapter 7

Hammurabi, the king of Babylon (a city near Ur in Mesopotamia), conquered city-states near him. He soon ruled all of southern Mesopotamia, and called this land Babylonia (ca. 1780–1750 BC).

Hammurabi wanted to be a just king and treat his people fairly. So he wrote laws that he thought were fair, called the Code of Hammurabi.

The Code of Hammurabi is the first set of written laws. Everyone had to follow them—even Hammurabi himself.

The Babylonians studied the movements of the stars and planets. They discovered that the earth goes around the sun. From this they calculated a year divided into twelve months. They divided a day into twenty-four hours, and an hour into 60 minutes.

Timeline and Map Activities

🕒 Hammurabi writes Code of Law (ca. 1792 BC)

Chapter 8

Shamshi-Adad conquered Assur first, then the rest of northern Mesopotamia. His territory was called Assyria.

Shamshi-Adad was not a just ruler, but a dictator who killed anyone who didn’t agree with him.

He conquered the surrounding cities easily. With the first cities, he would kill all the leaders and put their heads on stakes around the city. He burned buildings and destroyed all he could. Later, leaders of cities would go out to greet him before he and his army arrived and promise to obey all he said, if he would just let them live!

When Shamshi-Adad died, his sons fought too much and Hammurabi took over his territory.

The ancient people tell stories of Gilgamesh, a king who was half-man and half-god. When he was unkind to his people, the gods sent Enkidu, a half-man and half-beast. They fought, then became friends, and Enkidu helped Gilgamesh become a wise and gracious king. Later, the gods killed Enkidu and Gilgamesh sought eternal life, but he did not achieve it. (This story was told between 3000–1200 BC.)¹

Timeline and Map Activities

🕒 Assyrian Civilization (ca. 1170–612 BC)

🕒 The Story of Gilgamesh is written (ca. 3000–1200 BC)

📍 Assur 13 (map 1)

Chapter 9

Ancient peoples built their cities near rivers, since rivers offered the best form of transportation for trade between cities.

The people of Mesopotamia traded between city-states. They also traded with the people of India who lived along the Indus River.

The city-states along the Indus River were never conquered by one powerful ruler, but remained independent.

Farmers along the Indus River grew grain, cotton, and fruit. They used elephants and water buffalo to help them farm.

The center of the cities had circular mounds, called “citadels,” with a stronghold on the inside. If an enemy attacked, the people had a place to go to be safe.

1. The book leaves out the most amazing part of the Gilgamesh story. Utnapishtim, the man who has eternal life, tells a story remarkably similar to the flood of Noah.

The houses in the Indus Valley were made of bricks. They had courtyards, wells, toilets, and drains. Large public baths kept people clean.

The city Mohenjo-Daro had 40,000 people living in it (ca. 2000 BC). We do not know why the people left Mohenjo-Daro; it is a mystery.

Timeline and Map Activities

🕒 **Indus Valley city Mohenjo-Daro (ca. 2000 BC)**

🌐 *Assyria* 14; *Persian Gulf* 15; *Arabian Sea* 16 (map 1)

🌐 *India* 1; *Indus Valley* 2; *Mohenjo-Daro* 3 (map 2)

Chapter 10

The people of Mesopotamia called India “the East” since they had to sail east to trade. But another land was the “Far East”: the land of China.

The Chinese settled between the Yellow River and the Yangtze River. They grew rice, since rice grows well in wet ground.

The first leader to unite the Chinese villages was Huang Di (ca. 2690 BC).

Legend has it that Huang Di’s wife, the Empress Lei Zu, thought to make silk when a silkworm dropped into her tea. She combined the single threads of many silkworms to make a soft, fine cloth. Only the royal family knew the secret of silk cloth for many centuries.

Huang Di did not write anything down. Most of what we know has come about through oral tradition—stories and legends told for many, many centuries.

Long after Huang Di, T’ang came to power. He and his family, the Shang family, ruled for five hundred years (ca. 1766–1122 BC). When a rule passes from father to son, or brother to brother, this is a “dynasty.”

The Chinese first used bronze during the Shang dynasty. The Chinese used bronze for weapons, wheels, and tools.

The Chinese wrote with “pictograms,” or pictures that mean words (the picture of a house is the word for house).

Timeline and Map Activities

🕒 **Huang Di unites villages in China (ca. 2690 BC)**

🕒 **Shang Dynasty (ca. 1600–1066 BC)²**

🌐 *China* 4; *Yangtze River* 5 (map 2)

Chapter 11

People have lived in Africa from ancient times. They did not write anything down. They did leave behind paintings that help us know about life then.

Today, the Sahara Desert is hot and dry, full of sand dunes and lacking water. A few tiny villages exist near oases. In ancient times, the Sahara was a fertile land, full of water, crops, animals, and people.

As rain grew scarce around the Sahara (ca. 3500 BC), the people moved south and the land became a desert. The land south of the Sahara was cut off from the land in the north, Egypt and the land along the Mediterranean.

Chapter 12

The Old Kingdom of Egypt, the time of the pyramids, ended, as the pharaohs became weak and the armies rebelled.

Amenemhet became the first pharaoh of the Middle Kingdom of Egypt (1980–1926 BC).

The Middle Kingdom lasted from 2040 to about 1720 BC.

Amenemhet expanded Egypt’s territory by conquering Nubia, in Africa. The Nubians had much gold, as well as other valuable treasures. Amenemhet conquered them and renamed the land “Kush.”

The Nubians lived under Egyptian rule for 700 years, and eventually some of the Egyptian queens and even pharaohs were Nubian.

When the Middle Kingdom grew weak, the wild Hyksos of Canaan came. The Hyksos had powerful bows and arrows, and chariots pulled by horses, so they conquered Egypt.

The Egyptians hated the Hyksos rulers, so they used the methods and weapons of the Hyksos, and drove them away (1567 BC).

Ahmosé was the first ruler of the New Kingdom of Egypt.

Timeline and Map Activities

🕒 **Egyptian Middle Kingdom (2040–1720 BC)**

🕒 **Hyksos rules Egypt (1720–1567 BC)**

🕒 **Egyptian New Kingdom (1567 BC)**

🌐 *Nubia (Kush)* 17 (map 1)

Chapter 13

Thutmose I conquered so much land that Egypt was twice as big when he died as it had been when he came to power (he ruled 1493–1481 BC).

Thutmose’s daughter, Hatshepsut, was the first female pharaoh (ruled ca. 1473–1458 BC). When people protested that women should not rule, she told them to pretend that she was male. She wore male clothes and when she sat on the throne, she even wore a beard! She built monuments and was popular with the people.

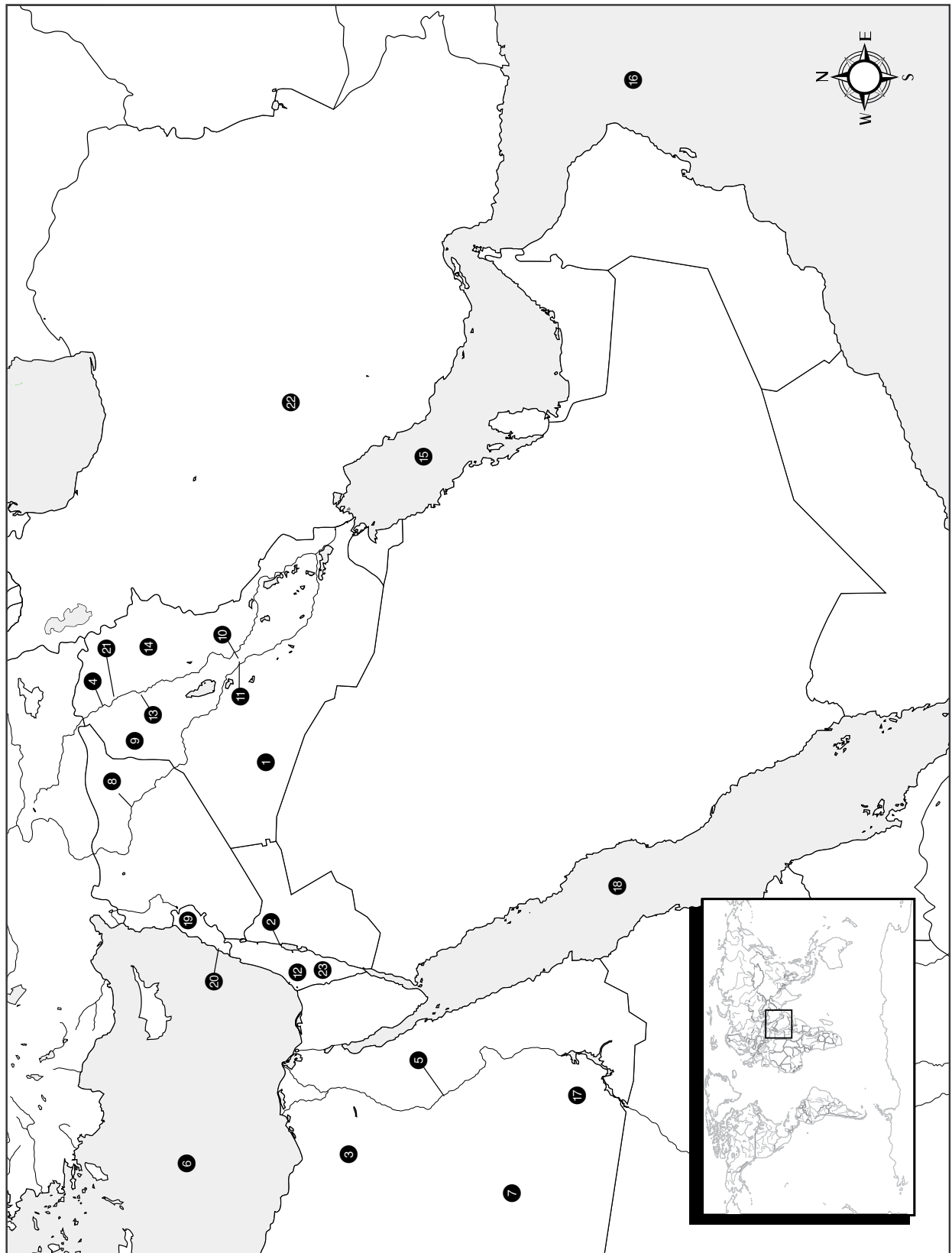
Amenhotep IV (ca. 1352–1336 BC) began his rule as a polytheist, or one who believes in many gods. After a time, though, he changed his mind and proclaimed that there was only one God, Aten. Amenhotep even changed his

2. Dates may vary in other sources.

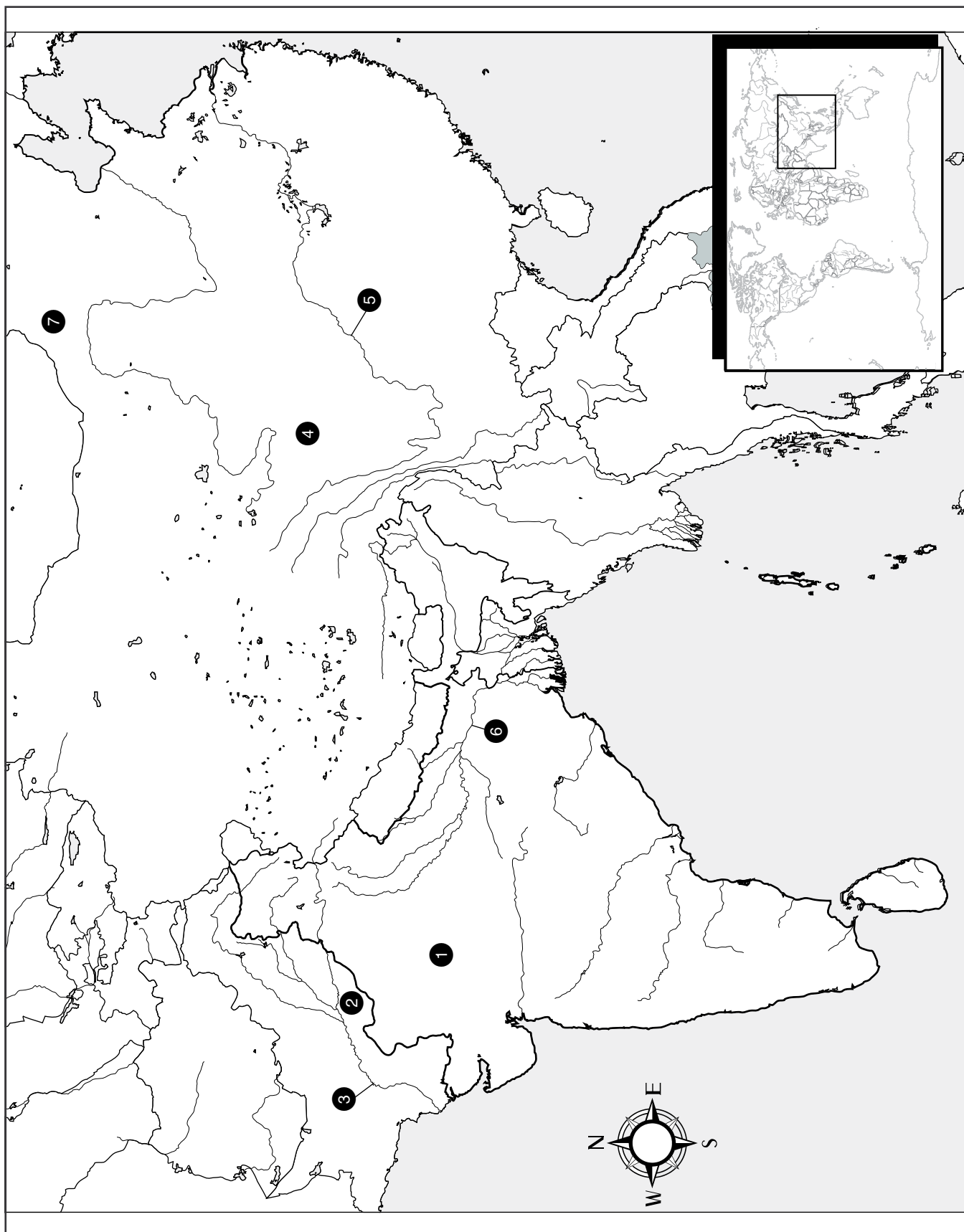
Timeline and Map Activities

- ⊗ Romulus Augustus (AD 475–476) ruled
- ⊗ Western Rome falls (AD 476) ■

The Story of the World, Vol. 1 - Map 1



The Story of the World, Vol. 1 - Map 2



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The Usborne Encyclopedia of World History

Note to Mom or Dad: Map suggestions for this book were taken from the maps inside the book itself. Please locate the points we suggest on the maps within the book.

pp. 104–105

According to this book, the Ancient World spanned about 10,000 years from the first farmers to the collapse of the Roman Empire.¹

During this time people built villages and towns, invented writing, and started the first civilizations.

We have weapons, tools, fragments of cloth, pots, and ancient writing to help us learn about this period.

pp. 106–107

Take time to visit at least five of the websites listed.

pp. 108–109

The first farmers in the Fertile Crescent grew wheat and barley.

Once they could live off the land, people settled in villages that grew into towns.

Two of the first towns were Jericho and Çatal Hüyük.

In Jericho people built a wall to defend themselves against jealous neighbors. However, they were still conquered.

Between 6500 BC and 5650 BC, Çatal Hüyük flourished. They entered their one-story houses from the roofs, and could pull up the ladders behind them so enemies could not get in.

Timeline and Map Activities

🌐 *Jericho; Catal Huyuk*

pp. 110–113

About 7,000 years ago, people settled in Mesopotamia, the land between two rivers (Euphrates and Tigris). The Sumerian civilization grew up in southern Mesopotamia.

Initially, the Sumerians built reed houses, but then they made houses from mud and straw. They irrigated their farmland, so the flooded rivers watered their crops.

Small farming villages grew into huge walled cities with temples and rulers.

Sumerians traded with merchants from far away and made beautiful metal objects and statues.

1. Many scientists argue that these dates are incorrect because the world is not that old. This book believes the world is more than 4.5 million years old, but other scientists believe the earth is much younger, even as young as 6,000 years old. To read more about this discussion, see John Holzmans's article on this topic at www.sonlight.com/young_or_old_earth.html. 🌐

About 3500 BC the Sumerians invented the pottery wheel.

They chose a leader in times of war who later became a king.

The Sumerian Kingdom ended when the Amorites invaded in 2000 BC.

Timeline and Map Activities

🌐 **Sumer (ca. 3500–2500 BC)**

🌐 **Sumerians began to make temple-towers, called ziggurats (2000 BC)**

🌐 *Sumer; Persian Gulf; Mediterranean Sea; Indus Valley; Akkad*

p. 111

Writing developed to record if farmers paid their share to the temple.

At first people drew pictures, and then they wrote with a reed pen on wet clay.

This developed into wedge-shaped marks, called cuneiform writing.

pp. 114–115

Farmers settled along the Nile in Ancient Egypt because the land was fertile.

The early Egyptians learned to domesticate animals, grow crops, make linen, use metals, and irrigate their fields so the annual Nile floods would last all year.

By 3100 BC there were two kingdoms: Upper and Lower Egypt.

Upper Egypt defeated Lower Egypt in battle and King Menes took control of all Egypt.

Farmers used animals to work the fields and collected grain, wheat, and grapes for wine.

Timeline and Map Activities

🌐 *Nile; Memphis, Egypt*

pp. 116–117

Egyptians mummified bodies to keep them from decaying.

After a nobleman's death, embalmers treated the body for seventy days. They removed the internal organs and brain, dried the body in natron salt, and wrapped the dried body in layers of linen. Everything the nobleman would need for a happy afterlife the family left in the tomb.

Egyptians built huge pyramids as tombs for their kings. While the Nile flooded the land, the farmers often worked on pharaoh's building projects, such as the pyramids.

The Great Pyramid is the largest stone building ever built.

In the New Kingdom pharaohs were buried in tombs in the hidden Valley of the Kings.

pp. 118–119

From 2500 BC to 1500 BC, the Indus Valley civilization in northern India flourished. The people in the Indus Valley farmed because of the fertile land.

They had indoor lavatories which connected to good drains in the streets.

There were over 100 towns in the Indus Valley, the largest of which was Mohenjo-daro.

Archaeologists have found pots and beads from the Indus Valley that were traded with Sumer.

Farmers in the Indus Valley wove cotton into cloth for the first time.

Around 1800 BC the Indus Valley civilization collapsed, but we don't know why.

In 1500 BC the Aryans invaded.

Timeline and Map Activities

🌐 *Mohenjo-daro*

pp. 124–125

The Minoans, named for King Minos, lived on the island of Crete between 300 BC and 1400 BC.

King Minos was the legendary son of princess Europa, whom Zeus supposedly loved.

The palace at Knossos had over a thousand rooms linked by staircases and courtyards. The palace walls were decorated with bright paintings called frescoes.

According to legend, a minotaur (half man, half bull) lived in a maze under the palace until the Greek prince Theseus killed it.

Timeline and Map Activities

🌐 *Crete; Knossos*

pp. 126–127

Many people in Crete were farmers, and they grew wheat, barley, vegetables, grapes, and olives, and ate a lot of fish.

The Minoans became very rich from successful trading.

They invented a form of writing called Linear A that no one can understand today.

The Minoans made offerings to their gods in special rooms or outdoor shrines instead of building huge temples.

In 1450 BC the Mycenaeans invaded and destroyed the palaces. The civilization gradually died out.

pp. 128–131

The Mycenaeans had magnificent palaces, including a great hall called the megaron.

Scribes wrote in Linear B to keep a record of the goods stored in the palace.

Early tombs had early Mycenaean kings and their families buried deep in the ground. Later, kings were buried in huge, beehive-shaped tombs.

Timeline and Map Activities

🌐 *Mycenae*

pp. 132–133

In 1792 BC Hammurabi became King of Babylon and conquered all of Sumer and Akkad.

Hammurabi created a strict code of laws and punishments.

After Hammurabi died the Babylonian empire collapsed when the Hittites invaded.

The Hittites were fierce warriors who fought a battle with Egypt in which neither side won.

The Hittites had many gods, but their empire collapsed when the Sea Peoples attacked in 1195 BC.

Timeline and Map Activities

🌐 *Babylon; Anatolia; Qadesh*

pp. 134–135

The Hyksos invaded Egypt in 1720 BC with horses and chariots. Then the Egyptians learned how to use horses and chariots, drove the Hyksos out, and invaded other countries.

The Egyptians traded gold from their mines for timber, metals, horses, slaves, and other products.

Pharaohs were warriors who led their people into battle. The greatest warrior pharaoh was Tuthmosis III.

Conquered people came from all over to give gifts to the Pharaoh. Sometimes conquered rulers even gave their daughters to be the Pharaoh's wives.

Timeline and Map Activities

🌐 *Red Sea*

pp. 136–137

The Egyptians built huge stone temples to honor their gods and goddesses, many of whom were animals.

Temples held statues of the gods that lived there.

A few boys from rich families went to the temples to learn to read and write. Girls did not go to school.

Egyptians wrote using hieroglyphics and scribes wrote on papyrus. They made ink from mixing solid blocks with water.

pp. 138–139

Egyptians made their brick houses from mud and straw.

Rich Egyptians lived in large villas and had parties with lots of food and drink with musicians, dancers, jugglers, and acrobats.

They also played games and children had dolls, balls, and spinning tops.

People hunted and fished, and enjoyed wrestling, fencing, and tug-of-war.

In 32 BC Egypt became part of the Roman Empire when Rome attacked.

Timeline and Map Activities

 **Alexander the Great conquered Egypt (332 BC)**

pp. 140–141

The land of Canaan was on the eastern end of the Mediterranean Sea and was famous for its valuable cedar trees.

The Canaanites had many gods and priests sacrificed animals at shrines to them.

From around 1550 BC Egypt ruled most of Canaan.

In 1400 BC the Canaanites invented writing and the first alphabet.

In 1195 BC the Sea Peoples defeated the Canaanites, but five years later the Egyptians defeated the Sea Peoples.

The Philistines, who conquered nearby tribes, settled in Canaan in 1150 BC.

Timeline and Map Activities

 *Canaan; Byblos; Ugarit; Palestine*

p. 142

The Hebrew tribes lived near the land of Canaan and believed in only one God.

Led by Moses, these Hebrews escaped Egypt in the exodus and settled in Canaan around 1250 BC.

The Hebrews fought the Philistines and the young boy David defeated Goliath, the Philistines' strongest warrior.

Around 1000 BC David united the Hebrews into one kingdom, Israel.

Timeline and Map Activities

 *Israel; Jerusalem*

p. 143

David's son Solomon made Israel rich and built a great temple.

When Solomon died in 926 BC, the country split between the North and South Kingdoms.

In 722 BC the Assyrians invaded Israel and made the Israelites slaves. The Babylonians later destroyed Jerusalem in 587 BC.

pp. 144–145

By 1100 BC, Phoenician merchants dominated Mediterranean trade. Their most important cities were Tyre and Sidon, and Carthage was their key colony.

These expert sailors lived in protected cities by the sea with their own kings.

The Phoenicians were skilled craftsmen and made an expensive purple dye. They set up many trading posts around the Mediterranean.

The Phoenicians invented an alphabet that developed into the one we use today.

Alexander the Great conquered the Phoenicians in 332 BC, and the Romans destroyed Carthage in 146 BC.

Timeline and Map Activities

 *Tyre; Sidon; Carthage*

pp. 146–149


Assyrians lived near the Tigris River, but were taken over by invaders in 2000 BC.

They built a huge empire by conquering nearby kingdoms.

Conquered lands had to pay huge taxes and were severely punished if they didn't.

The Assyrians invaded rebellious cities and tortured and killed people.

Timeline and Map Activities

 *Tigris; Nimrud*

pp. 150–151

The Kassites took over Babylon and ruled it for over 400 years.

The Assyrians then took over Babylon in 730 BC and eventually destroyed the city.

In 625 BC Nabopolassar and his son King Nebuchadnezzar II rebuilt Babylon to be one of the richest cities in the world.

King Nebuchadnezzar destroyed Jerusalem and took the people to be his slaves.

In 539 BC the Persians captured Babylon.

p. 152

In 1300 BC the Medes and the Persians set up two kingdoms: Media in the north and Persia in the south.

pp. 152–153

In 550 BC King Cyrus II of Persia defeated the Medes and built a huge empire.

Under King Darius I the Persian Empire grew to the largest the world had ever seen.

Darius built roads across the empire for messengers to travel.

He also collected taxes from conquered people and became very rich. He gave freedom of religion as long as people paid taxes.

Darius divided his empire into regions run by a local ruler called a satrap.

He built a palace at Persepolis, where people came to offer gifts.

The Persians followed the prophet Zarathustra (Zoroaster).

Alexander the Great conquered Persia in 331 BC after Darius's son King Xerxes I died.

Timeline and Map Activities

 *Persepolis*

p. 154

From about 800 BC the Greeks traded with other lands and lived in city-states. The two most famous city-states were Athens and Sparta.

All the Greek city-states had their own army, and they were often at war with each other.

During the Greek Dark Ages people spent their time growing food and forgot about skills like writing.

The fiercest warriors in Greece were from Sparta, where men were full-time soldiers. Boys were taken from their mothers and put into training when they were seven.

Timeline and Map Activities


 *Sparta*

p. 155

The Greeks defeated the Persians in 490 BC at Marathon.

They also won a sea battle against the Persian fleet near Salamis and in a land battle at Plataea.

Timeline and Map Activities

 *Salamis; Hellespont*

p. 156

500 BC to 350 BC is known as the Classical Period in Greece.

Greek men went out to work, shop, and meet with friends, but women stayed at home.

The women ran the household, looked after the children, and weaved tapestries.

Boys started school at seven, but girls stayed home.

Timeline and Map Activities

 *Greek Golden Age (ca. 479–431 BC)*

p. 157

The Olympic Games were part of a festival to Zeus in ancient Greece.

The main events at the Olympics were running, horse racing, chariot racing, discus, and javelin throwing.

The Greeks wrote the first plays and performed them as part of religious festivals that lasted several days to please the gods.

Timeline and Map Activities

 *Olympia*

pp. 158–159

Trade in Athens increased, and Perikles used this money to build up the city.

The Parthenon was a temple to Athene, the goddess of wisdom.

Democracy started in Athens, and thinkers like Plato and Aristotle asked questions about how people should behave.

Scientists studied plants, animals, the human body, the sun and the stars.

Greeks made beautiful buildings from marble.

In 431 BC Sparta battled against Athens for 27 years in the Peloponnesian War.

Other city-states joined in and Athens was finally defeated.

pp. 160–161

King Phillip II of Macedonia began to conquer the Greek city-states and controlled all of Greece by 338 BC. When he was murdered his son Alexander became king.

Alexander the Great created the largest empire in the ancient world. He built new Greek-style cities all over his empire. Many things were invented, like the first lighthouse, which was one of the seven wonders of the ancient world.

Alexander the Great died of fever when he was 33 years old. After he died his empire was split up.

Timeline and Map Activities

🌐 *Macedonia*

p. 164

Life in China was very different than life for people in other parts of the ancient world. Chinese civilization began along the Yellow River, probably about 1500 BC.

They grew fruit, nuts, vegetables, and rice.

The Chinese took silk from silkworms and spun it into cloth.

Timeline and Map Activities

🌐 *Yellow River, Yangtze River*

p. 165

The Shang dynasty ruled most of China by 1765 BC.

Priests wrote on bones to ask about the future in 1400 BC. This was the start of writing in China.

The Zhou conquered the Shang dynasty around 1027 BC.

Confucius was born in 551 BC in China. He taught that people should obey their rulers and rulers should be kind to their people.

pp. 166–167

In 221 BC the kingdom of Qin conquered all the other parts of China. The King of Qin named himself the first emperor of China.

The Emperor built a massive wall to protect the empire from the Huns. It is the biggest man-made structure in the world.

The Emperor made everyone use the same type of coins, weights and measures, and a standard form of writing. He also built new roads and canals to link the empire.

Shi Huangdi forced people to obey the law and punished those who didn't agree with him. He burned books and killed scholars who protested.

When he died Shi Huangdi's tomb was protected by over 7,500 terracotta warriors with real weapons.

Timeline and Map Activities

🌐 *Great Wall of China*

pp. 168–169

Rebellions broke out after the first emperor died, and in 202 BC soldier Liu Bang took control and made himself emperor. He was the first of the Han dynasty, which ruled for 400 years.

Around 105 BC Chinese merchants started traveling across Asia to trade silk, spices, and precious stones on the Silk Road.

The Chinese were the first to make paper from pulped bark, plants, and rags. They also invented the compass, wheelbarrow, and ship's rudder.

The Han emperors fought against the Huns to defend their empire and won, but the last Han emperor gave up his throne in AD 220 and the Empire fell apart.

Timeline and Map Activities

🌐 *Silk Road*

p. 170

People in Japan had so much food, they did not farm in the Jomon Period from 9000 BC to 500 BC.

Around 500 BC new settlers taught those in Japan how to farm and work with metal.

The Yamato tribe became the most important and their chieftains were the first emperors of Japan around AD 300.

In AD 450 writing was introduced from China.

Early Yamato emperors were buried in stone tombs with small clay model warriors.

Timeline and Map Activities

🌐 *Japan*

p. 171

Around 1000 BC Arabs learned to tame camels so they could travel farther across the desert.

In the south, where there was more rain, there were rich kingdoms such as Sabaea. Sap from bushes there made frankincense and myrrh. The northern end of the trade routes was the powerful kingdom of Nabatea.

Timeline and Map Activities

🌐 *Arabia; Ma'rib; Petra*

p. 172

Around 1000 BC the Kingdom of Kush in the Nile Valley broke free and eventually conquered Egypt. They grew rich by trading with India and lands around the Mediterranean.

The people of Nok in West Africa melted iron and shaped it into strong tools for farming.

Timeline and Map Activities

🌐 *Sahara Desert; Napata; Meroe*

Hittite Warrior

Please Note

Chapter 19 of *Hittite Warrior* discusses the cruel practice of human sacrifice and Hannibal's fear that the Hittites might sacrifice him to Moloch. This brutal custom was sadly common during this time period. The Phoenicians, Babylonians, Egyptians, Assyrians, Ethiopians, Canaanites, Chinese, Persians, Arabians, Romans, as well as some Africans and peoples in the Americas engaged in human sacrifice, among others.

But did the Israelites, God's chosen people, perform human sacrifices as well? It has been well-documented that the northern kingdom of Israel did participate in many practices of the surrounding countries. But that does not necessarily mean they engaged in human sacrifice. And there is far too little archaeological proof to answer this question.

Certain biblical texts make it explicitly clear that God did not want His people to participate in this practice.

When you enter the land the LORD your God is giving you, do not learn to imitate the detestable ways of the nations there. Let no one be found among you who sacrifices his son or daughter in the fire.
—Deuteronomy 18:9–12

You must not worship the LORD your God in their way, because in worshiping their gods, they do all kinds of detestable things the LORD hates. They even burn their sons and daughters in the fire as sacrifices to their gods.—Deuteronomy 12:31

The Bible also tells that human sacrifices are something that God “did not command or mention, nor did it enter [His] mind.” (Jer. 19:5) God also calls it a “detestable thing” that is sin (Jer. 32:35) and that he hates (Deut 12:31). This practice also desecrates the land (Ps 106:38), defiles God's sanctuary and his holy name (Lev 20:2–5), profanes the name of God (Lev. 18:21, Deut 19:10), and causes people to defile themselves (Ezek 20:31). Kings like Ahaz and Manasseh were denounced for human sacrifice (2 Kings 16:3, 21:6). And this practice provokes the Lord to anger. (2 Kings 21:6)

Despite all of these warnings, there do seem to be clues that at least some Israelites disobeyed in this practice. One of the reasons 2 Kings gives for the exile of the Northern Kingdom was because people had “sacrificed their sons and daughters in the fire.” (17:17) So, while God clearly did not approve of this practice, and punished those who did it, this verse seems to indicate that it did happen, at least on occasion.

So, as you read about human sacrifice in *Hittite Warrior*, please keep God's perspective on this atrocious practice in mind, and discuss with your child some of the reasons why this practice is abominable to God.

—Note by Michael Ballard

Setting

Land of Canaan; 1200 BC

Overview

1200 BC (and 200 years before Saul), a young Hittite, Uriah, flees the Great Hatti for Canaan. After a stay in Tyre, he ends up in the Hebrew hill country and finally meets the man he seeks: his father's friend Sisera, leader of the Canaanite armies. Uriah fights Barak with Sisera, but great rains render the Canaanite chariots useless, and the Canaanite soldiers, and, later, Sisera himself, die. Uriah survives, though, and eventually marries a Hebrew girl and worships the one true God.

p. xv—Chapter 2

To Discuss After You Read

Q: What stereotypes does Uriah hold at the start of the book, especially towards Egyptians and Canaanites?

A: *all Egyptians are evil, cruel, and treacherous; all Canaanites are cowardly and dishonorable*

Q: Who rules Tyre?

A: *Egypt rules overall, but the wealthy merchants and high priests govern*

Timeline and Map Activities

🕒 **Hittite Civilization (ca. 1600–1200 BC)**

📍 *Note map on pp. xii–xiii. Locate the various places Uriah mentions, and locate the map on a map of the world.*

Chapters 3–5

To Discuss After You Read

Q: Why do the people of Tyre learn to read?

A: *unlike Great Hatti, with many symbols, they have only 22 signs to learn, and merchants can gain great wealth and power if they can read*

Q: Describe the working environments for the various slaves Uriah sees in Tyre.

A: *women and children weave in silence; the smiths work in unendurable heat for long hours a day with little food and sleep; the strong men who crush snails to make purple dye first are blinded, then worked to death; a worker who stumbles is beaten; the oarsmen who will soon die are fed little*

Chapter 6

Note to Mom or Dad: Akhenaton (1350–1334) BC believed in one true God.

To Discuss After You Read

Q: What did Nefertiti's husband believe?

A: *only one god, Aton, the light of the sun, the god of truth; only bread and wine are sacrificed; lady Merris thinks this god is Adoni*

Q: What do Jotham and Mehitabel say to each other about the story of the Princess and the Hittite Prince?

A: *Jotham would not have let enemies kill him and leave them free to harm the lady; Mehitabel would not send messengers but would have gone to the man for safety*

Chapters 7–8

To Discuss After You Read

Q: During Jabin's rescue, Jotham asks, "Why is he worth it?" How would you respond?

Chapters 9–10

To Discuss After You Read

Q: Why can the Canaanites abuse the Hebrews?

A: *the Hebrews have no leader and are scattered*

Q: What do the Hebrews believe about their God's dwelling place? What do you think about God's dwelling? Is it different than Barak's idea?

A: *he lives in the ark and travels with the people*

Chapter 11

Note to Mom or Dad: see Judges 4–5 to find out who Deborah is.

To Discuss After You Read

Q: What does Samuel keep that Deborah suggests he give up, and why does she suggest it?

A: *get rid of the golden idol, as it delights in sacrifice and is not her god; God judges the Hebrews when they worship other gods*

Chapters 12–14

To Discuss After You Read

Q: Who will fight the Canaanites and why?

A: *five tribes, about 10,000 men will fight because the Canaanites enslave or kill the Hebrew children and make the girls serve false gods*

Q: Who is Sisera?

A: *chief of Harosheth, captain of the hosts of Canaan, heavy-handed head of a predator city, a great warrior who knows Hittite warfare with horses and chariots*

Chapters 15–17

To Discuss After You Read

Q: Had Uriah lied to Sisera, what would have happened to him and why? Knowing that Uriah would have died, do you feel his treachery is justified?

A: *Sisera would have made Labarnash drag Uriah to Tyre because Sisera loves Harosheth and the gods more than he loved Uriah's father*

Chapter 18

To Discuss After You Read

Q: Why is Memnet, the slave from Cush, not afraid of Sisera? What other person is also fearful?

A: *Sisera fears everyone, so Memnet fears him not; Hannibaal—that the Egyptians would take him or his father hostage, the Hittites would pillage Tyre, or he would be offered to Moloch*

Chapters 19–20

To Discuss After You Read

Q: How do the Israelites triumph against the Hittite chariots?

A: *the rain softens the ground and the chariots stick in the mud; the Israelites advance orderly and the Canaanites scatter*

Chapter 21

To Discuss After You Read

Q: Why is Elhanan happy?

A: *he is content with what he has, hospitable, kind, lives happily with his wife, and laughs*

Chapter 22

To Discuss After You Read

Q: How is Uriah about to become a slave, and how does he escape, and free Ahmoses also?

A: *Uriah and Ahmoses expected a free passage on the ship to Tyre, but the scoundrel captain demands payment or else they will be enslaved; Uriah gets a ransom, then tells the captain he knows his wrong—doings in the past, so the captain releases them both in exchange for Uriah's silence*

Chapters 23–24

To Discuss After You Read

Q: Who is Ahmoses and how does his identity help Mehitabel?

A: *the true king of Egypt, the oldest son of the oldest son descended from Nefertiti; when lady Merris sees him, she gains strength to order Mehitabel to leave Tyre*

Mara, Daughter of the Nile

Setting

Egypt; 1400s

Overview

Mara, a slave, becomes a spy for Queen Hatshepsut (?–1469 BC), the pharaoh, whose extravagant building projects and excursions inflict heavy taxes on the Egyptians. Shortly thereafter, Sheftu, a young nobleman, enlists Mara's help as a spy for Thutmose, the true king, a man imprisoned by the powerful Queen. Mara prefers to help the king, but must continue to serve the Queen, lest she be sold. A traitor to the king finally betrays Mara, and Sheftu, although he loves her, seeks to kill her. When he discovers that Mara serves the king as wholeheartedly as he does, Sheftu purposefully walks into a trap to save her, and then the revolution occurs, quickly and easily. Thutmose takes the throne, Hatshepsut drinks poison, and Sheftu, now Count, marries Mara.

Chapters 1–3

Unfamiliar Words

Hatshepsut (1503–1482 BC): the fourth female pharaoh in Egyptian history. The daughter of King Thutmose I and his chief wife, Queen Ahmose, Hatshepsut married her half-brother, King Thutmose II. When Thutmose died unexpectedly about 1490 BC, Hatshepsut's stepson, Thutmose III, inherited the throne. But because he was too young to rule, Hatshepsut served as regent (temporary ruler). Within a few years, and with the support of the priests of the god Amon, Hatshepsut had herself crowned pharaoh alongside her stepson. Because Egyptians believed their kings were divine, she justified her new role by claiming to be the god Amon's daughter. She also had herself represented as a man on monuments (source: 2003 *World Book Encyclopedia*)

Thutmose III: Egyptian Pharaoh and reigned from 1504–1450 BC. Thutmose III was son of Thutmose II, and son-in-law to queen Hatshepsut, as he married her daughter—his own half-sister. As an adult ruler, Thutmose III conducted 17 successful campaigns which served him a position as the most successful Pharaoh ever—in military terms. He extended Egyptian territory and power considerably, into Mesopotamia and Nubia. The conquered territories were put under control of vassal kings and chiefs, who paid high taxes to Egypt. He extended the temple at Karnak, as well as constructed new monuments at Abydos, Aswan, Heliopolis, and Memphis. His mummy was found in 1881 at Dayru I-Bahri. He was succeeded by Amenhotep II (source: http://i-cias.com/e.o/thutmose_3.htm, accessed 2003)

To Discuss After You Read

- Q:** Why does Nekonkh dislike Hatshepsut?
A: *she rebuilds many old temples, which costs much in taxes, spends too much, sent ships to the edge of the world, does not keep trained soldiers, and her Count Senmut grows richer from graft*
- Q:** What makes Mara a valuable spy?
A: *she speaks Babylonian, reads and writes well, is sharp-witted, does not look like a slave, is proud, and desires freedom*
- Q:** How does Sheftu persuade Khofra to train Thutmose's soldiers?
A: *Khofra has felt used for 20 years, since the Pharaoh he served rejected him; Sheftu shows him that he actually fought and served Egypt, that Egypt loves him and needs him; this both comforts Khofra and stirs his desire to fight*

Timeline and Map Activities

🕒 **Queen Hatshepsut rules Egypt (ca. 1503–1482 BC)**

📍 Egypt ❶; Nile River ❷; Memphis ❸; Abydos ❹; Thebes ❺ (map 1)

Chapters 4–5

To Discuss After You Read

- Q:** What surprising second job does Mara acquire?
A: *spy for Sheftu—still works as the Canaanite princess' interpreter, but on the side of Thutmose, not Hatshepsut*
- Q:** Why do you think Mara is not happier with her knowledge?
A: *possible answers: she loves Sheftu, she dislikes the Queen's extravagance, perhaps she wants to help Egypt*

Chapter 6

To Discuss After You Read

- Q:** How does Mara keep cool?
A: *does not wear wool except in the cool nights; wears thin, light garments; stays slender; sleeps on an ebony headrest, not a hot pillow*

Chapters 7–8

Unfamiliar Words

El Karnak ruins (Thebes), Egypt: Thebes is located along the Nile River at the site of what is now the city of Luxor. See pictures of the Temple of Karnak at www.eyelid.co.uk/karnak1.htm (accessed January 2006)

To Discuss After You Read

Q: What is Hatshepsut like in person?

A: coldly beautiful, ageless, powerful, venomous, cruel, and calculating

Chapters 9–10

To Discuss After You Read

Q: Why is Mara's meeting with Thutmose difficult?

A: she must not only speak in two languages and carry on two conversations, but Inanni's hopes and Thutmose's pacing and expression made her job more difficult

Q: What relieves Inanni at the end of her long day?

A: she will not marry Thutmose, she can return to Canaan and her brothers, and she will visit the Syrian woman in the Court of the Weavers

Chapters 11–13

To Discuss After You Read

Q: What does Mara learn during her audience with her master?

A: Thutmose's servants are all loyal to the Queen; her master is Nahereh, brother of Senmut

Q: How is Thutmose preparing to take the throne?

A: he staged a miracle that, during a festival, "Amon" proclaimed him pharaoh—the people remember and think it true; the priests are mostly on his side, as are many young nobles and commoners concerned with the state of the country

Chapters 14–15

To Discuss After You Read

Q: What has Sheftu learned in the last six years about mankind?

A: no man or woman lives whom gold cannot buy—only the prices differ

Q: How does Sheftu persuade the Queen that she should increase her bodyguard?

A: he goes to tell her how weak they are, how important a strong bodyguard is, and how Senmut is perhaps not entirely to be trusted

Q: How does Mara deliver her message, even though the spies were not dismissed?

A: she draws symbols of the message onto a vase design

Chapter 16

To Discuss After You Read

Q: Who does Lord Nahereh use to find a spy at the Inn of the Falcon?

A: Mara

Chapter 17

To Discuss After You Read

Q: How does Sheftu enter the Valley of the Kings?

A: he arrives with a priest; they claim they've heard reports of tomb robbery; one guard believes them, one does not, and this one follows them, even though his duty will end in another half hour; Sheftu kills him

Chapters 18–19

To Discuss After You Read

Q: What goes wrong in the Pharaoh's tomb?

A: their one torch dies as they leave the inner chamber and they wander in the dark for five hours

Q: After Sheftu's experience, how does his relationship with Mara change?

A: he decides they must be married, but when he discovers she still has his ring and she still deceives, he realizes his folly

Chapters 20–22

To Discuss After You Read

Q: How does Sheftu plot to uncover Mara's treachery?

A: Nekonkh tells her the "whereabouts" of the gold in the presence of others; if the location is raided, he will know she is a spy for the other side

Q: Why does the trap fail?

A: Mara does not share the information with her master, but Sahure, the one-eyed juggler does

Q: Why will Inanni's friend help Mara?

A: because Inanni and the woman have comforted each other and loved each other as mother and daughter, and Inanni delights to help Mara—this is Mara's first experience of a world of friends and family

Chapters 23–25

To Discuss After You Read

Q: How is Mara saved?

A: first, Sheftu enters the hall and stalls for time; when Mara almost dies from a beating, Khofra's troops arrive and raid the palace, and she is forgotten

Q: What one thing does Mara want when she becomes countess?

A: to free Zasha's slave Teta

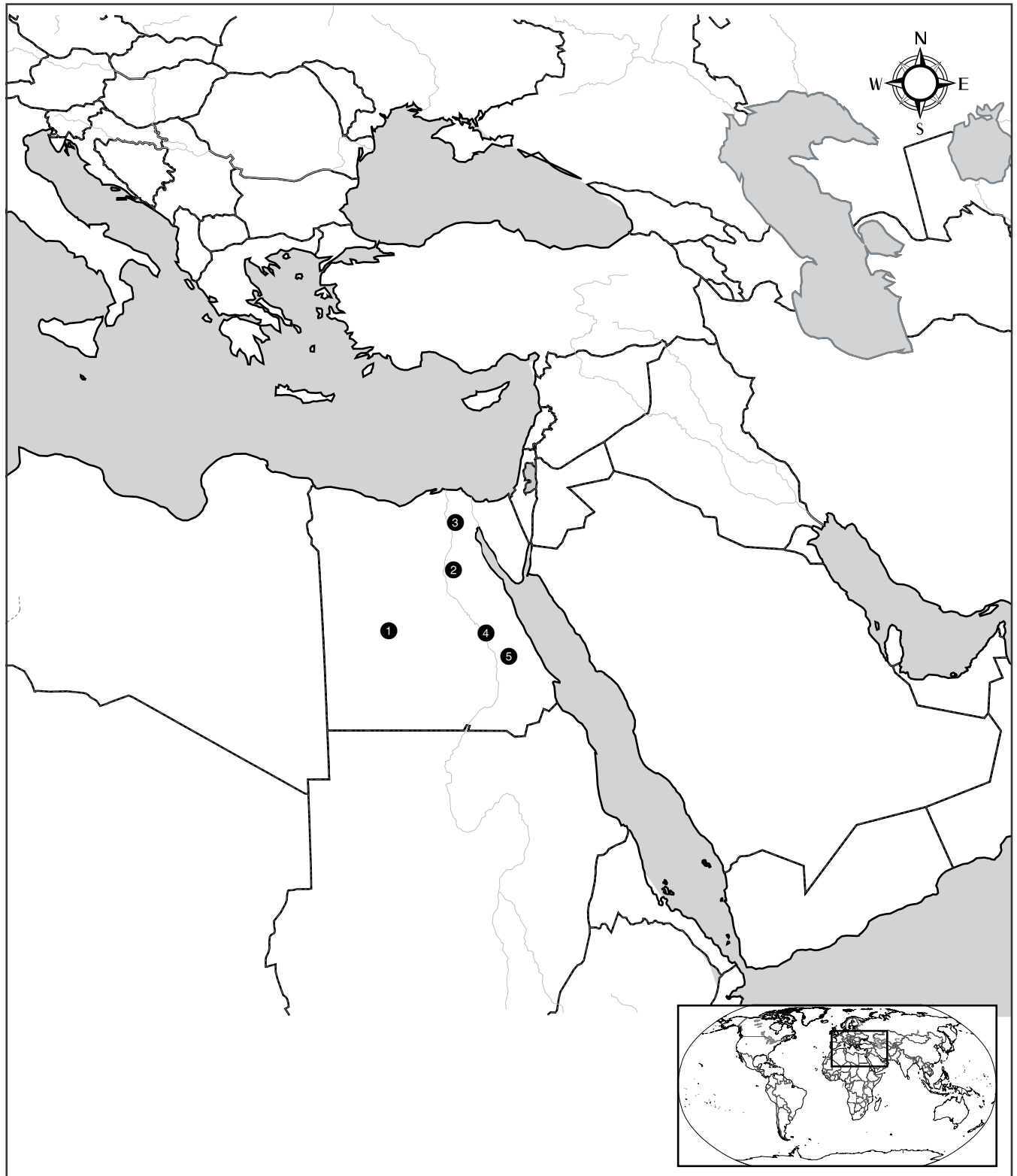
Q: Who do the Thutmose followers serve?

A: besides Thutmose, they work for Egypt, to let Egypt—the common people, those who suffer and love—live

Q: In the end, what shocks Sheftu and makes him realize that Mara is the most precious treasure in Egypt? Do you feel such loyalty to your own country? Should you? Why or why not?

A: *Mara scorns freedom and gold—she is the one person Sheftu has met that a bribe does not tempt; her loyalty cannot be bought* ■

Mara, Daughter of the Nile - Map 1



The Golden Goblet

Chapter 1

Unfamiliar Words

crocodile: one of the largest living reptiles. Crocodiles have a long, low, cigar-shaped body, short legs, and long powerful tails with which they swim. They have tough hides, long snouts, and sharp teeth to grasp their prey. In most crocodiles the snout comes to a point in front. Crocodiles live in tropical countries throughout the world. They prefer large bodies of shallow water, sluggish rivers, open swamps, and marshes. Their webbed feet allow them to walk on the soft ground. Their eyes and nostrils are higher than the rest of their head. This arrangement fits in with the crocodile's life in the water, for it likes to float with only its eyes and nostrils above the surface. Its throat has a slit-like valve in front of the tube leading to its nostrils. This valve shuts tight when the animal is underwater. It keeps the water from entering through the mouth when the reptile seizes its prey. Crocodiles eat many small animals, which they seize and swallow whole. Occasionally they attack large animals and people. A crocodile can twist a large animal into pieces by seizing it and then rapidly spinning lengthwise in the water (source: 2003 World Book Encyclopedia)

Lord Ra: the sun

son of Set: also called Seth, was an ancient Egyptian god of storms, violence, darkness, and desert land. He was also a god of desert animals, serpents, pigs, hippopotamuses, and crocodiles. Seth was identified with an animal that had the body of an elongated jackal or greyhound; a long neck; a thin, curved snout; rectangular, upraised ears; and a stiff, forked tail. Seth was often portrayed with a human body and the head of this beast (source: 2003 World Book Encyclopedia)

"By Amon" and "neb" (p. 13): one of the most important gods in ancient Egyptian mythology. "By Amon" would be a form of swearing. "Neb" means "Lord."

Osiris "the Merciful": Egyptian fertility god who became the chief god of the underworld. As son of the earth god Geb, Osiris was regarded as a source of the earth's fertility. Egyptians sometimes compared him to the Nile River. In Egyptian royal theology, the king was a living Horus, who was the son of Osiris. After the king died, he became Osiris. After Egyptian funeral practices became more democratic, every Egyptian expected to become an Osiris after death

Thoth's "mercy": ancient Egyptian moon god. He was a patron of civilization and such intellectual arts as writing, astronomy, mathematics, law, magic, and healing. Thoth's most important role in the underworld was to oversee the scales on which the souls of the dead were weighed to determine innocence or guilt (source: 2003 World Book Encyclopedia)

youth-lock hairstyle: thick strand of hair left to grow from one side of their shaven heads that fell in an ebony curl to the shoulder

amulets: charm often inscribed with a spell, magic incantation, or symbol and believed to protect the wearer against evil or aid him

drawplate: a die with holes through which wires are drawn

annealing: heating and then cooling usually for softening and rendering less brittle

khefts: evil demons, ghosts

bas: the living, immortal, eternal, and ultimately divine soul in Egyptian religious belief represented as a bird with a human head and believed to leave the body at death and return eventually to revivify the body if it is preserved

acacia: genus of woody plants of warm regions having pinnate leaves and white or yellow flower clusters

Vocabulary To Learn

It was a good **ingot**; the goldsmith would be able to find no fault in it. (*a mass of metal cast into a convenient shape for storage or transportation and to be later remelted for casting or finished*)

It might become part of a wide and glittering collar, or the **inlay** of a fine dagger for some nobleman's tomb ... (*an ornament or pattern formed by insertion of other material*)

The unwelcome picture of Gebu's face broke through Ranofer's **preoccupation**, scattering his daydreams and **rousing** him to present reality ... (**preoccupation:** extreme or excessive concern with something, complete engrossment of the mind or interests; **rousing:** an act or instance of stirring up)

Even Lord Ra, the sun, did not scorch and burn in this pleasant wintertime, but shed his radiant light **beneficently** upon the brown backs of the men bent to their work. (*doing or producing good*)

No matter what **illustrious** futures he imagined for the ingots he poured, his own future remained the same ... (*notably or brilliantly outstanding because of dignity or achievements or actions, or qualities possessed*)

Ibni only edged closer, ducked his head even farther between his shoulders, and scrubbed his hands together **ingratiatingly**. (*pleasingly, flatteringly*)

His voice was like the sound of a badly made flute, and **sibilant** with his Babylonian accent. (*having, containing, or producing the sound of or a sound resembling that of the s or the sh in sash*)

The man's **servility** disgusted him ... (*a cringing submissiveness*)

"My wife makes it herself, from our own **dates**." (the oblong fruit of a palm that constitutes a staple food for the people of northern Africa and western Asia and is also largely imported into other countries)

Stoppering the oil jug with nervous fingers, Ranofer watched him **sidle** past the wiremaker's bench to the big water jar ... (move sideways especially in a furtive advance)

Ranofer was reminded of an **adder** slithering back into its hole. (snake, common viper)

"... nay, I remember, I had sent you into the Street of the Potters to fetch those **crucibles**." (a vessel or melting pot of some very refractory material that is used for melting and calcining a substance [as metal and ore] which requires a high degree of heat)

Who in this shop would steal gold—who was **treacherous** enough, low enough—save Ibni the Babylonian? (likely to betray confidence or trust)

Rekh was an unimpressive figure, similar in build and feature to a hundred other men, with a suggestion of a **paunch** and a foot **maimed** long ago by spilled molten metal. (**paunch**: potbelly; **maimed**: crippled, mutilated)

He was only an honest and kindly **artisan**, just now saddened by treachery. (one trained to manual dexterity or skill in a trade)

... and no doubt were scorning him for a poor sort of creature, cringing and **puny**, unable to defend himself. (slight or inferior in power, vigor, or importance)

"Welcome, friend Eyes-on-the-Ground," said a voice half-amused, half-**diffident**. (characterized by modest reserve)

"I thought you a **surlly** type at first, but I see you're not." (ill-natured, abrupt, rude)

As the cloth sank to the bottom of the tray, the particles of gold clung to it in a glittering **residue**, allowing the trash to be poured off along with the water. (something that remains after a part is taken, separated, removed, or designated)

He turned to Heget more **brusquely** than he intended. (in a markedly short and abrupt manner)

... and the tales his father read him from the leather **scrolls** ... (a long strip used as the body of a written document and often having a rod with handles at one or both ends for convenience in rolling and storing)

He **grudged** admitting even that relationship. (to give or allow with reluctance or with resentment)

To Discuss After You Read

Q: What was the progression of color as the gold cooled?
A: it got duller as it went from brilliant red–yellow, to scarlet, then to cherry

Q: What was Ranofer's position in the goldhouse?
A: only a hireling

Q: Why is Ranofer suspicious of Ibni the Babylonian?

A: Ibni is sickeningly sweet, he acted in a questionable manner, and he had a sharp glint in his eye that he masked with a vacant gaze

Q: Why is Ranofer so bothered by anyone seeing that his half brother beats him?

A: the stripes seem like the mark of a slave

Q: Where did Ranofer go to school?

A: at the scribes' school before his father died

Q: How did Ibni steal from the goldsmith?

A: as Ibni washed the raw gold, he would sneak a bit at a time and hide it in the wineskin—the loss would be written off as the rummel that came in with the gold

Q: Why does Ranofer not want to tell anyone his suspicions?

A: because Ranofer carried the wineskin, he was part of the crime and his half brother would kill him

Q: What does Hapia'o mean when he says, "I vow I've been pulling wire since the First Hill rose off the waters of time, and still I've not done"?

A: the Egyptian creation story tells that in the beginning there was only water, a chaos of churning, bubbling water. Eventually the floods receded and out of the chaos of water a hill of dry land emerged. First one, then more. On this first dry hilltop, on the first day came the first sunrise (source: <http://members.aol.com/egyptart/crea.html>)

Q: How closely does a falcon watch the lark? Can you think of another metaphor that describes keeping a close eye on something?

Q: What does Ranofer mean when he says to Hequet, "May your ka be joyful"?

A: Ka is the personality double believed in ancient Egypt to be born with an individual and after death to reside in the statue of the deceased in the tomb dependent upon the preservation and nourishment of the body

Q: Describe how a gold ingot was made.

Q: Describe how gold wire was formed.

Q: Why were ingots stretched into thin sheets?

A: they were then cut into thread and woven like linen into beautiful shining cloth

Timeline and Map Activities

📍 Egypt ❶; Thebes ❷; the Nile ❸; Babylonia ❹
(map 1)

Chapter 2

Unfamiliar Words

lotus: known in most places is the Egyptian water lily, which is a familiar sight along the Nile River and neighboring streams. This plant has white or rose–purple flowers that may be 1 foot [30 centimeters] across. They grow on a weak stalk, 4 to 8 feet [1.2 to 2.4 meters] long, and rise

only a little above the water. The leaves spread out on the water's surface. The lotus was a sacred flower to the people of Egypt, India, and China. A species of the lotus appears in ancient Egyptian art (source: *2003 World Book Encyclopedia*)

Lord Sobk: crocodile–god

Maat: goddess personifying law and righteousness (source: www.infoplease.com)

“Black Land”: refers to Egypt; every year the Nile overflowed and deposited a strip of rich, black soil along each bank. The ancient Egyptians called their country Kemet, meaning Black Land, after the dark soil (source: *2003 World Book Encyclopedia*)

Queen Ti: 1385 BC, wife of Amenhotep III. Of humble origin, she was remarkable for her influence in state affairs in the reigns of her husband and of Ikhnaton, her son. The occurrence of her name with that of Amenhotep III shows an official recognition of the queen that was most usual for Egypt (source: www.infoplease.com)

sedge: a grass-like plant that grows in wet places

papyrus: a tall sedge of the Nile valley having a smooth triangular stem, a large compound umbel with drooping rays, and fiber that served many uses in historic times

obsidian: volcanic glass; a hard, dark, glassy rock that is formed when lava cools

shenti: kilt–like piece of linen fabric tied around the waist and kept in place by a girdle (source for “shenti”: <http://histclo.hispeed.com/chron/ancient/ac-egypt.html>)

askew: out of line, to one side [source for “shenti”: fishmonger: fish dealer]

Vocabulary To Learn

... giving way in the south to high–walled gardens and the **villas** of rich noblemen, which clustered around the dazzling white pile of Pharaoh's palace. (*a pretentious rural or suburban residence with extensive grounds maintained as a pleasurable retreat from city life by a person of wealth*)

Their eyelids were rimmed and **elongated** almost to their temples with black eye paint, best protection against Egypt's glaring sun. (*lengthened*)

Their hands, those strong and **supple** hands now **gesturing** or fingering their amulets or swinging idly at their sides ... (**supple:** *characterized by ease and readiness in bending or other actions and often by grace and agility; gesturing:* *the use of motions of the limbs or body as a means of intentional expression*)

Gebu had two aspects, one noisily **jocular**, one ferociously quiet. (*given or disposed to jesting*)

He stood a moment, took an **irresolute** step backward, then swerved suddenly and ran down a lane ... (*uncertain how to act or proceed*)

With fumbling hands he **extricated** the wilting blossom from the folds of his sash. (*to draw out from or forth from and set free of a tangled, jumbled, confused, or otherwise involved heap, mass, or situation*)

Instantly he was **aghast** at his own **temerity**. (**aghast:** *struck with amazement, bewilderment, disgust, or surprise; temerity:* *unreasonable or foolhardy contempt of danger or opposition*)

The heavy hand slapped back and forth across Ranofar's face, almost **negligently**, yet with a force that twisted a crick into his neck and set his ears ringing. (*unstudied, offhand*)

“Take care I do not apprentice you to some fishmonger. **Ingrate!**” (*an ungrateful person*)

Winking **vindictively**, he made for the stairs and vanished up them, taking the torch with him. (*intended for or involving revenge*)

The **invariable** reaction to a scene with Gebu had begun to set in, a **fatigue** so deep it penetrated mind and body alike. (**invariable:** *consistent, unchanging; fatigue:* *weariness from labor or exertion*)

“By Amon, you gave grown too toplofty of late, behaving like Pharaoh instead of the gutter **waif** you are.” (*a stray person or animal*)

One needed only one's nose to recognize his characteristic **aura** of river stink and barley–beer fumes. (*a distinctive and often subtle sensory stimulus*)

To Discuss After You Read

Q: What are the different amulets used for?

A: *the ouzuit, or sacred eye of Horus, protected one against the Evil Eye, and the ankh was tied on to keep one's spirit within the body*

Q: What time would it be when Ra sailed through the Gates of the West half an hour ago?

A: *after sundown*

Q: Why were the workshops and laboratories on the western bank called the City of the Dead?

A: *the artisans who worked here produced things for the tombs of the dead*

Q: Why did the Egyptians wear black eye paint?

A: *as protection against the glaring Egyptian sun*

Q: What types of artisan's did Thebes boast?

A: *glassmakers, papermakers, weavers, carpenters, potters, sculptors, painters, embalmers, masons, and coffin builders*

Q: Why were supplies put in the tombs of the dead?

A: *everyone went to his eternal rest accompanied by comforts to provide for the soul of a loved one beginning his three Thousand Years in the Land of the West*

Q: How did Gebu prove he was the first-born and thus the owner of Ranofer's house and life?

A: *he had a scribe's paper as proof*

Q: Describe Gebu.

Timeline and Map Activities

Draw a layout of the city of Thebes.

Chapter 3

Unfamiliar Words


falcon: type of bird closely related to hawks. Like hawks, falcons have a hooked beak and powerful feet with strong claws. Falcons differ from hawks in having dark eyes, long, pointed wings that curve back in a sickle shape, and beaks that have a "tooth" on each side. Most measure from 8 to 24 inches (20 to 60 centimeters) long. Females are larger than males (source: 2003 World Book Encyclopedia)

Anubis: an important god of the underworld among the ancient Egyptians

natron: hydrous sodium carbonate $\text{Na}_2\text{CO}_3 \cdot 10\text{H}_2\text{O}$ occurring mainly in solution or solid and with other salts

embalmers: person whose work is to prepare a dead body for burial

Nuit: incredibly ancient sky-goddess in Egyptian mythology who is said to protect the world from the darkness outside it and all the demonic creatures that dwell in that darkness [source: www.touregypt.net/godsofegypt/nut.htm]

temple of Amon: 61 acres long; For more information and some spectacular pictures visit our IG links page 

Vocabulary To Learn

Ranofer admired his handiwork a moment, then changed the kneeling man to a sitting woman, **obliterated** the stroke and replaced it with a bread loaf. (*to do away with completely so as to leave no trace*)

Buoyant with hope, he turned into the Street of the Goldsmiths. (*light and floating*)

"One-half measure to Geryt, together with one-twentieth measure of copper and of silver, for preparing **solder**." (*a metal or metallic alloy used when melted to join metallic surfaces and usually applied by means of a soldering iron*)

"Anubis save us, that is enough **charcoal**, boy." (*a dark-colored or black porous form of carbon made from vegetable or animal substances and used for fuel and in various mechanical, artistic, and chemical processes*)

With a grin and mock **obeisance**, Heqet began to arrange logs in the firing box ... (*an attitude of respect*)

Mollified by the courteous tone, Meryra shrugged his big shoulders. (*soothed in temper or disposition*)

He turned and limped away, leaving Ranofer standing after him in a **ferment** of joy. (*a state of unrest*)

Cease **gawking** at the gold, and use it. (*to look without intelligent awareness*)

... Ranofer's rapt face and hurrying small body radiated such joyful hope that a **contagion** of laughter and joking swept over the whole courtyard. (*the spread or communication or the tendency to be communicated of any influence, doctrine, emotion, or emotional state*)

"Dancing, parties, mad **frivolity**." (*lack of seriousness, unbecoming levity*)

... but the stronger it grew the faster he ran, refusing to let it in, shoring up the **bulwarks** of his mind against it. (*something that offers strong support or protection in danger*)

In spite of himself there rose in his mind the image of a golden-brown **bulti** fish, crisp without and **succulent** within ... (*full of juice*)

He dodged in and out among the homebound workers, shouting greetings to Kai the baker's boy and a few other **urchins** he knew. (*pert or roguish youngsters*)

Only when he drew up, breathless, at his own doorway, flung it open and steeped inside, did his defenses crumble like **faulty** dikes. (*not fit for the use or result intended or desired*)

"How would you like it, **Spawn** of Crocodiles, if you were never to walk through Rekh's doorway again?" (*any product or offspring*)

To Discuss After You Read

Q: Why did flower growers grow flowers?

A: *for the funerals*

Q: How did hieroglyphics designate sounds?

A: *the pictures either were indicative of the actual word or sounds used to create words*

Q: Queen Tiy is described as the "Beloved of the Two Lands." Which two lands are these?

A: *Egypt was once made up of two kingdoms. One of these kingdoms controlled the villages that lay on the Nile Delta, and the other controlled the villages south of the delta. The delta area was known as Lower Egypt. The southern region was called Upper Egypt (source: 2003 World Book Encyclopedia)*

Q: What does the phrase "the Pharaoh was a god-king" mean?

A: *the Egyptians believed that each of their kings was the god Horus in human form. This belief helped strengthen the authority of the kings (source: 2003 World Book Encyclopedia)*

Q: When Hequet says to Ranofer, "by the Hidden One," who does he mean?

A: *Amon*

Q: Describe how to make charcoal.

Chapter 4

Unfamiliar Words

Ptah: in ancient Egypt, the chief god of Memphis, father of men and gods and ruler of the world (source: 2003 *World Book Encyclopedia*)

the ba: was represented as a human-headed bird that could fly around and leave the tomb at will (source: www.upenn.edu/museum/Collections/secretsandscience.html, found 2003)

Vocabulary To Learn

Scrupulously he divided the food in half, taking pains even with the crumbs. (*conscientiously, painstakingly*)

... each with an earthen jug or plate beside it holding the sun-dried remnants of a **funerary** offering. (*of, used for, or associated with burial*)

Pointing **irascibly** straight up, Sata walked away. (*marked by hot temper and resentful anger*)

"As the worm said when the lark bit its head off," Hequet supplied **glibly**. (*easily, smoothly, readily*)

Before Ranofer had time to wonder what he meant he beckoned **peremptorily**. (*haughtily, imperatively*)

The moment the sound of **raucous** singing had faded around the corner, he slipped out of the gate and ran in the opposite direction. (*disagreeably harsh or strident*)

To Discuss After You Read

Q: Why would the Egyptians use leather hinges on their doors?

A: *the metal-workers didn't have the capability of working with metals that would be hard and strong enough to hold a door up and, unlike metal, leather was available and did not have to be imported*

Q: How were the poor dead buried, and the artisan?

A: *the poor were buried in the sandy ground, whereas the wealthy were put in rock hewn tomb carved into the side of a cliff*

Q: Why is pure gold metal not used in soldering work?

A: *in soldering, two pieces are put together. The solder would have to melt first or the pieces being put together would melt*

Q: Why does Ranofer bring an offering to his father's tomb?

A: *he is convinced that his father's ba, or spirit, brought him the good idea while he slept*

Q: Why was Hequeq apprenticed off?

A: *his family was large and their house was small—it was a way to provide for his future without jeopardizing the family's future*

Q: Why is Ranofer so upset by having to take the Babylonian's wine skin?

A: *he hates being part of stealing, and then he will have a longer wait until the wineskin is again full*

Q: Describe how to make hard solder.

Timeline and Map Activities

📍 Hermonthis (Armant, Egypt) 📍 (map 1)

Chapter 5

Unfamiliar Words

"stoke an oven": to poke or stir up the fire, tend the fire of, supply with fuel

kohl: preparation [as of antimony or soot mixed with other ingredients] used especially in Arabia and Egypt to darken the edges of the eyelids

Vocabulary To Learn

Gebu's **joviality** lasted for several days, and as was usual during these periods, Ranofer fared better as to food. (*marked good humor especially as exhibited in mirth, hilarity, or conviviality*)

... he noticed Hequet standing close beside Rekh's worktable, **ostensibly** watching the goldsmith raise a bowl, but actually whispering to him under cover of the hammer taps. (*to all outward appearances*)

Confused and **jostled**, Ranofer was swept along by the crowd ... (*pushed and shoved*)

The small, struggling figure of a man was being **hoisted** by one roped foot up the palace wall. (*raised into position*)

Ranofer slowed his pace, ashamed of his **surliness**. (*gloomy ill nature*)

He whirled the rings on his finger tip, then tucked them away, patting his sash **complacently**. (*marked by sometimes unwarranted, uncritical, and irritating satisfaction and pleasure at one's own personality, accomplishments, or situation*)

He found his way back to the goldhouse **furtively**, through the alleys. (*in a stealthy manner*)

He scrambled to his feet and darted over to Ranofer with his most **obsequious** smile. (*prompt and dutiful in attendance on the wishes of one in authority*)

"Him and his **paltry** wineskins." (*something useless or worthless*)

Deciding that what he wished now was the **obscurity** of his corner, he started for the acacia tree. (*the quality or state of being obscure, inconspicuous, unknown, or uncomprehending*)

To Discuss After You Read

Q: How were the tomb robbers to be punished?

A: *they were executed by hanging upside down*

Q: Why were tomb robbers despised?

A: *the Three Thousand Years of the dead person would lack the luxuries needed to live in paradise, plus the protection of amulets would be gone, and if his mummy was destroyed, the soul would have no body to return to—which would lead to the murder of the very soul*

Q: Why is the land near the desert free to anyone?

A: *it is waterless and therefore worthless*

Q: Where is Kush and why does Ranofer not want to go there?

A: *it is a nation south of Egypt, and the men are barbarians who don't speak Egyptian or worship the right gods*

Q: Where did the Ancient sell his papyrus and what was it used for?

A: *to the sailmakers—probably to make sails and ropes for the important ships that transported all goods of Egypt*

Q: Was the Babylonian a friend of Gebu's?

A: *no, Gebu was his master*

Q: Is Gebu a man of his word? How can you tell?

A: *he promised Ibni a copper a day for risking his life stealing for Gebu—once Ibni is fired, Gebu says he doesn't remember ever saying any such thing; don't trust a liar*

Q: Why did Gebu have Ranofer at the gold shop?

A: *only as a carrier of the stolen gold*

Q: Who is the "Mother of the Night" Gebu uses as a curse?

A: *one of the gods*

Timeline and Map Activities

📍 Kush ⑥ (map 1)

Chapter 6

Unfamiliar Words

sarcophagi: plural of sarcophagus; a coffin made of stone, often ornamented with sculpture, and usually placed in a church, tomb, or vault

alabaster: compact variety of fine-textured gypsum, usually white and translucent but sometimes yellow, red, or gray, that is carved into objects

Vocabulary To Learn

A man stood surveying these works, his thin arms **akimbo** and his fists propped on his skinny hips ... (*in a position in which the hand is placed usually on or near the hip so that the elbow projects outward at an angle*)

Ranofer stood well aside, his teeth on edge, and looked **disconsolately** at the great **inert** slab. (**disconsolately:** deeply dejected and dispirited; **inert:** not having the power to move itself)

Ranofer **recoiled** so hastily that he stumbled and all but dropped the box. (*to shrink back, especially with a sudden movement*)

The longer he knelt there, scrubbing away **tediously** with his **glum** companion, the more he desired to raise his chunk of sandstone and bring it down with a crack on Nebre's head. (**tediously:** tiresome because of slowness, continuance, or prolixity; **glum:** sullenly ill-humored or displeased)

Pai rained curses and blows **indiscriminately** on his already aching back. (*haphazardly, randomly*)

During this **respite** some of the men ate food they had brought from their homes. (*temporary intermission of labor or any process or operation*)

Each evening he **appropriated** the boy's scanty wages **doled** out by Pai at the close of every long day. (**appropriated:** took without permission; **doled:** to deal out in small portions; to distribute, as a dole; to deal out scantily or grudgingly)

Other than a few furious cuffings to vent an ill humor, or mocking taunts to **enhance** a good one, he ignored Ranofer completely. (*augment, increase*)

There had even been a **furtive** sound about the way the hinge squeaked, as if he were cautiously easing it shut. (*marked by quiet and caution and secrecy; taking pains to avoid being observed*)

The **malevolent** spirits of the unburied roamed at will seeking mischief they could do. (*having, showing, or indicative of intense, often vicious, ill will*)

Something in his thoughts had stirred an **elusive** memory in Ranofer's mind. (*not easily comprehended or defined*)

To Discuss After You Read

Q: What are some of the hazards of working in the stone-cutting shop?

A: *deafness and bodily injury were common*

Q: Why would a ratcatcher need to be thin?

A: *to chase rats when they run into small places*

Q: What was the cutting sand which was harder than any stone probably made of?

A: *diamond bits*

Q: Why did Egyptians not travel abroad at night?

A: *the evil spirit of the unburied roamed and would do damage*

Q: Why does Ranofer dislike the stone cutting shop?

A: *Gebu is there, it is noisy, dirty, and mostly unskilled*

Q: Was Gebu often in the shop at this time of year?

A: *no, he was helping place stones in the Great Temple*

Q: Why does Pai not think Ranofer would be a good stonecutter?

A: *Ranofer is small and thin and a stonecutter's job is hard physical work*

Q: Why would Gebu constantly change the workers in the shop?

A: *to keep some from getting too fatigued, to train more men in other skills, to keep the workers from creating alliances*

Q: What would be another way to describe Pai; the book describes him a being made of "twisted wire."

Chapter 7

Unfamiliar Words

nelumbo: genus that includes large water lilies having flowers with 4 to 5 sepals, numerous petals, and discrete carpels embedded in a fleshy receptacle

epilepsy: falling sickness the scribe's child had

anise: sweet, aromatic plant that smells like licorice

voluminous: consisting of many folds, coils, or convolutions

Vocabulary To Learn

In the wake of the reapers' **scythes** the black land showed again through the stubble, no longer moist and rich but bone-hard, **desiccated**, and beginning to crack in all directions under the burning sun. (**scythes:** *an implement used for mowing grass, grain, or other crops and composed of a long curving blade fastened at an angle to a long handle; desiccated:* *dried up*)

No longer was he the budding craftsman who in spite of a **menial** position in the goldhouse could teach apprentices their tasks. (*lowly, humble*)

Then he saw the familiar **lithe** figure, so much better fleshed than his own. (*agile and lissome, easily flexed*)

They followed the **meandering** path into the thicket. (*winding, turning*)

Foliage arched over their heads, casting welcome shade made denser by the stands of tall reeds. (*the mass of leaves of a plant as produced in nature*)

"I do!" Ranofer flashed him a **belligerent** look. (*inclined to or exhibiting assertiveness, hostility, truculence, or combativeness*)

"Sata says I am to try **beading** in the morning." (*to trim, furnish, or adorn with beads*)

Jubilant, he tucked one of them into his sash, along with half the loaf. (*manifesting or expressing exultation or gladness*)

Heqet stood up too, an impatient scowl on his usually **amiable** face. (*generally agreeable*)

He shrugged and sighed so **philosophically** that Heqet burst out laughing. (*imbued with or characterized by the attitude of a reflective thinker*)

"What gift?" asked the Ancient, pursing his lips **judiciously**. (*wisely, with good judgment*)

"But perhaps you will let me share your **bower**, which was my Lotus's before you came." (*a leafy shelter or recess, arbor*)

To Discuss After You Read

Q: How many weeks is forty days?

A: *not even six weeks*

Q: Did the cruel management of Pai and Gebu produce more for the master?

A: *no, the torment caused more mistakes than it corrected*

Q: Describe the Nile and explain why it was described as miraculous.

Q: Do you agree with Ranofer that self-consciousness is catching?

Q: How did Gebu keep Ranofer out of Gebu's food?

A: *he would attach a fresh glob of clay over the latch and then press the seal of his ring into it—no one could get into the keg without Gebu's knowledge*

Q: Why does Ranofer not want to accept Hequet's food and why does Hequet want Ranofer to take some?

A: *Ranofer hates it when his friend feels pity for him—his pride is all he feels he has left; Hequet believes that when Ranofer doesn't eat, Hequet's food is less pleasurable to him*

Chapter 8

Unfamiliar Words

drover: one that drives cattle or sheep to pasture or to market

Vocabulary To Learn

"It is a trade that spoils a man's hands and makes him a **dullard** and near breaks his back every day." (*a stupid person*)

I must not pour it out like some **imbecile** and make him think I ask for pity, Amon forbid it! (*one marked by mental deficiency*)

The familiar and well-loved details receded into the background, as they approached the **austere** old man. (*severe or stern in disposition or appearance; somber and grave*)

He stood tongue-tied, feeling his very existence an **intrusion**. (*a trespassing or encroachment*)

He forgot even his **self-recrimination** as his eye fell on the object lying on Zau's table. (*the act of accusing or blaming oneself*)

"Because you lacked skill, or **aptitude**?" (*a tendency, capacity, or inclination to learn or understand*)

To Discuss After You Read

Q: When the Nile is at the end of the summer season, what do the Egyptians imagine it is?

A: *when the Nile shrinks to a red-brown trickle, they believe it is the last feeble flowing of blood from the beloved, murdered god Osiris*

Q: Who murdered the god Osiris?

A: *Seth*

Q: How long a time period from the low flood to High Nile is there?

A: *60 days*

Q: How can an apprenticeship be dissolved?

A: *any scribe can write the paper*

Q: What is the Ancient's view of Ranofer's trade?

A: *he wishes he could have learned any trade—even a poor trade can provide a living*

Q: What is happening to Ranofer's day dreams as he plans on going to visit Zau?

A: *they are becoming more realistic*

Q: How did the boys show their respect to Zau?

A: *they bent their heads and placed one hand on the opposite shoulder*

Q: Why does Zau offer to take on Ranofer as a pupil for no money?

A: *because Ranofer showed skill and his father had been Zau's friend for twenty years*

Q: Describe how beading is done.

Timeline and Map Activities

📍 Lower Egypt 📍 (map 1)

Chapter 9

Unfamiliar Words

Fanbearer: was considered to be one of the highest offices among court officials. These attendants served standing at the right and left of the monarch as he sat in state; they attended him when he rode forth and during ceremonies in the temple. When not serving in the capacity of the fan bearer, they waited upon the king as members of his staff or in some other service of distinction (source: *Accessories of Dress*, by Katherine Morris Lester)

Vocabulary To Learn

Their attention was **riveted** on Ranofer. (*to attract and hold engrossingly*)

He found the old man looking both thoughtful and **dubious**. (*doubtful, undecided*)

He assumed an expression of such conceited **hauteur** that both Ranofer and the Ancient burst out laughing. (*arrogant or condescending manner*)

Hequet, the **irrepressible**, glared at him an instant. (*impossible to repress, restrain, or control*)

"Aye, of **inestimable** value," the old man cackled, shaking his head. (*too valuable or excellent to be measured or appreciated*)

"You are probably right, no one will notice your **antics**." (*an instance of grotesquely ludicrous or other unusual or unpredictable behavior*)

His gentle touch seemed as great a magic as his **salve**. (*a healing ointment*)

He did not come into sight for what seemed an **interminable** length of time. (*wearisomely protracted*)

To Discuss After You Read

Q: How did one become rich in Egypt?

A: *only when the Pharaoh singled one out for favor*

Q: Why does Ranofer begrudge Gebu his money?

A: *Ranofer could use even the little bit that is there, and Gebu has obviously no need of it—Gebu lives like a rich man*

Q: Why is the Ancient skeptical of the plan to catch the thieves?

A: *it is too dangerous for two hot heads*

Q: What promise does the Ancient extract from Ranofer and why not from Hequet?

A: *not to go out and about after dark, for the Khefts could fly away with half grown boys—Hequet is locked at night and couldn't go out even if he wanted to*

Q: What adjectives could describe Ranofer's attempts at spying?

A: *dull and dangerous*

Timeline and Map Activities

📍 Abydos 📍 (map 1)

Chapter 10

Unfamiliar Words

dom palm tree: also spelled doom or doum, the dom palm grows in Arabia, Upper Egypt, and Central Africa. Each branch ends in a tuft of deeply lobed, fan-shaped leaves. The tree bears an irregularly oval fruit about the size of an apple. The fruit has a red outer skin and a thick, spongy, and rather sweet inner substance that tastes like gingerbread. Large quantities of these fruits have been found in the tombs of the Egyptian pharaohs. The seeds are a source of vegetable ivory (source: 2003 *World Book Encyclopedia*).

duck's egg: 1.75"–2.5", slightly larger than a chicken's egg

hounds-and-jackels: a board game, see description and rules on our IG links page. 📄

Thutmose the Conqueror: Pharaoh over a hundred years ago, about 1490–1436 BC (source: 2003 *World Book Encyclopedia*)

barque: any small sailing ship

headrest: shaped part or attachment for supporting the head

Vocabulary To Learn

The Ancient's **seamed** face appeared through the fringe of reeds and his one eye rolled from Ranofer to Heqet with an expression of exaggerated **stealth**. (**seamed:** wrinkled, furrowed; **stealth:** furtiveness, slyness)

They gambled at hounds—and-jackals with some **crony** in the privacy of their own courtyards. (*a longtime close friend or companion*)

Ranofer dropped to the ground, staggered with relief and **treacherously** numbed toes, flung himself out the gate and closed it. (*characterized by usually hidden dangers, hazards, or perils*)

He kept a faithful, if **intermittent**, eye on Setma too. (*not continuous, periodic*)

They explained the **inexplicable**. (*unable to be explained*)

What faint light they shed fell gloomily upon some roof corner or a waving strand of vine, transforming familiar daytime shapes to eerily unfamiliar **phantoms**. (*an apparition or specter*)

He saw nothing but blackness, heard nothing but the light **staccato** of his own frightened feet. (*something that is broken up into brief sharp bursts*)

But he could not hear it over the hideous **reverberations** of that other noise. (*a sound persisting because of repeated reflections after the source has been cut off*)

The street was as black, as threatening, as **enigmatic** as before. (*inexplicable, puzzling*)

He had mentioned nothing of his **nocturnal fiasco** to Heqet or the Ancient, and now he was glad. (**nocturnal:** done, held, or occurring in the night; **fiasco:** an utter and often ridiculous failure especially of an ambitious or pretentious undertaking)

One of these latter drawings contained a detail he found in none of the others, either a **truncated** passage or a small room in a location which seemed either senseless or mistaken. (*cut short*)

"**Impudent mongrel!**" Gebu flung the words at him like stones. (**impudent:** marked by contemptuous or cocky boldness or disregard of others; **mongrel:** a person of mixed birth or tendencies or of undefined status)

Halfway there an **audacious** thought stopped him. (*recklessly venturesome, presumptuously bold*)

Ranofer hurried up the worn and slanting steps, his mind full of **enticing** images. (*alluring, attractive, beguiling*)

To Discuss After You Read

Q: What does it mean: the dog was "giving tongue as he came"?

A: *he was barking*

Q: Why does the rising of the Nile cause everyone's demeanor to rise?

A: *the gloom of the god's death and joy at his rebirth; the Nile is the lifeblood of the people, and they need it to survive*

Q: What does "... the moon-god Thoth's heavenly barque, which revealed its high-prowed boat shape clearly these nights of its waning" mean?

A: *the moon was thought to be the ship that the god Thoth traveled in across the sky each night*

Q: Why could Ranofer not imagine Gebu sneaking into rich men houses?

A: *Gebu is too heavy to sneak, and rich men had guards and dogs*

Q: Why was the street so scary after dark?

A: *the street had no lights, and the stars made even familiar things look unusual*

Q: Where did Pharaoh get the gold he wanted?

A: *from slaves sent to gold mines in the desert*

Q: How did Ranofer know the goblet was made for royalty?

A: *the royal names only are enclosed in a circle*

Q: What does a papyrus boat look like?

Q: Describe the golden goblet.

Chapter 11

Unfamiliar Words

fire drill: fire drill is a primitive device for kindling fire consisting of a stick that is revolved rapidly between the hands or by means of a bow or thong with the stick's lower end pressed into a hole in a piece of wood

Tinder: inflammable substance that readily takes spark or fire and is adaptable for use as kindling

cubit: a cubit is any of various ancient units of length based on the length of the forearm from the elbow to the tip of the middle finger and usually equal to about 18 inches but sometimes to 21 or more

Vocabulary To Learn

"Yesterday's baking," he remarked **laconically**. (*spoken or expressed briefly*)

The Ancient nodded in a **conspiratorial** manner, winked his one eye, and chuckled again as he led Ranofer into the lane where his donkey was snuffling **morosely** along the baked road. (**conspiratorial:** as if agreeing to do an unlawful act or use unlawful means to do an act which is lawful; **morosely:** sullenly)

When two **rogues** like that fall out, you may be sure it is over the price of some **skulduggery** one is to do for the other. (**rogues**: dishonest unprincipled persons; **skulduggery**: dishonest, under-handed, unfair, or unscrupulous behavior or activity)

He dared not count on Setma's **malice** to help his own cause. (*intention or desire to harm another usually seriously by doing something unlawful or otherwise unjustified*)

To Discuss After You Read

Q: Why would "son of a pig" be a curse?

A: perhaps because pigs were considered dirty, or possibly because pigs were connected with Set, an evil god of chaos (source: www.touregypt.net/featurestories/pigs.htm)

Q: How did Ranofer manage to get a light?

A: he went into the road and lit a torch from a neighbor's home

Q: What can Ranofer do with the information that Gebu is a tomb robber?

A: nothing, no one will believe him and he has no authority

Q: After Gebu's fight with Setma, why does Gebu seem worried?

A: the rogue, Setma, would have no problem with turning in his former partner, Gebu

Q: Why is Ranofer flabbergasted when Gebu seems to bring the goblet to the stonecutting shop?

A: there is no place to hide an item like that

Q: Describe how Ranofer patched the scarab seal.

Timeline and Map Activities

⑦ Menfe (Memphis) ⑨; Phoenicia ⑪; Crete ⑩; Mycenae ⑫ (map 1)

Chapter 12

Unfamiliar Words

castor-bean oil: colorless to amber or greenish viscous nondrying fatty oil expressed or extracted from castor beans. Used chiefly as a cathartic and usually after processing as a lubricant and drying oil

High Nile Festival: celebration of the inundation, when the water flooded the land, and the festival was a day off of work for everyone, with everyone being fed at Pharaoh's expense and drinking barley beer for free

Vocabulary To Learn

He launched into a story about the Ancient's donkey, who had gone lame in one foot a few days before, and had required much rubbing with castor-bean oil and **daubing** with cool mud. (*to coat with something that smirches or stains*)

The Ancient gave his high-pitched **chortle** of laughter. (*a sound expressive of pleasure or exultation*)

Heqet said **wryly**, "Do I make myself unpleasant, as the viper said to the **asp**?" (**wryly**: marked by a clever twist, often with a hint of irony; **asp**: a small venomous snake of Egypt variously identified as the horned viper or a small African cobra)

Then suddenly, on the day before the Festival, his wish came **devastatingly** true. (*overpoweringly, overwhelmingly*)

Heqet's face fell **ludicrously**. (*amusing or laughable through obvious absurdity, incongruity, exaggeration, or eccentricity*)

He knew quite well that only one thing could **lure** Gebu from the prospect of free barley beer: the gold of the tombs. (*tempt with a promise of pleasure or gain*)

Ranofer's bare toes dug **convulsively** into the mud. (*frantically, spasmodically*)

Ranofer was beginning to feel alarmingly **transparent**. (*easily detected or seen through*)

To Discuss After You Read

Q: Why does Ranofer not speak of his suspicions to Heqet?

A: Ranofer worries that Heqet will do something foolish, and the deed is so unspeakable

Q: Why is Ranofer so miserable with the knowledge that the thief Gebu walks free?

A: Ranofer feels guilty that he could put a thief behind bars—the only question is how

Chapter 13

Unfamiliar Words

vulture: type of large birds of prey who feed chiefly on carrion (dead and decaying animal flesh). The Egyptian vulture is found from Africa to India. It often eats ostrich eggs, which it breaks by hurling small stones with its beak (source: 2003 *World Book Encyclopedia*)

funerary: associated with burial

mason: skilled workman who builds with stone or similar material

Gilded palanquins: covered with gold or a golden color; a conveyance that was formerly much used in eastern Asia, especially for the transport of one person, that consists of an enclosed litter usually in the form of a box with wooden shutters, and that is borne on the shoulders of men by means of projecting poles

trumpet: for a picture of a trumpet from the Tutankhamun Collection, visit our IG links page. 🖼️

“quarter of a league”: a league is any of various units of distance from about 2.4 to 4.6 statute miles, so a quarter of a league would be about .5 to 1.15 miles

Vocabulary To Learn

He did not like the walls that pressed in on either had with no **crevices** in which a boy might hide. (*narrow openings of some depth caused especially by a split or cleavage*)

High above him in the **brazen** sky a lone **falcon** wheeled. (**brazen:** as bright or shiny as polished brass; **falcon:** any of various hawks distinguished by their long wings and their usually plunging down on their prey from above in hunting)

Licking his **parched** lips, Ranofer tiptoed nervously across the sands. (*dried to extremity*)

In **consternation** he scanned the cluster of rocks where he had seen them only a moment before. (*amazement or dismay that hinders or throws into confusion*)

He could hear crunching and scraping, an occasionally **guttural** curse. (*a sound or utterance having sounds that are strange, unpleasant, or disagreeable*)

They could enter the tomb, undetected by the guards at the real entrance, behind some rocky **hillock**. (*a small hill*)

Poor Master of Storehouses, he thought **distractedly**. (*to the point of mental disorder*)

From behind the rock pile a huge black form with outstretched wings rose **cumbersomely**. (*awkwardly*)

The two friends waiting on the fish dock began to get **restive**. (*marked by uneasiness and lack of quietness or attentive interest, fidgety*)

“Aye,” the Ancient said in a somewhat **dubious** voice. (*fraught with uncertainty or doubt; undecided*)

He passed so close under the shelf that Ranofer could have touched the black **plaits** of his hair. (*braids*)

To Discuss After You Read

Q: How did the festival begin?

A: with the blowing of a trumpet

Q: Why does Ranofer follow Gebu to the tomb?

A: out of pride that he is the son of Thurta, he loves his Pharaoh, and he longs to be free from Gebu

Q: Why did Gebu plan for secret chambers in the tombs he built?

A: the chambers would give him access to the tomb after the dead had been put into the tomb

Q: Why do the friends worry about missing the ferry?

A: the party is on the other side of the river

Q: Why does the Ancient worry about Ranofer following the robbers?

A: Ranofer doesn't have a charm or an amulet to keep the khefts away

Q: Why do the friends decide to go to Ranofer's aid?

A: the Ancient is too old and Heqet is too young, but Ranofer has no one else

Q: Describe the Valley of the Tombs.

Chapter 14

Unfamiliar Words

necropolis: a large elaborate cemetery of an ancient city

jamb: an upright piece or surface forming the side of an opening

Vocabulary To Learn

As he hesitated, eyes stretched wide in a **futile** effort to see something ... (*serving no useful purpose*)

Heqet nodded, but his nod carried no more **conviction** than did the Ancient's voice. (*a strong persuasion or belief*)

Her expression was one of **serenity** and joy. (*calmness, peacefulness, repose*)

It was like seeing some innocent, happy creature lying murdered, victim of Gebu's **callous** greed. (*hardened in sensibility, feeling no emotion*)

There was a wicker trunk **ventilated** by little slatted openings. (*to cause fresh air to circulate through*)

Their folded hands **eloquent** of the same defenseless trust that had caused them to order a sweet-faced servant girl as their only guardian. (*clearly and forcefully indicative of some feeling, condition, or character*)

He stretched out his hands toward the coffins in the gesture of **homage**. (*a reverential regard, respect shown by external action*)

At any moment those thieves would be in here to wreck and **pillage**. (*to strip of money or goods by open violence*)

The two men began **methodically** to search the room. (*systematically, painstakingly*)

To Discuss After You Read

Q: What was the ushabti of the tomb's job?

A: to serve and guard the dead

Q: Ranofer felt the sunlight hit him like a blow—can you think of another way to describe this?

Q: What does it mean that Gebu was as strong as Set himself?

A: Set was a god with supposed super-human strength

Q: Why does Ranofer think the tomb is of a Great One?

A: the tomb was large

Q: How did the friends know the tombs they checked had not been entered?

A: the necropolis priest's seal was unbroken on the jamb

Q: How does Ranofer determine whose tomb the robbers are desecrating?

A: *he sees wine jars that are sealed with the seal of the Queen's father*

Q: Describe the outer room of the tomb.

Q: Describe how Ranofer managed to escape.

Chapter 15

Vocabulary To Learn

As **coherently** as he could Ranofer panted out his story. (*logically consistent and ordered*)

He swayed **precariouly** outward on a thick frond and dropped to the top of the wall. (*dangerous due to being insecure or unsteady*)

A **burly** gardener emerged on the path ahead of him. (*strongly built*)

"**Insolent!**" the gardener roared. (*lacking usual or proper respect for rank or position*)

The soldier arrived, **brandishing** his curved sword at all three of them. (*shaking or waving menacingly*)

"Out of here, **riffraff!**" (*persons of the lowest or most disreputable class*)

Ranofer forced his eyes away from this astonishing little **personage** and back to the tall man. (*a person of rank, note, or distinction*)

"Remove him," the overseer said **indifferently**. (*marked by impartiality*)

He was being marched relentlessly across the grass toward a wooden gate and **oblivion**. (*the quality or state of being forgotten*)

He examined Ranofer's face **minutely** for a moment. (*with precision*)

To Discuss After You Read

Q: Why did the queen have a dwarf as part of her retinue?

A: *his unusual size and appearance probably appealed to her as something different and exotic*

Q: What does the dwarf's name mean?

A: *tall and beautiful*

Q: Why is Ranofer surprised that Heqet saw a vulture?

A: *Ranofer decides the kheft he was so afraid of was probably a vulture—it is a new thought*

Q: Why does Ranofer decide to go to the palace to try to get help?

A: *everyone has left the City of the Dead, and the Pharaoh*

doesn't cross the Nile until midday, hopefully he can find someone to listen

Q: Why did Ranofer avoid the main gate? Is this good thinking? Would the guard expect anyone to willingly miss the festival?

A: *he didn't think the guards would believe him*

Chapter 16

Unfamiliar Words


cedarwood: variety of large evergreen trees that grow in many parts of the world. The cedar of Lebanon, which is the best-known needle-leaved cedar, has attractive, fragrant, durable wood. The people of early Middle East civilizations used it for building palaces, ships, temples, and tombs

ebony: hard, black wood. This wood can be polished to an almost metallic luster. Ebony trees are found mainly in Australia, Asia, Africa, and tropical regions of North and South America. Only the heartwood [inner wood] is dark-colored. The sapwood [outer wood] is lighter colored. A hard gum in the heartwood is probably responsible for ebony's brittleness, which makes it easy to carve. Ebony is used mainly for black piano keys, flutes, handles of knives and brushes, wood inlays on furniture, and other ornamental objects

leopard pelt: large member of the cat family. It is the third largest cat of the Eastern Hemisphere. Only the lion and tiger are larger. The coat of most leopards is light tan with many dense black spots. The tail has dark rings around it. The handsome markings of the leopard make its fur valuable for coats. So many leopards have been killed for their fur that the animals have become rare in many places, and several subspecies face possible extinction (source: 2003 *World Book Encyclopedia*)

"a veritable pharaoh of a donkey": possessing the characteristics of a king among donkeys; the finest

High Chamberlain: manages the household of a king or great noble

surgeons of Egypt: Egyptian surgeons were known throughout the world for their skill. Documents from ancient Egypt have been found that prove that they knew much about medicine that was forgotten or not passed down for hundreds of years, until it was re-discovered in more recent history (see our IG links page for more information) 

Vocabulary To Learn

Had he been frightened by his own **interference** with the overseer's orders? (*the act of meddling in or hampering an activity or process*)

He pushed Ranofer through a small **anteroom**. (*a room placed before or forming an entrance to another and often used as a waiting room*)

The queen's voice was abrupt and husky, with a peculiar **timbre**, like a young boy's. (*distinctive character, quality, or tone*)

The queen straightened and loosed Ranofer's shoulders without taking her eyes off his **agitated** face. (*disturbed, excited*)

The queen **obliterated** the dwarf with a gesture and nodded to Ranofer. (*to remove or destroy all traces of*)

They had almost reached the door when a **peremptory** voice stopped them. (*expressive of urgency or command*)

His manner was **impassive** and assured. (*giving no sign of feeling or emotion*)

The sky was flaming when the door of the room behind him opened and Qa-nefer beckoned him **imperiously**. (*in a commanding, dominant, lordly manner*)

Ranofer lifted wide, **incredulous** eyes. (*indisposed to admit or accept what is related as true*)

"Your Majesty," he said **tremulously**, "could I have a donkey?" (*affected with fear or timidity*)

To Discuss After You Read

Q: What is a name for the queen?

A: *Daughter of the Sun*

Q: What does the crown of the queen look like?

A: *it is a golden cobra*

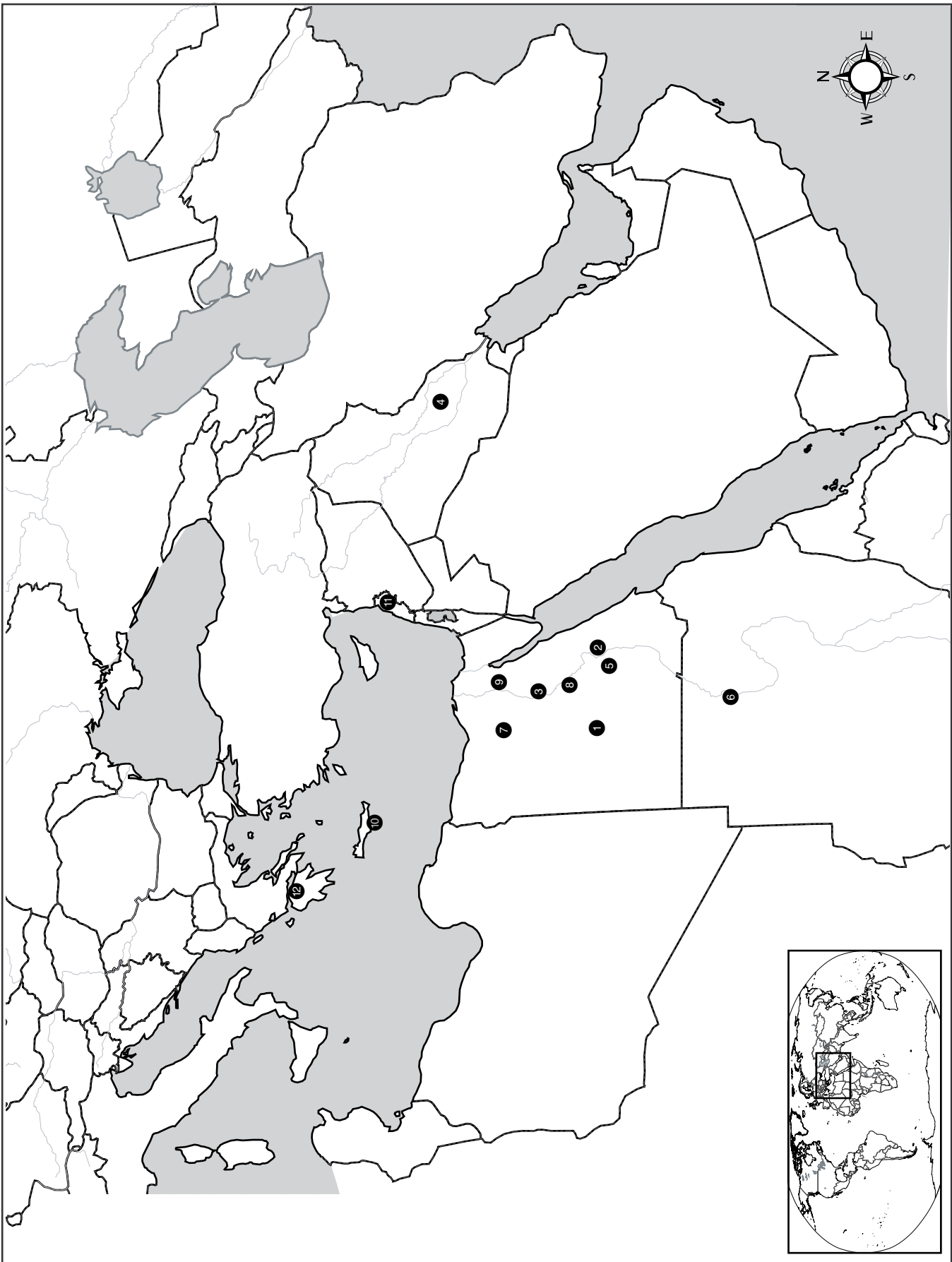
Q: How does Ranofer decide on the direction underground?

A: *the coffins point west—toward the Land of the Gods*

Related Websites

Web Sites on Ancient Egypt for Teachers and Students (*links to dozens of sites on Ancient Egypt*) Visit our IG links page for more information.  

The Golden Goblet - Map 1



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