

# Instructor's Guide Quick Start

The Sonlight Instructor's Guide (IG) is designed to make your educational experience as easy as possible. We have carefully organized the materials to help you and your children get the most out of the subjects covered. If you need help reading your schedule, see "How to Use the Schedule Page" just before Week 1 begins.

This IG includes an entire 36-week schedule, notes, assignments, readings, and other educational activities. For specific organizational tips, topics and skills addressed, the timeline figure schedule, and other suggestions for the parent/teacher see **Section Three**. What helpful features can you expect from the IG?



## Easy to use

Everything you need is located right after the schedule each week. If a note appears about a concept in a book, it's easy to find it right after the schedule based on the day the relevant reading is scheduled.

## 4 Colored Maps

Colorful maps, which double as bookmarks, will help you easily find relevant map locations. You will find the coordinates and the location name in your notes.



## 4-Day and 5-Day Schedule Options

The same schedule pages include both 4-Day and 5-Day options. If you're following the 4-Day schedule, simply skip Day 5 or take a look for some optional activities that appear on Day 5.

## To Discuss After You Read

These sections help you hone in on the basics of a book so you can easily know your children comprehend the material.

**To Discuss After You Read**  
When Henry brings food home for his siblings, the author describes the food by its color—i.e., brown bread and yellow cheese; can you think of four foods that are made more specific by describing their color?  
A suggestions: white and dark meat (chicken); green beans; yellow beans; yellow tomatoes; yellow squash; dark

## Vocabulary

**orphan:** a child whose parents are dead.  
children's home: an orphanage

## Vocabulary

These sections include terms related to cultural literacy and general vocabulary words in one easy-to-find place.

## Notes

When relevant, you'll find notes about specific books to help you know why we've selected a particular resource and what we hope children will learn from reading it. Keep an eye on these notes to also provide you with insights on more difficult concepts or content (look for "Note to Mom or Dad").

**Note:** The Yangtze River is the third longest river in the world. The author talks about "the yellow waters of the Yangtze river." The river carries an enormous amount of silt from higher elevation in Western China. It drops the silt on the central plain which creates good soil for rice planting. In 2010, the Chinese government completed the Three Gorges Dam across the Yangtze, the world's largest dam. It generates electricity and will hopefully cut down on floods.

**Section Three**  
Instructor's Guide Resources

**Section Four**  
New User Information

## Instructor's Guide Resources and New User Information

Don't forget to familiarize yourself with some of the great helps in **Section Three** and **Section Four** so you'll know what's there and can turn to it when needed.



CORE G & LA G		WEEK 1			SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading	Mark 1:1–20	Mark 1:21–45	Mark 2	Mark 3	Mark 4:1–20
Children’s Bible Field Guide	Chapter 1, plus one “To Think About and Do” problem each day.				
Memorization	Memorize Psalm 90 over the next eight weeks. Plan to present it in public at the end of Week 8. This week, memorize vv. 1–2 and work through proper intonation, expression, and physical expressions to go along with the words. [N]				
Credo: I Believe ...	—Track 7				
History/Geography					
The Story of the World: Ancient Times	Intro pp. 1–6	chap. 1 pp. 7–9 🕒🌐	chap. 1 pp. 9–13 🕒🌐	chap. 2 🕒↑	
The Kingfisher History Encyclopedia	pp. vii–ix	pp. 3–5	p. 8 (skip pp. 6–7)	pp. 10–11	
The Kingdom Strikes Back		pp. 1–2			
5-Day: The Usborne Encyclopedia of World History					pp. 104–109, pp. 114–115 🌐
Current Events	Give one report per week.				
Read-Alouds					
The Golden Goblet	chap. 1	chap. 2	chap. 3	chap. 4 🌐	
Favorite Poems Old and New	pp. 5–6	pp. 7–10	pp. 11–13	pp. 14–15	
5-Day: The Trojan War					Part 1, chaps. 1–3 🌐
5-Day: Favorite Poems Old and New					pp. 366–370
Readers					
Mara, Daughter of the Nile	chaps. 1–3 🕒🌐	chaps. 4–5	chaps. 6–8	chaps. 9–10	chaps. 11–13
Other Subjects (Math, Science, etc)					



SCHEDULE CONTINUED		WEEK 1			LANGUAGE ARTS G	
Date:	Day 1	Day 2	Day 3	Day 4	Day 5	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 6	Pretest 1		Lesson 1	Lesson 2		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 6	Exercise 1A		Exercise 1B	Exercise 1C		
Creative Expression						
	A: Dictation Passage	B: Write Your Descriptive Paragraph—Plan	C: Write Your Descriptive Paragraph	D: Descriptive Paragraph—Polish	5-Day: Dictation	
Electives						
Other Notes						

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## Day 1

## Bible

**Parents:** This week you'll begin reading the Gospel of Mark to your children. Since it's the shortest of the four Gospels you'll be done by the end of Week 5. Bible scholars widely acknowledge Mark as the first of the four Gospels written. Specific dates for when Mark recorded his words vary from as early as A.D. 40 to as late as A.D. 70. The mid to late 50s is probably the most likely date, with the mid 60s being another plausible option. Mark likely intended the Gospel for a Gentile audience. This is evidenced by the fact that he goes out of his way to translate Aramaic phrases and explain unique Jewish traditions and customs. Some scholars think the Gospel was written to the church in Rome. It's a matter-of-fact and succinct recording of some remarkable events. We begin each year with a gospel so we can know more about Jesus and learn to live by his example.

**Students:** Mark is the earliest recorded Gospel in the New Testament, probably written in the A.D. 50s or 60s. This means Mark wrote his Gospel only 20 or 30 years or so after the actual time of Christ's ministry. We may think that's a long time, but by historical standards it's short. Two or three decades is not enough time for legends to develop, especially since people who were alive at the time of Christ's ministry would have remembered what really happened and could have discredited any wild claims.

**Parents:** Note that Father, Son, and Holy Spirit are all present at the baptism of Jesus (Mark 1:10–11). It is passages like these, and many others, that resulted in the formulation of the doctrine of the Trinity—that there is one God who has revealed himself in three persons.

**Students:** Notice in Mark 1:15 that we get a short and clear presentation of one thing Jesus wants us to do: repent. What is repentance? Repentance involves a real change in direction, so to speak. It's a strong desire to turn from the wrong path we are on and get on the right one. If you want to read a great passage about repentance see Psalm 51, where you'll learn that repentance involves being aware of our sin, confessing our sin, showing a real desire to change, and seeking God's help to repent.

**Reading |** Mark 1:1–20

**Children's Bible Field Guide |** Chapter 1

A Special Book For Children

**Parents:** You don't have to use the *International Children's Bible* along with the field guide. Feel free to use a translation you and your children typically read during Bible study or devotional time. Broadly speaking there are two main approaches to Bible translation. One approach

tries to translate the text as closely as possible to the actual structure of the original languages. These are called *formal equivalency* translations and include Bibles like the *New American Standard Bible* and the *English Standard Version*. Another approach is to try more to get the meaning across in modern language. Translations like the *New International Version* tend to follow this *dynamic equivalency* approach. A paraphrase isn't a strict translation at all, but is sometimes useful. A popular modern paraphrase is *The Message*. Just keep in mind that with a paraphrase there tends to be more room for error or theological biases to show through in the text (but not always). You'll read a bit about different Bible versions when you get to page 11.

**Students:** If you don't have the *International Children's Bible*, don't worry about it. You probably already have a good Bible translation, but you can check with your parents if you want to make sure.

Children will read *Children's Bible Field Guide* and answer 1 question a day at the end of each chapter. These questions have Bible readings.

**What you should know about the Bible, pp. 8–12**

**Parents:** The preservation of the biblical texts is amazing. Like the book says, in comparing ancient texts with newer copies "there were almost no differences" (p. 9). This doesn't mean that the copies were perfect, though. When Christians say they believe the Bible is perfect in what it says, they mean that the original manuscripts were divinely inspired and perfect in every way. But copies do have some minor errors in them called *variants*. This shouldn't bother us, though, because variants are very minor errors, comparable to forgetting to cross the "t" or dot the "i" in English, or sometimes variants get numbers wrong or the order of words in a sentence. No variant significantly changes any key Christian teaching. People who study manuscripts thoroughly are professionals in a whole field of study about ancient documents called *textual criticism*.

Protestants accept 66 biblical books: 39 in the Old Testament and 27 in the New Testament. Roman Catholics, however, also accept other writings between the Old and New Testament. Protestants call these books the Apocrypha.

**Students:** Sometimes people say that the Bible's been translated and re-translated so many times that no one can be sure what it really said originally. This claim is just false! We have lots of copies of Bible manuscripts and also many fragments or pieces of Bible writings. When scholars compare the ancient writings with newer copies they know for sure that the text is almost identical to the older copies. There are little changes here and there, like when you forget to cross your "t" or dot your "i," but there's nothing really big that has changed in the text at all. We can trust the words of the Bible and have the manuscript

proof to show how accurate the Bible has remained over thousands of years.

**Students:** On page 10 you'll read about the "inspiration" of the Bible writings. Remember that the people who wrote the Bible didn't just take dictation from God, like secretaries, but God moved them to write what he wanted them to write. That's why there are still different styles or kinds of writing in the Bible that sometimes reflect the personal background of the author. The Holy Spirit worked to guide the writers of the Bible so that what they recorded perfectly reflected God's thoughts.

**Parents:** On the discussion of revelation on page 10, keep in mind that there are two broad ways God has communicated his truths to us. First, God reveals some truths through creation (Psalm 19, Romans 1:20). Second, in addition to revealing some things through creation, we also have our moral conscience (Romans 2:14–16), which gives us a general sense of right and wrong. God's revelation through creation and conscience is known as *general revelation*. God can also reveal himself and his thoughts more clearly and directly through the Bible, and ultimately through Christ on earth. This second kind of revelation is known as *special revelation*. Both are helpful, but only special revelation can give us the full and clear picture.

**Parents:** Many parts of Bible prophecy (pp. 10–11) are not necessarily about predicting the future, but about speaking as God's prophetic voice to his people. Such prophecies are often exhortations, which encourage people, or calls to repentance so people will turn back to God. One of the best books about Bible prophecy in relation to Jesus that we've come across is called *Answering Jewish Objections to Jesus: Volume 3: Messianic Prophecy Objections* by Michael Brown (Baker Books, 2003).

**Parents:** Some other religions or new religious movements claim that they have new revelation that we all need. But as the book explains on page 12, the Bible is the only divinely inspired book. It has all we need to know about our condition, about God, about Jesus, and about how to set things right between us and God (his plan of salvation and redemption). So what can we say in response to other revelations? We can test them in comparison to the Bible to see if they agree with what the Bible says. For example, since the Bible says God exists, is personal, and is involved in his creation, any other revelation that changes God's nature can't be reconciled with biblical revelation. Also, new revelation that claims to override the Bible or "fix" Bible errors puts God in a position of not being powerful enough to preserve his own words! This just doesn't make a whole lot of sense. As John 10:35 says, "the scripture cannot be broken" (KJV). Bruce Demarest and Gordon Lewis put it well in *Volume 1 of Integrative Theology* (Zondervan, 1987): "Since the completion of the biblical books, there is no further divine inspiration for the writing of Scripture ... Jesus Christ has done all that he can do in his redemptive purposes until his return to the earth. And in the available canon [Bible] we have all

the truths necessary to acceptance with God and for an abundant life" (pp. 116–117).

**Students:** On page 12 you'll read about how the Bible "isn't just a book for learning things." In other words, it's not like a dictionary or an encyclopedia—reference books. We can learn things from the Bible, and it does have many facts in it, but it's meant for believers to get much more out of the Bible. We can apply its lessons to our lives today and the words of the Bible can nourish us, meaning that it can help us in our daily spiritual lives. In other words, it's incredibly practical, not just theoretical or "head knowledge" for us to memorize. God is real. He wants us to have a personal relationship with Christ and learn many insights from the Bible.

### Memorization | Psalm 90:1–2

Memorize Psalm 90 over the next eight weeks. Plan to present it in public at the end of Week 8. This week, memorize verses 1–2 and work through proper intonation, expression, and physical expressions to go along with the words.

**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.

### **Credo: I Believe ... | Track 7**

This CD includes all the memorization verses for the year set to music. We list the track with the same Bible passage as the one your child is learning. This CD also features the Apostles Creed (Track 1) and two bonus Tracks, 5 and 8. Tracks 9–16 are the instrumental only for memory practice and performance.

Listen to Track 7 the entire week.

## History/Geography

### **The Story of the World: Ancient Times | Introduction** pp. 1–6

#### **To Discuss After You Read**

Q: Define "history."

A: *the story a historian writes about the past*

Q: Explain the difference between a historian and an archeologist.

A: *historians read accounts of things written in the past; archeologists study artifacts people left behind*

### **The Kingfisher History Encyclopedia | pp. vii–ix**

#### **Overview and Introduction**

*The Kingfisher History Encyclopedia* is full of wonderful information, fascinating illustrations, and enough wonder to keep everyone interested! Be aware of some of the features of the book. First, each section opens with a one-page summary of the historical era, such as the Renaissance on page 193. Second, you'll find The World at a Glance pages right after broad sections (for example, pages 194–195). Third, you'll want to keep an eye on the time line at the top of content pages so you and your children will have a better picture of what historical period you're in (see the top of pages 196–197, for instance). Fourth, each historical era closes with a summary of three subject areas: The Arts, Architecture, and Science and Technology (see, for instance, pages 234–239). Finally, note the Ready Reference section beginning on page 465, which contains a detailed list of names, dates, and events. There's also an Index beginning on page 479.

*The Kingfisher History Encyclopedia* approaches history from an old-earth perspective, so you'll come across some dates in the millions reflecting that point of view. If you hold to a young earth position, feel free to discuss the

matter with your children. You can use the opportunity to show that not everyone agrees on things like the age of the earth. You may also substitute phrases referring to "millions" or "billions" of years with wording such as, "a long time ago" or "a very long time ago."

Also, the encyclopedia assumes Darwinian evolution is true. Although some Christians hold to theistic evolution, believing that God worked through the evolutionary process, the book doesn't even get into those questions. It just assumes a Darwinistic viewpoint. Feel free to discuss these matters with your children.

You may also detect a subtle bias against the supernatural worldview and Christianity in particular. The authors assume that naturalism is true—that all that exists is the universe and the matter in it. By default, they exclude even the possibility of the supernatural—the worldview that believes there is more to reality than just the natural world, such as God. At times, the authors show a subtle bias against Christianity. When you come across issues like these, make sure you check the Notes section behind your schedule. There's a good chance we've noticed these biases in the text and written some helpful insights for you as you move through the book.

And remember: Enjoy your time with your children and the learning you will experience together!

#### **What is History?**

Family history is also known as *genealogy*.

History is important to Christianity, which is rooted in historical claims such as Christ's existence and his resurrection. If Jesus never existed, then his resurrection never happened. According to the Apostle Paul, if the resurrection is not true, then Christianity is not worth believing in because we are still in our sins (see 1 Corinthians 15).

Fortunately, there's a lot of historical evidence supporting the reality of Christianity, including the fact that Christ did indeed exist and rise from the dead. Documentary evidence, mentioned in the book, is especially powerful in relation to the thousands of manuscripts and manuscript fragments that exist in support of the New Testament. For instance, the book mentions Julius Caesar's writings about "the wars in Gaul." Caesar supposedly wrote his history of the Gallic Wars between 58 and 50 B.C. Only ten copies of this manuscript exist, dated about 1,000 years after the fact. In the case of the New Testament we have more than 5,000 Greek manuscripts, with some of the documents dating from the early 2nd century. In other words, the manuscript evidence for the New Testament is remarkable, especially when compared to other ancient documents.

We could say much more about this, but for now just remember that Christianity is rooted in history—real places, real people, and real events—and is supported by real documentary evidence.

Are events "leading with a fixed purpose to the present" or not? That depends on how one views history. For the Christian, history consists of a purposeful progression, directed by God's sovereign providence, which means that God is in control of the overarching direction of

history. Consequently, there is reason and purpose in a God-guided universe. Other worldviews, however, do not hold to this viewpoint. Atheism, for instance, denies the existence of any kind of god and, as a result, history in this worldview ultimately has no overarching goal, purpose, or direction.

The archaeological evidence for the Bible is extensive. The New Testament in particular is very specific about certain places, people, and events. Time after time archaeology has proven that the biblical record is correct. For more on this see the *Archaeological Study Bible* (Zondervan, 2006).

The encyclopedia discredits the biblical account in Joshua 6 about the walls of Jericho collapsing, noting that, "its walls were destroyed in biblical times, but by fire—not by the sound of trumpets!" There are many problems with this statement. Perhaps the most significant problem is the idea that trumpets caused the walls of Jericho to collapse. Biblically speaking, God is the source of the miraculous fall of Jericho, not sound waves. Also, keep in mind that the historical site of Jericho has been excavated several times, with the first three attempts using unreliable methods. Moreover, there is nothing significant in the archaeological evidence of Jericho that contradicts the biblical account. Instead, it is a naturalistic bias against miracles that causes some to question the biblical account of the walls of Jericho collapsing. Finally, Joshua 6:24 reads, "Then they burned the whole city [Jericho] and everything in it," which obviously accounts for the evidence of burned walls!

#### To Discuss After You Read

Q: How is history important to Christianity?

A: *Christianity claims to be based on historical events such as the resurrection of Jesus, as well as reliable historical documents like the New Testament Gospels. If key aspects of Christianity are not true, then Christians are following a false religion*

Q: Does history have meaning and purpose or not?

A: *for the Christian, history is guided by God, so it has definite meaning and purpose. Worldviews like atheism, though, can't claim that history has any real purpose or design. Things just happen*

Q: What clues to the worldview of the authors of the encyclopedia can you get from their view of Jericho and how they explain it?

A: *they are not taking a Christian approach. They are hinting that natural explanations are always better than supernatural explanations*

#### Current Events | Report

We believe that by fifth and sixth 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 King-

dom, 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 verbal reports each week. In eighth and ninth grades, three reports.

Please read the same article as your children read and add background information to aid to in your children's understanding.

If you came across an uncommon or unfamiliar term explain it. Give your children whatever historical, cultural, and other background you can, as well as talk about any parallel situations with which your children might be familiar from their studies of history or other cultures.

The best time to hold these discussions about current events is over the dinner table.

#### 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.

And, we keep up on current events to 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." 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.

## Read-Alouds

### **The Golden Goblet** | Chapter 1

#### Vocabulary

**How to Teach Vocabulary:** Have your children read the words in context within the sentences where they are found. Then ask them to explain what they think each word means (based on the context and/or any other information they may have). If your children obviously understand the concept, move on. If not, or if you would like to stress dictionary skills, have your children look the words up in a dictionary.

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*)

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

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

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

\* \* \*

**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.

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

**youth-lock hairstyle:** thick strand of hair left to grow from one side of a shaven head that fell a in curl to the shoulder.

**amulets:** charm often inscribed with a magic spell, 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 metal to soften and make less brittle.

**khefts:** evil demons, ghosts.

**bas:** the 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 preserved.

**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*).

**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 considered 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*).

#### To Discuss After You Read

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, and he doesn't want anyone to think he is weak and unable to defend himself*

Q: How did Ranofer suspect Ibni was stealing 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? What would you do in his situation?

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

**Note:** When Hapia says, "I vow I've been pulling wire since the First Hill rose off the waters of time, and still I've not done" he means that he feels like he's been working at the task since the dawn of time. He refers to the Egyptian story of creation. Each culture seeks to explain how life began. 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>) .



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.

## Readers

### ***Mara, Daughter of the Nile*** | Chapters 1–3

#### Setting

Egypt; 1400s BC

#### 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, thinking Mara betrayed him, although he loves her, seeks to kill her. When he discovers that Mara serves the king as whole-heartedly 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.

#### Vocabulary

**Note:** Use the following words as you discuss today’s reading to enhance your children’s understanding of the story.

**Set:** or Seth; an ancient god of the desert, storms, darkness and chaos. [chap. 1]

**shenti:** a loincloth or scarf worn by men, wrapped around their waists and held by a belt. [chap. 1]

**kheft:** a lost soul or demon. [chap. 1]

**Kush:** a kingdom south of Egypt. Pharaohs took control of Kush during the New Kingdom, so a “son of Kush” would be someone from this land. Since they were a conquered people group, an Egyptian would consider this phrase less than flattering. [chap. 1]

**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*). [chap. 1]

**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](http://i-cias.com/e.o/thutmose_3.htm), accessed 2003). [chap. 1]

**gamin:** street boy. [chap. 2]

**scarab:** a stone beetle used as a talisman or ornament. [chap. 2]

#### To Discuss After You Read

- Q: Once Nekonkh realizes he’s been speaking poorly of Hatshepsut, what does he do? Why? [chap. 1]
- A: *he denies making a statement that he would like to overthrow the pharaoh and immediately makes statements to show he supports her. He does this because it was treason to speak against the queen, and the punishment for doing so was harsh*
- Q: What makes Mara a valuable spy? [chap. 2]
- A: *she speaks Babylonian, reads and writes well, is sharp-witted, does not look like a slave, is proud and desires freedom*

**Note:** Khofra mentions that the Euphrates “flows the wrong way” (p. 26). Since the Euphrates flows in a southeasterly direction, whereas the Nile River flows in a north-

ward direction, so a river that flows in nearly the opposite direction would seem backwards to him.

#### Timeline and Map Activities

- 🕒 **Queen Hatshepsut rules Egypt (ca. 1503–1482 BC)** [chap. 1]
- 🌐 *Egypt (E4); Nile River (E4); Abydos (E5) (map 2)*
- 🌐 *Memphis (G8); Thebes (H8) (map 3) [chap. 1]*

## Language Arts

### Spelling

#### Sequential Spelling

To improve your children's spelling, complete daily spelling exercises. We recommend the *Sequential Spelling* program. For more information about this program, please visit [www.sonlight.com/sequential-spelling.html](http://www.sonlight.com/sequential-spelling.html). Use the "Spelling" line on your weekly schedule to record what you have done each week.

### Handwriting (Optional)

Consider handwriting instruction at this level optional—use a formal handwriting program only if your children need practice. Otherwise, use your children's dictation work to check their handwriting.

If you choose a handwriting program, then use the line in your weekly sheet to record what your children do.

If you would like help scheduling any of the programs we offer, please go online to [www.sonlight.com/handwriting-schedules.html](http://www.sonlight.com/handwriting-schedules.html) and download and print the appropriate file.

### Grammar/Mechanics

Do Sonlight's *Grammar Ace* for one year between 4th–7th grade. Choose the grade that works best for your children. If you want more practice with Grammar, do Sonlight's *Grammar 5* and then *Grammar 6* programs. Use the space on the Schedule page to record what you have done.

#### Optional: *Keys to Good Language 6* | Pretest 1

Find instructions and answers in the Teacher's Guide.

### Vocabulary Development

Our vocabulary development program is based on and ties in with the Read-Alouds. You will find all the words for Vocabulary Development in this guide in your daily Read-Aloud notes listed as "Vocabulary."

Use the blank "Vocabulary Development" line on your weekly schedule to record the names of the books from which you're taking your vocabulary words, then simply check off each day of the week.

#### Optional: *Wordly Wise 3000, Book 6* | Exercise 1A

## Creative Expression

Our goal is to encourage your students to write daily. We realize, though, that there are some days when they will not feel like writing.

For your convenience, we provide an additional dictation passage each week. The next time you find yourself with a reluctant writer, just use one of these alternative dictation passages as your writing assignment for the day. And encourage your students to get some extra rest so that they're ready to tackle their regular writing assignment the next day.

#### Preferred Dictation Method

**Rationale:** This dictation method involves two steps. First, on Day 1 ask your students to read through the dictation passage to familiarize themselves with it. They should note any words, capitalizations, or matters of punctuation that require special attention. This is also their opportunity to ask you to clarify anything they're unsure about. Once your students understand the passage, have them complete the "Mechanics Practice" activity on the Activity Sheet.

On Day 5, your student should take no more than five to ten minutes to prepare independently for the final dictation. Preparation may involve writing out unfamiliar words, practicing spelling them out loud or on paper, trying to remember how a word looks by "seeing" it in their minds, drawing a word in large letters written in mid-air with an imaginary pen, etc. When their time is up, give the dictation, clause by clause, reading each clause only twice (repeating it only once). Your students should write in the cursive style and, as you read the passage to them, you should not emphasize the different sounds in each word.

Before handing their papers to you, your students should check their work for errors. They should mark and correct any errors they find. Discuss with your students what you think they have done particularly well, as well as what they could do better.

If you see consistent spelling, punctuation, or handwriting problems (keep a record on the weekly schedule), review that area using the list of spelling rules included in **Section Three**.

#### A: Dictation Passage<sup>1</sup>

Read through the dictation passage with your students. Have them note any words, capitalizations, or matters of punctuation that require special attention. On Day 5, you will read it aloud as your students write it down.

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

1. *Mara, Daughter of the Nile*, p. 1.

## Optional: Dictation<sup>2</sup>

**Note:** For your convenience, we provide an additional dictation passage each week. If your students are having an “off” day, just use one of these alternative dictation passages as your writing assignment for the day. Feel free to take a break instead of trying to grind your way through the regular assignment.

Sheftu’s black brows arched. But he said only, “Then you must see it later. It’s not difficult to find. The queen has caused a highway to be built—at what cost I wouldn’t dare guess—from the river straight across two miles of desert and valley to the temple’s first terrace. A great stone avenue it is, lined on each side with sphinxes. And each sphinx has the head of Her Gracious Majesty.”

### Mechanics Practice

Today your students will learn about different types of **adjectives**. They will also briefly review nouns, pronouns and adverbs, which we will discuss in more depth later. For more information, see the **Week 1 Activity Sheet**.

This year, your students will delve more deeply into the mechanics of the English language, and we’ll begin to serve up some rather meaty grammatical topics. To help both of you in your study this year, we include a *Grammar Guide Appendix* in the back of this guide that succinctly explains topics we discuss in Mechanics Practice. Please keep this appendix handy for reference as you work this year. Use it whenever you need a refresher on a topic.

### Answers:

1. Which sentence is better? *Hopefully your children selected the second sentence as the additional adjectives help to paint a clearer picture in the reader’s mind.*
2. Adjectives in the dictation passage:

Common Adjectives		Proper Adjectives	Compound Adjectives
white	surface	Egyptian	blue-black
gay	vivid		
faded	high		
indistinct	blue		
blinding	ancient		
surface			

Use tally marks to record the articles you find:

the	a	an
7	2	

**Note:** Due to the descriptive nature of this passage, the author uses several words in creative ways to enhance her description. For example, even though *green* is often used as an adjective, the word in this passage refers to the color itself, and therefore acts as a noun. The word *blinding* is a **participle**, which is a verb that has an *-ing* ending but

2. Mara, *Daughter of the Nile*, p. 47.

functions as an adjective in the structure of the sentence. Also, advanced students will find several **linking verbs** in this passage, which make the adjectives that follow them **predicate adjectives**, however, please do not require your students to identify these intricacies this early in the year. We will discuss each of these topics in due time over the course of this school year. It is enough today to simply identify the different types of adjectives we’ve outlined on **Week 1 Activity Sheet**.

## Day 2

### Bible

**Students:** Beginning on Day 2 you’ll begin to read about the amazing healing ministry of Jesus. He performed remarkable miracles such as giving sight to the blind and even raising people from the dead. These signs were not just magic tricks to fool simple-minded people, but were actual miracles meant to confirm Jesus’ role as Messiah and also to draw people to him. His miraculous healings confirmed his identity and power. Some modern thinkers reject all the miracles in the Bible, but they do so mainly because they believe only material things exist, so anything supernatural can’t happen. But if God exists, then miracles really are possible.

**Students:** If Jesus was God, why did he need to pray? Was he just talking to himself? There are at least three good reasons why Jesus prayed. First, his prayers served as an example to his followers that they, too, should set aside specific time to pray. Second, as a Jewish human being, it was natural and right for Jesus to pray. Third, within the Trinity, Father, Son, and Holy Spirit communicate with one another. Even though there is only one God, the three persons of the Trinity can interact with one another. The important lesson we can learn from Mark 1:35 is to take time to pray—it’s how we talk to God and one way we can draw closer to him.

**Reading** | Mark 1:21–45

**Children’s Bible Field Guide** | Chapter 1, Questions 1–2

**Memorization** | Psalm 90:1–2

**Credo: I Believe ...** | Track 7

### History/Geography

**The Story of the World: Ancient Times** | Chapter 1 pp. 7–9

### To Discuss After You Read

Q: Why did nomads move frequently?

A: *because after they had lived in one place for a while, they had eaten all of the food that was easy to hunt or find*

## Timeline and Map Activities

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

### **Fertile Crescent (C7) (map 1)**

## **The Kingfisher History Encyclopedia** | pp. 3–5

### To Discuss After You Read

On “40,000 B.C.,” noted on page 3, see our note in the Overview about issues regarding the age of the earth.

The worship of many gods is known as *polytheism*. (p. 3)

Another bias of the encyclopedia is the acceptance of Darwinian evolution, as noted in the first sentence on page 4. For more on this see our note in the Overview of the book.

Much of what we think we know about ancient humans is based largely on speculation and inference. Obviously, people who lived a long time ago were not “stupid” per se, after all the construction of the pyramids of Egypt testifies at least to architectural ingenuity. We want to be careful about thinking in terms of “primitive” people who lived long ago, as though they did not possess God-given intelligence and creativity. Granted, human beings have made a lot of technological progress and advances, but this does not mean that early humans were somehow incompetent.

## **The Kingdom Strikes Back** | pp. 1–2

### To Discuss After You Read

Q: Who are the two main characters in the Bible?

A: *God (or Yahweh) and Satan*

Q: What is the Bible essentially a story about?

A: *how God wins his kingdom back from Satan*

## **Current Events** | Report

## Read-Alouds

## **The Golden Goblet** | Chapter 2

### Vocabulary

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*)

... the knees, the dusty rag of a shenti that always hung *askew* on his hips. (*out of line, to one side*)

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 Ranofer’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*)

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*)

\* \* \*

**Lord Sobk:** crocodile-god.

**Maat:** goddess personifying law and righteousness (source: [www.infoplease.com](http://www.infoplease.com)).

**sedg:** a grass-like plant that grows in wet places.

**papyrus:** a tall reed with a triangular stem.

**umbel:** flower parts used for paper and other items.

**obsidian:** volcanic glass; a hard, dark, glassy stone that forms when lava cools.

**fishmonger:** fish dealer.

**vindictively:** intended for or involving revenge.

**lotus:** the Egyptian water lily. This plant has white or rose-purple flowers that may be 1 foot [30 centimeters] across. 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*).

**“Black Land”:** Egypt; every year the Nile overflowed and deposited a strip of rich, black soil along each bank (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](http://www.infoplease.com)).

### To Discuss After You Read

Q: What types of artisan did Thebes boast?

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

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

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



## Readers

### Mara, Daughter of the Nile | Chapters 4–5

#### Vocabulary

**carnelian:** pale, red quartz. [chap. 4]

**gambits:** moves early in a game in which a player sacrifices lesser pieces in order to obtain an advantageous position. [chap. 4]

#### To Discuss After You Read

Q: Why did Sheftu threaten Mara at the end of the their conversation? [chap. 4]

A: *because Mara said she intended to discover his secrets if she could—clearly Sheftu would rather remain secretive and somewhat anonymous*

Q: Why do you think Mara is not happy with her second job? [chap. 5]

A: *possible: she is beginning to like Sheftu; she dislikes the Queen's extravagance; perhaps she is intrigued by the idea of doing something for Egypt rather than just for herself*

Q: At the end of the chapter, who do you think has the upper hand—Mara or Sheftu? Why? [chap. 5]

A: *realistically, Mara still does—she already knows the name of the other member in Pharaoh's court that is leading the rebellion, and her present course of action hasn't changed from the time she boarded the ship*

## Language Arts

## Creative Expression

### B: Write Your Descriptive Paragraph—Plan

Today and tomorrow your students will write a colorful descriptive paragraph. See “B: Write Your Descriptive Paragraph—Plan” **Week 1 Activity Sheet**.

## Day 3

## Bible

**Parents:** Sometimes critics will say that Jesus never claimed to be God. A careful reading of the Bible, though, shows many indications of Christ's claims to divinity. In Mark 2, for instance, Jesus forgives sins. This is not missed by his critics who say, “He’s blaspheming! Who can forgive sins but God alone?” They said this because Jesus forgave the sins of a man he encountered. If Jesus did not claim to be God, it would make no sense for him to offer this forgiveness. It would be as though you or I offered forgiveness to a total stranger. In order for forgiveness to mean something, we have to be the party that is wronged. As

God incarnate, Jesus was the one who was wronged! So his offering to forgive this man equates Jesus with God.

### Reading | Mark 2

### Children's Bible Field Guide | Chapter 1, Question 3

### Memorization | Psalm 90:1–2

### Credo: I Believe ... | Track 7

## History/Geography

### The Story of the World: Ancient Times | Chapter 1 pp. 9–13

#### To Discuss After You Read

Q: Why was it easy for nomadic people to first settle in the Fertile Crescent?

A: *because it was easy to find food and the people didn't need to move*

Q: What did farmers learn to do to grow crops further from riverbanks?

A: *irrigate—develop ways to move water from the river to their crops. Farmers used a shaduf to water*

#### Timeline and Map Activities

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

🌐 **Jericho (C6)** (map 6)

### The Kingfisher History Encyclopedia | p. 8 (skip pp. 6–7)

**Note:** We choose to skip pages 6–7 since they include highly speculative materials.

#### To Discuss After You Read

The book claims people “first worshiped mother-goddesses about 25,000 years ago.” Scholars hold different theories regarding the evolution of religion. Two differing theories include an evolutionary view and what is known as original monotheism. The evolutionary view believes religion developed culturally along the lines of animism, then polytheism, then finally getting to monotheism (belief in one God). Does moving from many gods to one God seem like a reasonable progression? The evolutionary view thinks that human beings originated religion, while original monotheism sees religion originating with God. Original monotheism views religious origins as coming from God, then deteriorating over time to different forms such as animism and polytheism. For more on these views see chapter 1 on *Neighboring Faiths* by Winfried Corduan (InterVarsity Press, 1998).

Aurochs were wild cattle, probably related to modern cows.

Q: There are different views on how religion began and changed over time. What do you think the Bible teaches about this?

A: *the Bible teaches that one God revealed himself to the world, giving instructions (laws) and showing people the*

truth about himself. Later, some people fell away from these beliefs and began worshiping false gods

Q: What does it mean to "domesticate" an animal?

A: *it means that people tame animals to do work or to keep as pets*

## Current Events | Report

### Read-Alouds

#### The Golden Goblet | Chapter 3

##### Vocabulary

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*)

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 of an emotional state*)

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

... but the stronger it grew the faster he ran, refusing to let it in, shoring up the **bulwarks** of his mind against it. (*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*)


\* \* \*

**annealing:** to heat up glass.


**Anubis:** an important Egyptian god of the underworld.

**natron:** a salt used to embalm.

**embalmers:** one who prepares a dead body for burial.

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

**solder:** a metal used to join metallic surfaces.

**Nuit:** goddess 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](http://www.touregypt.net/godsofegypt/nut.htm)) .

**Amon:** depicted as a man with a ram's head, he was king of the gods who became even more powerful later on as Amon-Ra (or Amun-Re). His name means "the hidden one" or "the secret one" because—according to mythology—both his name and physical appearance were unknown (source: [www.touregypt.net/featurestories/amun-re.htm](http://www.touregypt.net/featurestories/amun-re.htm) accessed Nov. 2010).

##### To Discuss After You Read

Q: How does Ranofer monitor when its time to change activities when working with gold (say, when an ignot is cool or when annealing in a fire is complete)?

A: *he watches to see what color the gold turns*

#### Favorite Poems Old and New | pp. 11–13

### Readers

#### Mara, Daughter of the Nile | Chapters 6–8

##### Vocabulary

**El Karnak ruins (Thebes), Egypt:** Thebes is located along the Nile River at the site of what is now the city of Luxor. (source: [www.eyelid.co.uk/karnak1.htm](http://www.eyelid.co.uk/karnak1.htm) [accessed January 2006] with some great pictures of the Temple of Karnak). [chap. 6]

**loggia:** a roofed open gallery, especially at an upper story overlooking an open court. [chap. 7]

##### To Discuss After You Read

Q: How did the wharfs of Abydos differ from those at Menfe? Why? [chap. 6]

A: *they had more funeral barges because the god Osiris was thought to be buried in Abydos, and all who could afford it would arrange for their funeral processions to take a pilgrimage to this "Gate of the Underworld" before their entombment*

Q: How does Mara keep cool in the Egyptian heat? [chap. 6]

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*

Q: Why did Hatshepsut like what she saw in Inanni? [chap. 8]

A: *because she knew her half-brother, the king, would NOT like marrying Inanni*

Q: What was clever about Sheftu's response to the order from Hatshepsut? [chap. 8]

A: *he gave praise to Pharaoh without specifying which pharaoh he meant*



## Language Arts

### Grammar/Mechanics

**Optional: *Keys to Good Language 6* | Lesson 1**

### Vocabulary Development

**Optional: *Wordly Wise 3000, Book 6* | Exercise 1B**

### Creative Expression

#### C: Write Your Descriptive Paragraph

Today your students will use the ideas they brainstormed yesterday to write a descriptive paragraph. Follow the directions on "C: Write Your Descriptive Paragraph" on **Week 1 Activity Sheet**.

## Day 4

### Bible

**Reading | Mark 3**

***Children's Bible Field Guide* | Chapter 1, Question 4**

**Memorization | Psalm 90:1–2**

***Credo: I Believe ...* | Track 7**

### History/Geography

***The Story of the World: Ancient Times* | Chapter 2**

To Discuss After You Read

- Q: How did farmers near the Nile River farm differently than farmers in other places? Why?
- A: *since the Nile River floods every year, farmers here learned that when the flood waters receded, they left rich silt behind that was good for growing crops. Farmers simply waited for the flood waters to go down before planting their crops, and then their crops could grow in healthy soil without washing away in a flood*
- Q: How did Egyptians farmers keep flood waters to use in the dry season?
- A: *They dug canals that led away from the river to capture flood water and then would block the ends of the canals so the flood water couldn't flow away again until they wanted it to*

**Note:** 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)**

***The Kingfisher History Encyclopedia* | pp. 10–11**

To Discuss After You Read

We know what polytheism is—belief in many gods—but why isn't it a viable view of reality? After all, many cultures embraced polytheism from the ancient Egyptians to the Greeks to forms of modern Hinduism. Since polytheistic religions believe that gods are part of the natural order of things, coming from nature, then they are not really "gods" since they are dependent on nature. Polytheistic religions also tend to believe in an eternal universe. But this view goes against scientific consensus that the universe had a definite beginning. We might also add a more philosophical criticism of polytheism. Based on Occam's razor, there's typically no need to complicate matters beyond the simplest explanation. But polytheism's many gods seem by definition far more complicated than the explanation that one God exists. This also does away with problems within polytheism such as having multiple all-powerful gods, which appears logically contradictory. The monotheistic explanation also makes more sense in reference to morality. In Christian theism, right and wrong are rooted in a transcendent God and his inherently good nature. But once the door is opened to polytheism, what's to stop morality from falling into chaos, with one god advocating something as good and another advocating the same thing as bad? Right and wrong would seem to fall apart into relativism within the framework of polytheism. This does not mean that nothing good can come of polytheism. After all, polytheists do at least acknowledge the reality of greater powers involved in reality. This line of reasoning could ultimately lead a person to the one true God.

- Q: What do you see as Egypt's greatest contribution to civilization?
- A: *answers will vary. Some children might say "the pyramids." If so, try to get them to relate the pyramids with great architectural success—what we'd call today engineering. Some might suggest Egyptian contribution to the arts because of their many stone carvings and hieroglyphics*
- Q: What role did Egypt play in the Old Testament book of Exodus?
- A: *Egypt enslaved the Hebrews until God sent many plagues. Finally, Pharaoh released the Hebrews, then chased them. God parted the Red Sea, allowing the Hebrews to pass, but the water crushed the Egyptians as they followed*

**Current Events | Report**

### Read-Alouds

***The Golden Goblet* | Chapter 4**

Vocabulary

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

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

"As the worm said when the lark bit its head off," Heqet 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*)

\* \* \*

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

**leather hinges:** Egyptians used leather hinges on their doors because the metal-workers didn't have the capacity of working with metals that would be hard enough and strong enough to support the weight of a door. Unlike metal, leather was available and did not have to be imported.

**funerary:** of, used for, or associated with burial.

#### To Discuss After You Read

Q: How were the poor dead buried, compared to artisans?

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

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*

#### Timeline and Map Activities

🌐 Hermonthis (Armant, Egypt) (I8) (map 3)

**Favorite Poems Old and New** | pp. 14–15

### Readers

**Mara, Daughter of the Nile** | Chapters 9–10

#### To Discuss After You Read

Q: Why is Mara's meeting with Thutmose difficult? [chap. 9]

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: Why was Mara concerned about the message she was to take the Sheftu? [chap. 9]

A: *because he was being asked to rob the tomb of a pharaoh—a crime not only punishable in the human world but also believed to anger the ka of the departed one—something Egyptians believed would bring harm to tomb robbers*

Q: What relieves Inanni at the end of her long day? [chap. 10]

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*

### Language Arts

#### Grammar/Mechanics

**Optional: Keys to Good Language 6** | Lesson 2

#### Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Exercise 1C

#### Creative Expression

#### D: Descriptive Paragraph—Polish

Have your students review and edit their paragraph. Follow the directions on "D: Descriptive Paragraph—Polish" on **Week 1 Activity Sheet**.

### Day 5

#### Bible

**Students:** Jesus often spoke in parables. These are short stories he told that had important moral and spiritual messages. Since they were told as stories, they caught people's interest and were easy to remember. Jesus didn't come to give us boring lectures, but to share practical truths in ways that we could understand and remember. If you read the parables carefully you'll also find some funny remarks, like lighting a lamp and putting it under a bed or hiding it under a bowl, or trying to get a camel through the eye of a needle. These remarks were probably thought of as amusing by his listeners and also helped them remember what he said.

**Reading** | Mark 4:1–20

**Children's Bible Field Guide** | Chapter 1, Question 5

**Memorization** | Psalm 90:1–2

**Credo: I Believe ...** | Track 7

#### History/Geography

**5-Day: The Usborne Encyclopedia of World History** | pp. 104–109, 114–115

Enjoy reading from a different angle of history from what you have studied this week.

#### To Discuss After You Read

Q: What major change occurred in this time period that meant people could build cities and towns and develop great civilizations? Why was this important?

A: *they learned to farm and grow crops; because it meant people no longer had to follow their food around all the time—they could stay in one place and build more*

permanent structures, and had more time to develop and advance in other areas—such as writing

Q: How do we know about people from this time period?

A: *we have weapons, tools, fragments of cloth, pots and ancient writing to help us learn about these people*

Q: How did taming animals change lives?

A: *the people had plenty of meat, wool for clothing and blankets, and animals to help in the fields, which meant they could more easily meet their needs*

Q: How did Jericho's protection system differ from Çatal Hüyük?

A: *Jericho built a huge wall all around the city to protect it from outsiders. The people of Çatal Hüyük lived in houses which they entered from the roofs, and they could pull up the ladders so enemies couldn't get in if they were ever in trouble*

Q: Which defense system do you think was more effective? Why?

A: *possible: the defense of Çatal Hüyük would work well for guarding people and the things they could easily carry up ladders. However, we assume their livestock was kept elsewhere and either had to be guarded separately, was plundered more frequently, or fell prey to wild animals, since it would be difficult to get a cow to climb a ladder to safety. Also, the illustration of Çatal Hüyük makes it seem as though the different levels of the buildings would make it difficult to guard. In walled cities, livestock and other possessions simply had to fit through the gate in order to be protected, however we know from Joshua 6 that even Jericho's wall was not foolproof*

#### Timeline and Map Activities

- 📍 Nile (E4); Egypt (E4) (map 2)
- 📍 Çatal Hüyük (F8); Memphis (G8) (map 3)
- 📍 Jericho (C6) (map 6)

#### Current Events | Report

#### Read-Alouds

#### 5-Day: *The Trojan War* | Part 1, Chapters 1–3

**Note:** Over the course of the year notice the variations of Greek myths as you read them in different sources. In the myth of the Trojan War from *D'Aulaires' Book of Greek Myths* (which your children read later), Eris, the spirit of strife was responsible for creating the Apple of Discord. In *The Story of the World*, Wise Bauer credits Zeus with creating the apple and giving it to Eris. And in *The Trojan War*, the evil goddess Discord creates the golden apple. If your children have picked up on these discrepancies, congratulate them on their astuteness!

Remind them that these myths are stories that have been told and retold for thousands of years, which means they have gradually altered over time. Which version will they like the best?

#### Vocabulary



**cuttlefish:** soft, boneless animal related to the squid. It is found in most seas except those surrounding the Americas, and lives on the sea bottom near the shore. The cuttlefish uses its tentacles to attach itself to objects, or to capture

prey such as prawns, crabs, and fish. To hide from enemies, the cuttlefish can bury itself in the sand, camouflage itself, or darken the water by pouring out an inky substance that contains a brown pigment called sepia. The internal shells of cuttlefish are used to make toothpaste, and in ancient times, the sepia was used to make ink. (source: *2003 World Book Encyclopedia*).

**cattle lowing:** mooing; making a noise.

**sing a lay:** a ballad, simple narrative poem.

#### To Discuss After You Read

Q: Why does Paris choose Aphrodite?

A: *he is too overawed by Hera, too simple for and was scorned by Athene, but understands love and beauty, so chooses Aphrodite's gifts*

Q: Of what treacheries is the fleeing couple guilty?

A: *Helen treacherously leaves her husband; Paris, a guest, robs his host*

Q: Menelaus acknowledges that each man has a different gift, and Paris defends his as divinely blessed because beauty and grace come only from the gods. What do you think of this argument?

Q: Was Helen the only cause of the Trojan War?

A: *no—also, the Greeks disliked the commercial advantage of Troy and wished to gain supremacy*

Q: Why were the other kings of Greece hesitant to help Menelaus?

A: *because it had been years since they'd promised Helen's father that they would support her husband and most had moved on with life and their own families; they also didn't feel like the issue was really their fight*

#### Timeline and Map Activities

- 📍 Troy, Greece (B7) (map 5A)

#### 5-Day: *Favorite Poems Old and New* | pp. 366–370

On Fridays, please enjoy two sections of the poetry book we don't schedule for 4-Day users.

#### Readers

#### *Mara, Daughter of the Nile* | Chapters 11–13

#### Vocabulary

**languid:** slow, sluggish. [chap. 13]

**chicanery:** deception, trickery. [chap. 13]

**guile:** deceitful, cunning. [chap. 13]

**insouciance:** lighthearted, unconcern. [chap. 13]

**To Discuss After You Read**

- Q: How could Mara tell by looking around the queen's court who the most important people were? [chap. 11]  
A: *the more important a person was—those the queen valued— stood closer to her throne*
- Q: What does Mara learn during her audience with her master? [chap. 11]  
A: *Thutmose's servants are all loyal to the Queen*
- Q: Think about the steps Mara had to take before she met with Sheftu again. What does it tell you about the organization of the rebellion that is brewing? [chap. 12]  
A: *it's highly organized—there seems to be many supporters with useful ways they can contribute*
- Q: Why do you think Sheftu goes by Sashai at the Inn of the Falcon? [chap. 12]  
A: *to conceal his identity to those he's working with. In case some were captured, they wouldn't be able to identify their true leader*
- Q: What does Mara learn about the proprietors of the Inn of the Falcon? [chap. 13]  
A: *the inn keeper's wife was Sheftu's childhood nurse, and her husband was the head of his father's stables*
- Q: How does Thutmose prepare to take the throne? [chap. 13]  
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*
- Q: What do you think of Sahure, the juggler? Do you trust him? Why or why not? [chap. 13]  
A: *possible: he presses for information in a rather sly way: Sheftu is clearly not completely forthcoming with him, though he was claimed as useful*

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## Language Arts

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### Creative Expression

#### 5-Day: Dictation<sup>3</sup>

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe. ■

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3. Mara, *Daughter of the Nile*, p. 1.





## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention. You will write it on Friday.

The city that rose beyond them shimmered, almost drained of color, in the glare of Egyptian noon. Doorways were blue-black in white buildings, alleys were plunged in shadow; the gay colors of the sails and hulls that crowded the harbor seemed faded and indistinct, and even the green of the Nile was overlaid by a blinding surface glitter. Only the sky was vivid, curving in a high blue arch over ancient Menfe.

### Mechanics Practice

A **noun**, as you probably remember, is a person, place, thing or idea, and pronouns are words that rename nouns. For example, *he* is a pronoun we can use to refer to someone named *Jason*. To make nouns and pronouns more interesting, writers use descriptive words called **adjectives** to describe them. For example:

The car raced around the track.

The shiny new Indy car raced around the cold, wet track.

1. Which sentence is better? Why?

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This week's dictation passage uses several different types of adjectives. In the second sentence, the author not only tells us what time of day when the action takes place, but she also tells us where with an adjective—the word *Egyptian* is a **proper adjective** (like a proper noun) that describes the noun *noon*. Conversely, *white* is a **common adjective** that describes *buildings*. *Blue-black* is a **compound adjective**—two words joined together that act as an adjective. Even the words *a*, *an* and *the*, which are called **articles**, act as adjectives in the structure of a sentence.

2. Look at the dictation passage. What other adjectives do you see? Remember, adjectives are words that describe nouns. If you see a word that describes a verb (an action), it is an **adverb**, which we'll discuss later. Record the adjectives you find in the chart below:

**Hint:** the word *green*, which is often an adjective, acts as a noun in this passage.

Common Adjectives	

Proper Adjectives	Compound Adjectives

Use tally marks to record the articles you find:

the	a	an

## B: Write Your Descriptive Paragraph—Plan

Today and tomorrow you will write a colorful descriptive paragraph about your home town or a place you love. For inspiration, read the dictation paragraph from *Mara, Daughter of the Nile* on **Week 1 Activity Sheet**. How many references to color did the author make? Your job specifically is to describe the colors of the place you love.

A good description develops a main idea for the reader. What is the color palette of your favorite place? Is it bright and cheery? Cool and misty? Are there shades of blue or glittering white? Use specific examples to support the main idea of this color palette.

Close your eyes and pretend you are standing in your favorite place. What time of day is it? How does the light from the sun (if you can see it) impacts what you see? Choose four or five objects in the scene to describe the colors of in your paragraph.

1. *Mara, Daughter of the Nile*, p. 1.





## LA Week 1 Activity Sheet

Today, summarize your thoughts on **Week 1 Activity Sheet** (pre-write) before you write the paragraph tomorrow. Focus on the message that you want to give your readers. What is the overall feel of the entire color palette you'd like to describe? Write the topic sentence of your paragraph before you finish today.

My Favorite Place:	
Color Palette of My Favorite Place: (What is the tone of the colors you see there? Are they mostly shades of one color? Bright, vibrant colors?)	
Objects to Describe:	Color of these objects:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Topic Sentence:	

### C: Write Your Descriptive Paragraph

Today you will use the ideas you brainstormed yesterday to write a descriptive paragraph. Review the four or five objects you plan to describe listed above under "Objects to Describe". What color names best suit each object? If you need help thinking of colors, you might look through a box of crayons, or think of other objects that are a similar color—like oily black or murky-water green. List each color name next to the object it describes on Activity Sheet 1.

When you're ready, write the first draft of your paragraph. Try to describe not only the color of each object, but also how the color and the object appear—whether it's muted, bold, faded, translucent, shimmering, etc. Can you communicate the time of day in your scene simply in your description of the color?

When you're finished, review your paragraph one more time to make sure you haven't accidentally misspelled a word or left out something important. You will spend some time polishing the paragraph tomorrow.

### D: Descriptive Paragraph—Polish

All writers need to be able to step back from their work and review it with a critical eye. Read through your paragraph today as though it were any other reading assignment. How does it flow? Does anything jump out at you that you don't like? Did you find a mistake that you missed yesterday?

When you've read through the paragraph, step back and think about it as a whole. Would the paragraph flow better if a few of the sentences were in a different order? Is there a sentence that doesn't seem to fit like the others do? If so, check to see if the sentence provides a detail that doesn't support the topic sentence. Could you rewrite this sentence so that it would support the topic better?

Finally, look for one object you described yesterday to improve its description. Add adjectives (describing words) or a simile or metaphor (words or phrases that make a comparison to describe something), or grab a thesaurus to find a new word that will really make the sentence shine.

When you've completed all of your edits, rewrite a clean and final version of your paragraph.



CORE G & LA G		WEEK 2			SCHEDULE
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading	Mark 4:21–41	Mark 5:1–20	Mark 5:21–43	Mark 6:1–29	Mark 6:30–56
Children’s Bible Field Guide	Chapter 2, plus one “To Think About and Do” problem each day.				
Memorization & Credo: I Believe ...	Continue memorizing Psalm 90. This week, memorize vv. 1–4. —Track 7				
History/Geography					
The Story of the World: Ancient Times	chap. 3 🕒 ⬆️ 🌐	chap. 4 🕒	chap. 5 🕒 🌐	chap. 6 pp. 35–38 🕒	
The Kingfisher History Encyclopedia	pp. 12–13 🌐		p. 9	p. 24 (first column)	
The Kingdom Strikes Back				pp. 3–5	
5-Day: The Usborne Encyclopedia of World History					pp. 110–113, 116–117, 120–123 🕒 🌐
Current Events	Give one report.				
Read–Alouds					
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	
5-Day: The Trojan War					Part 1, chaps. 4–5 🌐
5-Day: Favorite Poems Old and New					pp. 371–372
Readers					
Mara, Daughter of the Nile	chaps. 14–15	chaps. 16–17	chaps. 18–19	chaps. 20–22	chaps. 23–end
Other Subjects (Math, Science, etc)					



SCHEDULE CONTINUED		WEEK 2			LANGUAGE ARTS G	
Date:	Day 1 <sub>6</sub>	Day 2 <sub>7</sub>	Day 3 <sub>8</sub>	Day 4 <sub>9</sub>	Day 5 <sub>10</sub>	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 6	Lesson 3		Lesson 4	Lesson 5		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 6	Exercise 1D		Exercise 1E	Exercise 2A		
Creative Expression						
	A: Dictation Passage	B: Spatial Organization	C: Research for Travel Journal	D: Write the Travel Journal	5-Day: Dictation	
Electives						
Other Notes						

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## Day 1

## Bible

**Students:** In Mark 4:35–41 we witness the power of Jesus over nature when he calms a storm on command. His followers respond, “Who is this? Even the wind and the waves obey him!” (Mark 4:41). We might think his disciples were a bit dense. Didn’t they know who Jesus was? In reality, they had never encountered anyone like Jesus before. At this time they no doubt viewed him as a great teacher and someone with authority to teach, but their views of the Messiah were mixed. Some expected a Messiah to deliver them immediately from the oppression of the Romans and set them free, politically. They didn’t expect the Messiah to be God incarnate—the second person of the Trinity. It wasn’t until later that they began to realize the truth. Then all the different clues Jesus left them about his claims came to mind, such as his predictions about dying and coming back to life.

**Reading** | Mark 4:21–41

**Children's Bible Field Guide** | Chapter 2

Read Chapter 2 today, then do one or two “To Think About and Do” activity each day.

What’s in our Bible? pp. 13–19

**Parents:** Broadly speaking, the “Bible History Highway” follows the path of creation, fall, redemption, and restoration. God creates, human beings fall and are in need of redemption—which God provides through Christ—and ultimately God will restore all things to the condition he intended them to be in.

**Parents:** No one alive today was present when the universe came into existence. Scientists can speculate, based on detective work, and the consensus is that the universe had a beginning. Isn’t that just what Genesis 1:1 tells us? “In the beginning ...” The sticking point for some scientists are the next two words: “God created.” But doesn’t it make much more sense that an intelligent creator made the universe rather than saying it came into existence on its own, from nothing? At any rate, keep in mind the limits of science. While science can help us with testing and understanding reality today, it’s limited in some ways including what it can tell us about how our universe and our world came into existence.

**Parents:** Is it right for God to send disasters? (p. 14) He did this with the plagues on Egypt, but some people wonder if this means God is really bad, or at least not as good as we think. While we can’t answer all the objections to God based on some of the behavior recorded in the Bible, we can offer a few insights. First, God is sovereign. He is not only creator of all the cosmos, but in control of it. Second, we are the ones who are fallen and sinful. Third,

God is holy and merciful, but also just; he’ll do what’s right. Fourth, we only see a limited picture of what’s going on, but God sees the entire picture. We need to trust that he will always do what is best. For more insights on answers these sorts of objections about God see the book *Is God a Moral Monster? Making Sense of the Old Testament God* by Paul Copan (Baker, 2011).

**Students:** David is mentioned on page 16. He’s a fascinating Bible hero for many reasons. It’s interesting that he did bad things, but God would forgive him and continue to use him. Why? David truly wanted to follow God, but would sometimes fall into sin. David, though, did not stay in his sin, but knew that he needed to sincerely repent and turn back to God. An important lesson here for us is that if we do wrong things, we can seek God’s forgiveness, but we need to be sincere about it, not just “fake it.” Also, just because we can ask God’s forgiveness doesn’t mean that we can do any bad things we want and get away with it just by repenting later. We have freedom in Christ, but not the freedom to violate God’s moral laws whenever we want! See the New Testament book of Galatians for more on this topic. By the way, much of the Old Testament is about the nation of Israel straying from God by sinning, then repenting. Many of the prophetic books call Israel to repent and turn back to God. We often need to do the same.

**Parents:** Did the church begin in the book of Acts? (p. 18) Some Christians think so, with Pentecost marking the birth of the Christian church and a new era that we are still in. Others believe people of God have always existed throughout history and, in this sense, the Christian church marked the continuation of the church that already stretched back to Old Testament times. Figuring out who’s right is not our goal here. What’s important to keep in mind is that God’s people are active in the world now. As such, we need to do our best to do God’s will in our own lives and in the world around us.

**Memorization** | Psalm 90:1–4

Continue memorizing Psalm 90. This week, memorize verses 1–4.

**Credo: I Believe ...** | Track 7

Listen to Track 7 the entire week.

## History/Geography

**The Story of the World: Ancient Times** | Chapter 3

To Discuss After You Read

Q: What form of writing did Egyptians use? On what did they write?

A: they used pictures, called hieroglyphs, to represent words and sounds on stone tablets

- Q: Why was the area of the Fertile Crecent called "Mesopotamia"?
- A: *because this land lies between the Tigris River and the Euphrates River, and "Mesopotamia" means "between two rivers"*
- Q: What is Summerian writing called? How does it differ from Egyptian writing?
- A: *cuneiform; it is formed from a wedge stylus pressed into clay*
- Q: Why did Summerians write on clay tablets (rather than stone) before the Egyptians did?
- A: *Summerians lived between two rivers where there was plenty of damp clay around. Egyptians wouldn't have had the same access to this material*
- Q: How were clay tablets an improvement over stone?
- A: *they were lighter and easier to carry around; they could be marked up and wiped out or baked to make the writing permanent. Stone was heavier and took longer to carve*
- Q: Why do you think Egyptians wrote on paper before Summerians did?
- A: *because Egyptians learned to develop paper (or papyrus) which is made from a reed that grows on the banks of the Nile. They also learned how to make ink*
- Q: How was ink on paper (papyrus) an improvement over clay tablets?
- A: *it was much easier to write on, carry and store*
- Q: Name some detriments to keeping records on paper.
- A: *paper isn't very durable, so it isn't able to keep records for hundreds of years. We don't know much about Egyptians once they started recording everything on paper*
- Q: Why is it significant that God first inscribed the tablets of Testimony on Mount Sinai in stone?
- A: *possible: After today's reading, thinking of the God inscribing instructions for his people on stone tablets provides an awesome sense of his permanence and commitment to the covenant He laid out with the Israelites*

#### Timeline and Map Activities

- 🕒 **Sumerians invent cuneiform (2800 BC)**
- 📍 *Mesopotamia* (F9–G11) (map 3)
- 📍 *Euphrates River* (C8) (map 6)

#### *The Kingfisher History Encyclopedia* | pp. 12–13

##### To Discuss After You Read

**Note:** Although Northern Europe doesn't fit with Ancient Egypt, please notice that these civilizations co-existed.

- Q: What are megaliths and what do archaeologists think they were for?
- A: *megaliths are large stone constructions. Archaeologists think they were used for religious ceremonies and also possibly for the study of astronomy*

#### Timeline and Map Activities

- 🌐 *Ireland* (B1); *Britain* (B2) (map 2)
- 🌐 *Orkney Isles* (A1) (map 3)
- 🌐 *Malta* (D2) (map 5A)

#### Current Events | Report

#### Read-Alouds

#### *The Golden Goblet* | Chapter 5

##### Vocabulary

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 Heqet standing close beside Rekh's work-table, **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*)

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 of being obscure, inconspicuous, or unknown, or uncomprehending*)

\* \* \*

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

**kohl:** soot mixture used in Arabia and Egypt to darken the edges of the eyelids.

##### To Discuss After You Read

- 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: Where did the Ancient sell his papyrus? What do you think was it used for?
- A: *to the sailmakers—probably to make sails and ropes for the important ships that transported all goods of Egypt*

#### Timeline and Map Activities

📍 Kush (F5) (map 2)

**Favorite Poems Old and New** | pp. 16–19 (skip p. 17)

### Readers

**Mara, Daughter of the Nile** | Chapters 14–15

#### Vocabulary

**balustrade:** a low parapet (railing) or barrier. [chap. 14]

**major-domo:** a head butler or steward of a large household. [chap. 14]

**obelisks:** an upright, 4-sided pillar that is topped with a pyramid. [chap. 14]

#### To Discuss After You Read

- Q: What has Sheftu learned in the last six years about mankind? Do you think he is correct? [chap. 14]
- A: *no man or woman lives whom gold cannot buy—only the prices differ*
- Q: Do you think Hadshepsut is extravagant? Why or why not? [chap. 14]
- A: *yes—This chapter describes obelisks the queen had added to the temple of Amon. They were 97 feet tall “needles of stone,” cut from single blocks of granite, and so tall the roof of the hall had to be removed so they could be installed. Once there, the queen thought they were too dull so she ordered them covered with priceless electrum—all for her own glory*
- Q: Why do you think Sheftu asked the priest to obtain the Royal Seal? [chap. 14]
- A: *when tombs were shut, priests would seal the door shut and mark the seal with a particular mark so it would be easy to tell if the tomb had been disturbed. Once Sheftu raided the old Pharaoh's tomb, they would have more time to finish their plans if the tomb looked as if it was never disturbed, so they'd need the Royal Seal with the right mark on it to reseal the door*
- Q: Consider the news Sheftu gives Khofra in a modern light: The President of the United States regularly receives intelligence of uprisings on our Canadian and Mexican borders. On top of that, he gets word of several European countries that are banding together against us. Then, a news report tells you that the President has dismissed the entire Army branch of the military (and hasn't paid the Marines in a month) so he can put more money toward carving his face into a mountain near Mt. Rushmore. How would you feel? Is Sheftu's anger over a similar situation justified? [chap. 15]

- Q: Even Queens need to acquire gold—we all have limited dollars. What does she spend her gold on? [chap. 15]
- A: *to cover the obelisks in electrum*
- Q: How does Mara deliver her message, even though the spies were not dismissed? [chap. 15]
- A: *she draws symbols of the message onto a vase design*
- Q: Do you think the king's opinion of Inanni has changed at all? Why or why not? [chap. 15]
- A: *Somewhat—she admired his drawings of vases so he is beginning to see her as more than a “barbarian”*

### Language Arts

#### Grammar/Mechanics

**Optional: Keys to Good Language 6** | Lesson 3

#### Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Exercise 1D

#### Creative Expression

#### A: Dictation Passage<sup>1</sup>

Read through the dictation passage with your students. Have them note any words, capitalizations, or matters of punctuation that require special attention. On Day 5, you will read it aloud as your students write it down.

“Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—”

“River of Darkness?” Mara choked on the words.

“Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me.”

#### Optional: Dictation<sup>2</sup>

The temple's dim quiet ended abruptly as Sheftu stepped into the noise and dust and mingled odors of the outer courtyard. It was like plunging into another element, and the shock steadied him and dissipated his wrath.

Fool, anger gets you nowhere, he told himself as he gathered his horses' scarlet reins and popped the whip over their flanks. Let her have her obelisks—she will soon have nothing else.

#### Mechanics Practice

Today your students will learn about **hyphens** and **dashes**. For more information, see the **Week 2 Activity Sheet**.

1. *Mara, Daughter of the Nile*, p. 92.

2. *Mara, Daughter of the Nile*, p. 150.



## Answers:

1. straw | ber | ry  
am | big | u | ous  
con | trary  
hon | or | ary
2. The author included the dash after “amulets” to show interrupted speech.

## Day 2

### Bible

**Reading** | Mark 5:1–20

**Children's Bible Field Guide** | Chapter 2, Questions 1–2

**Memorization** | Psalm 90:1–4

**Credo: I Believe ...** | Track 7

### History/Geography

**The Story of the World: Ancient Times** | Chapter 4

#### To Discuss After You Read

- Q: Describe the mummification process.
- A: *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*
- Q: Why did Egyptians embalm the dead?
- A: *because they believed that the departed went on to another life in the afterworld if their bodies were intact*
- Q: Do the pyramids today look the way Egyptians intended them to? Why or why not?
- A: *no, they were once covered in white limestone and probably had a golden cap covering the pointed stone at the top*
- Q: Which great architectural feat did Cheops (Khufu) complete? Why?
- A: *he built the Great Pyramid for his tomb*

#### Timeline and Map Activities

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

**Current Events** | Report

### Read-Alouds

**The Golden Goblet** | Chapter 6

#### Vocabulary

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 able to move itself)

Ranofer **recoiled** so hastily that he stumbled and all but dropped the box. *(to shrink back quickly)*

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, or continuance; **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)*

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 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. *(taking pains to avoid being observed)*

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

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

\* \* \*

**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.

#### To Discuss After You Read

**Note:** The Golden Goblet takes place while Pharaoh is still building the addition to the temple. In Mara's time, Queen Hatshepsut removes the roof on the addition to make room for her obelisks, so the story of *The Golden Goblet* came first.

- 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 can lead to deaths, and mostly unskilled and dangerous—bodily injuries were common*

- Q: Why would Gebu constantly change the shopworkers?  
 A: *to keep some from getting too fatigued, to train more men in other skills, to keep the workers from creating alliances*

**Favorite Poems Old and New** | pp. 20–22

## Readers

**Mara, Daughter of the Nile** | Chapters 16–17

### Vocabulary

**time immemorial:** time that extends beyond memory or record.

**leonine:** lion-like.

**lee:** the side that is sheltered from the wind or weather.

**mien:** dignified manner or conduct.

### To Discuss After You Read

- Q: Why does Pesiur's jab about Sheftu's notice of Mara bother Sheftu?  
 A: *He worries that his meetings with Mara and the Canaanite princess have been noticed, and that the feelings he had for Mara that he thought he'd kept hidden had been noticed by a casual observer*
- 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 ends in another half hour*
- Q: What does Sheftu do to the diligent guard?  
 A: *At first, he strangles him to knock him out, hoping they can send him away on Nekonkh's boat until the revolution is over, but the guard starts to escape so Sheftu has to kill him*

## Language Arts

## Creative Expression

### B: Spatial Organization

Architects, engineers, aviators, and designers use spatial organization on a regular basis. In their careers they utilize spatial organization to create three-dimensional projects or to navigate three-dimensional objects. Spatial skills are easier for some students, especially those who excel in math and logical reasoning. This assignment challenges all learners to become spatial thinkers and to communicate their ideas on paper. See "B: Spatial Organization" **Week 2 Activity Sheet** for directions.

## Day 3

## Bible

**Reading** | Mark 5:21–43

**Children's Bible Field Guide** | Chapter 2, Question 3

**Memorization** | Psalm 90:1–4

**Credo: I Believe ...** | Track 7

## History/Geography

**The Story of the World: Ancient Times** | Chapter 5

### To Discuss After You Read

- Q: Why do we call the early cities of Mesopotamia "city-states"?  
 A: *because each city had high walls with towers to protect itself, its own king and army, and therefore acted more like separate countries than cities*
- Note:** Sargon's babyhood story sounds like the story of baby Moses; see Exodus 2.
- Q: Describe how Sargon rose to power.  
 A: *he grew up in the palace and became the king's cup-bearer, which was one of his most trusted servants. However, Sargon made friends with the most powerful people in the palace, including the commanders of the army, and eventually convinced them to kill the king so he could be ruler instead*
- Q: Why did Sargon's empire last so long?  
 A: *because he controlled all cities with dictatorship. He created laws that all citizens had to follow and used the army to enforce the laws*

### Timeline and Map Activities

- 🕒 **Sargon unites city-states in Mesopotamia (2335 BC)**
- 📍 Akkad (D6) (map 2)
- 📍 Kish (G10) (map 3)

**The Kingfisher History Encyclopedia** | p. 9

### To Discuss After You Read

- The biblical Tower of Babel (Genesis 11) may have been a ziggurat.
- Q: List one key contribution of the Sumerians that helps us learn more about them.  
 A: *they developed a system of writing and recorded information on clay tablets*

Find helpful maps for places studied in the book.

**Current Events** | Report

**The Golden Goblet** | Chapter 7

## Vocabulary

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*)

"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*)

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

He shrugged and sighed so **philosophically** that Hequet 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*)

\* \* \*

**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.

**nelumbo**: water lilies.

**falling sickness**: epilepsy.

**anise**: sweet, aromatic herb that smells like licorice.

**voluminous**: consisting of many folds, coils, or convolutions.

**Foliage**: the mass of leaves of a plant as produced in nature.

**bower**: a leafy shelter or recess, arbor.

## To Discuss After You Read

Q: How does the changing seasons affect work at the stonemaking shop?

A: *during harvest time, work on the temples stopped so workers could be devoted to the fields. This meant that Gebu was around the shop more to oversee the work*

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*

Q: What do you think gives Ranofer hope in this chapter?

A: *he has something to look forward to: midday meals with two friends who are willing to share their food with him, and Hequet offers to teach Ranofer what he learns at the goldhouse*

**Favorite Poems Old and New** | pp. 23–25

## Readers

**Mara, Daughter of the Nile** | Chapters 18–19

## Vocabulary

**Hall of Double Truth**: After death, a soul first went to the Hall of the Double Truth for judgement. The soul had to make a "negative confession" before 42 gods. The deceased souls would list all of the evil deeds they did *not* commit during their lifetime in order to convince the gods to allow them to enter the netherworld. If the souls successfully passed this test, they would move to the Weighing of the Heart ceremony. (source: Remler, Pat. 2010 *Egyptian Mythology A to Z, Third Edition*. Chelsea House: New York.) [chap. 18]

**hawser**: a thick, heavy rope or cable used for mooring or towing a ship. [chap. 18]

## To Discuss After You Read

Q: In addition to Sheftu and companions, fear of their gods and the knowledge they have of crime they are about to commit, what else could make the trip inside the tomb a stressful experience for these characters? [chap. 18]

A: *it is incredibly dark, their one torch doesn't seem to push the darkness back very far; it is hot, the air is stale and probably hard to breathe—they risk running out of air as they work deep underground; the tomb is built like a maze, intended to be confusing to make it harder to plunder; they realize as their torch dies that they don't have another torch with them*

Q: How does Mara feel about Sahure? Why do you think this is so? [chap. 19]

A: *she loathes him and she's afraid of him; Possible: because she's nearly almost run into him once as she's fulfilling the role of her other identity, she doesn't trust him to keep quiet about her if it would serve his purposes better, he seems to constantly pry and doesn't take "no" for an answer easily*

Q: How does Sheftu respond to Mara's mistake of keeping the ring? [chap. 19]

A: *his words seem to say he doesn't think any more of the matter, but he lets go of her hand as he spoke, as though he's not sure he trusts her again. Even at the end of the chapter, Mara is unsure if the issue is over or not*

## Language Arts

### Grammar/Mechanics

Optional: *Keys to Good Language 6* | Lesson 4

### Vocabulary Development

Optional: *Wordly Wise 3000, Book 6* | Exercise 1E

### Creative Expression

#### C: Research for Travel Journal

Your students will need to research information about Ancient Egypt for this assignment. Also, keep a map of the Nile River available for your students. See "C: Research for Travel Journal" **Week 2 Activity Sheet** for more information.

## Day 4

### Bible

**Parents:** Prophets rarely have an easy life, but they follow God's calling and say what he moves them to say. Sometimes this results in the death of the prophet, as was the case with John the Baptist. John proclaimed God's truth, which resulted in persecution and finally his death. We need to remember that God did not call us to an easy life as Christians. If anything, we're promised persecution, not escape from it. This doesn't mean we'll be martyred, as John was, but we should prepare ourselves and our children for the struggles that life will bring us as Christians. Fortunately, we can rejoice in knowing that no matter what happens, God is in control.

**Reading** | Mark 6:1–29

**Children's Bible Field Guide** | Chapter 2, Question 4

**Memorization** | Psalm 90:1–4

**Credo: I Believe ...** | Track 7

### History/Geography

**The Story of the World: Ancient Times** | Chapter 6  
pp. 35–38

To Discuss After You Read

Q: Why did Abram and Sarai move from Ur to Haran?

A: *after Sargon's death, his empire began to fall apart. Abram's father, Terah decided to move his family to Haran because tribes of Gutians had been attacking Ur and nearby cities*

Q: How did God fulfill his promise to Abraham?

A: *Sarah had a baby, Isaac, when she was at least ninety years old, and Isaac had a son named Jacob, who had twelve sons. Eventually, these twelve sons each had a tribe*

*named after him, and the people became known as the nation of Israel (or the Jewish people)*

Timeline and Map Activities

🕒 **Abraham (ca. 2100 BC)**

**The Kingfisher History Encyclopedia** | p. 24  
(first column)

**The Kingdom Strikes Back** | pp. 3–5

To Discuss After You Read

Q: Why did God move Abram to Canaan? What strategic purpose did it fulfill?

A: *Canaan was in the middle of a huge trade route between northern Africa and Asia. Canaan was filled with travelers from countries far and wide, so rather than needing to send out missionaries, the people could simply come to Abram and his family and hear the message about the one God*

Q: Why do you think God allowed the "Founding Fathers" of Israel to have human qualities and failings?

A: *possible: so those of us who also struggle may have an example to live by; to teach us how God interacts with us, even when we do mess up*

**Current Events** | Report

### Read-Alouds

**The Golden Goblet** | Chapter 8

Vocabulary

"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*)

\* \* \*

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

**Myth of Osiris, and Isis:** Set (or Seth) became jealous of Osiris who was king of the gods, and had a sarcophagus secretly made to Osiris's measurements. He then threw a feast in honor of Osiris and announced that whoever fit



in the sarcophagus would win it. Several others tried, but when Osiris tried, Seth locked the lid in place and threw it into the Nile. When Isis heard the news, she set out to look for Osiris because she feared he would not be able to enter the afterlife without a proper burial. She found the sarcophagus and hid it in the marshes, but Set discovered it while hunting, cut Osiris's body into 14 pieces and scattered them across Egypt. Isis once again searched for the pieces of Osiris's body and when she found 13 of them, she made the 14th piece out of gold and used magic to bring him back to life. As a result, he could have a proper burial and became Lord of the Dead and the Afterlife. (sources: [wikipedia.com](http://wikipedia.com), [www.mnsu.edu/emuseum/pre-history/egypt/religion/mythology.htm](http://www.mnsu.edu/emuseum/pre-history/egypt/religion/mythology.htm)).

#### To Discuss After You Read

- Q: When the Nile shrinks to a red-brown trickle at the end of the summer season, the Egyptians imagine it is the last feeble flowing of blood from the beloved, god Osiris. Does this seem reasonable?
- Q: What happens to Ranofer's day dreams as his visit to Zau approaches? Why?
- A: *they become more realistic; the book mentioned that "reality kept creeping in, ruining [his day dreams] with stony facts"—it is as though Ranofer has a harder time dreaming of what is pleasant in his harsh work environment; he has also had several of his day dreams dashed, so reality intrudes*
- 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*

#### Timeline and Map Activities

📍 Lower Egypt (E4) (map 2)

**Favorite Poems Old and New** | pp. 26–31

### Readers

**Mara, Daughter of the Nile** | Chapters 20–22

#### Vocabulary

**flagon:** a large pitcher made from metal or pottery, with a handle and a spout, and often a lid. [chap. 20]

**checking a ship's trim:** a ship's captain should check a ship's trim to determine if it's perpendicular to the water to make sure the cargo evenly balances the ship in the water so the ship won't capsize as it travels. [chap. 21]

#### To Discuss After You Read

- Q: Why did Sheftu comment to Nekonkh on the riverboat "Till now, I understood your allegiance to be to myself and to the king—and no one else. Was I mistaken?" [chap. 20]
- A: *because Nekonkh had been defending Mara's actions, and Sheftu needed to remind him that their cause was really*

*more important than another player—should that player be a spy for the queen*

- Q: How does Sheftu plot to uncover Mara's treachery? [chap. 20]
- 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: What potential problems does the trap have?
- A: *Nekonkh wasn't told to tell Mara privately. If another person who is unfaithful to the cause overhears, they could raid the ship, even if Mara didn't give up her information*
- Q: How do Nekonkh and Sheftu respond once the raiders boarded the ship? [chap. 21]
- A: *Nekonkh pleads to take Mara away again—Sheftu's demeanor was such that even the burly riverboat captain was afraid of him. Sheftu curtly reminds Nekonkh that he should strictly follow orders*
- Q: What do you think of Sheftu's stubbornness to stick to his plan for Mara's fate, even when Nekonkh offers to take her out of Thebes for a second time? Do you think he would have the same response if another had betrayed him? [chap. 21]
- A: *possible: He is angry, but perhaps more so this time because he is also hurt and disappointed in Mara. Therefore, he falls back on his blind devotion to the cause, and makes the best determination in that light as the logical and reasonable course of action. He is a kind man, and may have let Nekonkh take another lesser person away, if they hadn't wounded him as Mara had*
- Q: Why does Mara run away from Nekonkh? [chap. 22]
- A: *to find her other master to learn his plans, and then try to slip away from him and warn the revolution*
- Q: How has Mara's game "tumbled about her ears?" [chap. 22]
- A: *Sahure had been spying on her, and names her and all of the regular attendees at the Inn as traitors. Nahereh plans another raid and locks Mara in her room with an armed guard so she has no way to escape*

### Language Arts

#### Grammar/Mechanics

**Optional: Keys to Good Language 6** | Lesson 5

#### Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Exercise 2A

#### Creative Expression

#### D: Write the Travel Journal

Have your students follow the directions on "D: Write the Travel Journal" **Week 2 Activity Sheet**.

If you're crunched for time, limit your student's journal to three entries or a single entry that included descriptions of three artifacts. Evaluate your students work based upon how well they are able to use descriptive language to bring what's inside their imaginations to life. Give extra credit if they think to include spatial organization and describe the objects as they pass them on their journey. Here's what a sample paragraph about passing the Giza pyramids might look like:

As I looked out at the horizon, I could begin to see shapes taking form in the distance. What was blurry at first soon became clear, as the triangular shapes of the pyramids at Giza came into view. Even though I had heard many stories about the pyramids, seeing them up-close still took my breath away. These marvels of modern architecture proudly displayed what an advanced society ours had become.

## Day 5

### Bible

**Reading** | Mark 6:30–56

**Children's Bible Field Guide** | Chapter 2, Question 5

**Memorization** | Psalm 90:1–4

**Credo: I Believe ...** | Track 7

### History/Geography

**5-Day: The Usborne Encyclopedia of World History** | pp. 110–113, 116–117, 120–123

#### Vocabulary

**Egyptian Tombs:** In the earliest days, and especially for the poor, Egyptians buried their dead in pits and covered their bodies with piles of rock. The heat and desert sand eventually turned the bodies into fossils. Later, Egyptians built mastaba tombs, which had a single elevated platform built of mud brick (ca. 3000 BC). Inside was a narrow shaft into which the Egyptians would lower a mummy. The first pyramids were actually smaller step pyramids that eventually inspired the flat-sided pyramids of Giza (built ca. 2500 BC). During the New Kingdom, (ca. 1600–1100 BC), Egyptians buried royalty in the Valley of the Kings. These elaborate tombs were dug deep underground in an area notable for a natural pyramid-shaped formation. Experts believe that the Valley of the Kings provided better protection from tomb robbers. (source: [www.cs.dartmouth.edu/farid/egypt/tombhistory/](http://www.cs.dartmouth.edu/farid/egypt/tombhistory/) and [library.thinkquest.org/J002046F/tombs.htm?t11-iframe](http://library.thinkquest.org/J002046F/tombs.htm?t11-iframe) accessed Dec. 2010)

#### To Discuss After You Read

Q: How did Sumerians irrigate their crops? What other early culture used this same method?

- A: *they built ditches and canals to hold the water in the dry season and carry it to their crops—the Egyptians used these same irrigation practices as well*
- Q: How did life change for communities once farmers could grow more food than they needed to feed their own families?
- A: *it meant that not everyone had to spend all of their time growing food. Some people could grow food while others could develop other crafts—such as weaving, pottery, brick-making, etc. Work became more specialized*
- Q: Describe a basic Sumerian walled-city.
- A: *the cities had walls around them for protection, and each had its own temple. Each city controlled the farm land that surrounded it*
- Q: What goods did Sumerians exchange in trade?
- A: *Sumerians had grain, wool, pots and the things they made in their metal workshops. They traded for stone, metal and wood because they didn't have any available where they lived*
- Q: Think about the geography of Mesopotamia. Why would this location be a good place for people to come together to trade their goods?
- A: *the two rivers meant people could more easily transport goods into and out of the area*
- Q: How did the first kings rise to power?
- A: *when a city-state went to war, citizens chose someone to lead until the war was over. As wars became more frequent, these rulers "ruled" for longer periods of time, and eventually became kings*
- Q: How did Egyptian graves change over time—particularly for royalty? Why?
- A: *the early graves were underground, and over time more elaborate and secure tombs were built for the dead, depending on what the person planning could afford*
- Q: Where is all of the treasure that was once in these tombs?
- A: *most tombs were raided long ago before archaeologists began to study the pyramids, and the treasure was looted*
- Q: Why would a priest bring food to a tomb daily? What do you think happened to the food?
- A: *the Egyptians believed the spirit of the dead pharaoh would need supplies and something to eat in the afterlife. Maybe wild animals ate it, maybe it remained until the priest collected it. We know the dead didn't eat it!*

#### Timeline and Map Activities

- 🕒 **Sumer (ca. 3500–2500 BC)**
- 🕒 **Sumerians create temple-towers, called ziggurats (2000 BC)**
- 🕒 **Amorites conquer the Sumerian Kingdom (2000 BC)**
- 🌐 **Sumer (G11); Persian Gulf (H12); Mediterranean Sea (F5) (map 3)**

#### Current Events | Report



## Read-Alouds

### 5-Day: *The Trojan War* | Part 1, Chapters 4–5

#### Vocabulary

**Fates:** three Greek and Roman mythological goddesses, who spun and cut the thread of life. The Fates were usually described as stern, gloomy, elderly goddesses. But in ancient Greece, they were sometimes worshiped as goddesses who helped with childbirth and a successful harvest (source: 2003 *World Book Encyclopedia*).

#### To Discuss After You Read

- Q: How did Odysseus discover Achilles's identity?
- A: *Achilles's father protected him by having him dress as a girl and claiming he only had daughters. Odysseus arrived as a traveling merchant and tempted Achilles to reveal himself by including a fabulous sword among more feminine trinkets. In the end, Achilles couldn't resist the sword*
- Q: Why are the Greeks not outraged after Iphigenia's death?
- A: *they think of their future glory, not the murder*
- Q: Compare Agamemnon's sacrifice of Iphigenia with Abraham's near sacrifice of Isaac (found in Genesis 22).

#### Timeline and Map Activities

- 📍 *Ithaca* (C4) (map 5A)

### 5-Day: *Favorite Poems Old and New* | pp. 371–372

## Readers

### *Mara, Daughter of the Nile* | Chapters 23–end

#### To Discuss After You Read

- Q: Why was Mara—who seems to be able to wriggle out of most scrapes—captured? [chap. 23]
- A: *because she told Nekonkh that she would stay in the courtyard until he returned, and for once she meant to keep her word*
- Q: How does Mara change as a person throughout the story?
- A: *She learns the value of loving and trusting other people, such as friends and family, and why it is worthwhile to remain loyal to them. In exchange, she has made valuable friends and wants to treat them well in the end*

- Q: How does slavery affect Mara and her relationships with others, such as Innani the princess, Reshed the guard, or Sheftu?
- Q: What does Mara learn from Innani (the princess)?
- Q: Juxtaposition means to place close together or side by side, especially for comparison or contrast. In literature, juxtaposition occurs when one theme or idea or person is parallel to another. The author of *Mara, Daughter of the Nile* juxtaposes the "daughter of the Nile" (Mara) with the "daughter of the sun god" (Hatshepsut). Compare and contrast these women: think about their titles and origins, their personalities, their view of Egypt, their positions, and their value of other people. How are they the same and how are they different? If they are the same at some point in the book, but different at another point of the book, describe that.

## Language Arts

## Creative Expression

### 5-Day: Dictation<sup>3</sup>

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

"Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—"

"River of Darkness?" Mara choked on the words.

"Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me." ■

3. *Mara, Daughter of the Nile*, p. 92.



## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

"Then here is the message. Tell him he must journey to the River of Darkness, as we talked of long ago. He must take the treasure of him who sleeps there, even the royal cobra from his brow and the collar of amulets—"

"River of Darkness?" Mara choked on the words.

"Aye. He must take from the dead the gold Egypt must have to live! He must go down into the land of night and bring it forth to me."

### Mechanics Practice

Do you remember the difference between a hyphen and a dash? A **hyphen** is a short little line (like this: -) that writers use to divide a word between two lines of text. Often, word processing software will automatically insert hyphens for you as you type, but how does it know where to split a word? We insert hyphens between syllables, which makes the word easier to read when it is printed on two lines. Therefore, you will never see the word "that" or "you" hyphenated. If you need help knowing where the syllable breaks like, check a dictionary. A great place to insert a hyphen is often between the double letters. For example:

Pep-per  
col-lege

A **dash** (or **em dash**) is a longer line (like this: —) that is somewhat of a cross between a comma, a colon, and an ellipsis. Here are a few of the ways it can be used:

- ☆ **To indicate a sudden break or change in the sentence.** Notice how the dashes are like parentheses here:

At the same time—and this was totally unplanned—Amy and I opened our sodas.

- ☆ **For emphasis:**

She was sunburned—and I mean crispy—from head to toe.

- ☆ **To show interrupted speech:**

"Well, I—ah—you see," stammered Duane.

1. Draw lines (|) to show where you could insert hyphens to split the words below. Generally speaking, it's best not to hyphenate a word to leave a single letter alone on a line.

s t r a w b e r r y

a m b i g u o u s

c o n t r a r y

h o n o r a r y

2. Find the dash in this week's dictation passage. Why did the author include a dash?

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## B: Spatial Organization

Writers use spatial organization in descriptive text. Spatial organization arranges details of a place or thing in a logical order. If you were to describe your bedroom, you might start with the first thing a person would see when entering your room. Then you might move clockwise around the room and describe the items in order as if the person were circling your room. You would end with the person leaving the room. If you didn't describe objects in a logical order, you could easily confuse the reader about where objects are located in your room.

In the example below, Mara and the princess Inanni go outside and down the stairs of the palace for the first time. The author describes the setting using spatial organization. The writer not only describes the storerooms and workshops but also includes what the characters see in those rooms as they pass:

At the bottom they found themselves in the first of a series of walled courts and gardens, through which they passed without encountering anyone more frightening than a few slaves or hurrying servants. Inanni began to relax. She peered curiously at the storerooms and shedlike workshops, catching glimpses of basket makers and glass blowers still at work, of hundreds of stacked wine jars, mountains of baled linen, the neat rows of a kitchen garden. There were vineyards, date groves, curbing flower beds in which scarlet sage and larkspur glowed against dark tamarisk trees. As they entered a broad paved area surrounded by weavers' stalls, Inanni gave a start of joy and stopped.

—from *Mara, Daughter of the Nile*, p. 99

1. *Mara, Daughter of the Nile*, p. 92.



Use spatial organization to describe your favorite place in one paragraph. Perhaps this place is somewhere near home or at home. It could be a place where you go to think or to relax. Maybe your favorite place is a family camping spot or someplace you've only visited one time but would like to return to someday. Decide on the order in which you want to write about that place. Will you describe it from a specific perspective? For example, if your favorite place is sitting on a rock looking down from a mountain, you would describe the scene from that point. If you use yourself as the focal point, describe what is closest to you and work your description in points that get farther and farther away from you. Will you describe from top to bottom or from side to side?

### Introduction: Give an overview of what you will describe.

### Plan of Organization:

Make a list of the details you plan to describe for your spatial description.

### Write Your Description:

Use sensory details and spatial organization.

### C: Research for Travel Journal

In the book *Mara, Daughter of the Nile* by Eloise Jarvis McGraw, the setting begins in Menfe (Memphis), Egypt. Prior to the story's opening, Thutmose III reigned as king in the 1400's B.C. The Egyptians built many structures before that time period. Mara, the protagonist, travels up the Nile River to Thebes, which was the capital of Ancient Egypt. As she travels, what does Mara see? What was the setting really like?

Travel back to Ancient Egypt and take the role of a scribe who is traveling up the Nile River from Memphis to the city of Thebes.

Look at the map of the Nile River, the longest river in the world. To travel from Memphis to Thebes, which direction would you go.

Tomorrow, you will write a travel journal entry about your trip. Today, identify and write an interesting fact or two about the following places:

- Pyramids of Giza
- The Sphinx
- Saqqara
- Deir el-Bahari

### D: Write the Travel Journal

People keep travel journals to record their journeys. This helps travelers remember more about their experiences and share their memories with friends and family. Historians recreate events with the aid of travel journals. Write a travel journal entry about the places you researched on Day 3.

As you write, concentrate on describing the places as if you were actually there. Describe your journey using spatial organization. Give your readers mental images of the scenes.

Use your five senses to give your reader a sense for the atmosphere. What does it sound like, smell like, taste like, feel like, and look like?

If you're traveling south, can you tell the reader on which side of the boat you saw certain objects?

Mara sees crocodiles and smells fish mixed with mud. Use colorful adjectives and action verbs in your description. Write at least one paragraph about each place.



CORE G & LA G		WEEK 3			SCHEDULE
Date:	Day 11	Day 212	Day 313	Day 414	Day 515
Bible					
Reading	Mark 7	Mark 8	Mark 9:1–24	Mark 9:25–50	Mark 10:1–31
Children’s Bible Field Guide	Chapter 3, plus one “To Think About and Do” problem each day.				
Memorization	Continue memorizing Psalm 90. This week, memorize vv. 1–6. Don’t forget to work on dramatic expression.				
Credo: I Believe ...	—Track 7				
History/Geography					
The Story of the World: Ancient Times	chap. 6 pp. 39–45 🕒🌐	chap. 7 🕒↑🌐	chap. 8 🕒🌐	chap. 9 🕒↑🌐	
The Kingfisher History Encyclopedia		pp. 20–21	p. 22	pp. 14–15 🌐	
5-Day: The Usborne Encyclopedia of World History					pp. 132–133, 118–119
Current Events	Give one report.				
Read–Alouds					
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	
5-Day: The Trojan War					Part 2, chaps. 1–2 🌐
5-Day: Favorite Poems Old and New					pp. 373–375 mid page
Readers					
Hittite Warrior	pp. xv–chap. 2 🕒↑	chaps. 3–5	chaps. 6–8	chaps. 9–11	chaps. 12–14
Other Subjects (Math, Science, etc)					



Schedule Continued		Week 3			Language Arts G	
Date:	Day 11	Day 212	Day 313	Day 414	Day 515	
Spelling						
Sequential Spelling						
Handwriting						
Optional: Handwriting						
Grammar/Mechanics						
Optional: Keys to Good Language 6	Lesson 6		Lesson 7	Lesson 8		
Vocabulary Development						
Optional: Wordly Wise 3000, Book 6	Exercise 2B		Exercise 2C	Exercise 2D		
Creative Expression						
	A: Dictation Passage	B: Point of View	C: Pre-write a Peace Treaty	D: Write a Peace Treaty	5-Day: Dictation	
Electives						
Other Notes						

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## Day 1

## Bible

**Students:** Jesus often stressed the importance of moral character over whether or not people follow every little rule exactly. In Mark 7:15 he says, “Nothing outside a man can make him ‘unclean’ by going into him. Rather, it is what comes out of him that makes him ‘unclean.’” In other words, our inner character that comes out in the things we do can make us “unclean” because we do or say wrong things. Jesus wants people of a certain kind of character—people of virtue. In other words, our heart needs to change inside, not just the way we act on the outside. This is something Jesus emphasized over and over again, especially when encountering people he considered hypocrites (see, for instance, Matthew 23). It’s okay to follow rules, but God wants us to do so for the right reasons, inside and out.

**Reading** | Mark 7**Children's Bible Field Guide** | Chapter 3

Along with Chapter 3, do one “To Think About and Do” activity each day.

In the beginning pp. 20–23

**Students:** Did you know that many smart people think our world is fine-tuned for life? What does that mean? It means that there are many factors that had to fall into place in just the right way in order to allow us to live on Earth. This strongly suggests intelligent design behind the plan of our universe, not random chance or undirected processes. Ask your parents if they can find a video for you to watch about this fine-tuning. It’s called *The Privileged Planet* (Illustra Media, 2010). You’ll be amazed with how well God designed our world for life!

**Parents:** Is the Big Bang an enemy of Christianity? Not exactly. The Bible agrees that the universe had a definite beginning, which means that the Genesis account of creation is actually in line with the consensus of modern science. Problems arise when some unbelieving scientists claim that the universe came about on its own, from nothing. The not-so-subtle implication is that God doesn’t exist or doesn’t need to exist because the universe began all by itself. But the Bible doesn’t teach some weird mythology about the beginning of the universe. “In the beginning” fits perfectly well with what the vast majority of modern scientists believe.

**Parents:** Were the days of creation literal 24-hour days or not? That’s a question many Christians haven’t come to a consensus about. Young earth creationists are known for their proclamation and defense of literal creation days, while many old earth creationists believe these “days” were lengthy periods of time. Rather than try and solve these disagreements here, we’d just like to point out the fact that both camps believe in something pretty spectacular—God created! God exists and he made everything in all the universe. That’s a really big point of agreement that we shouldn’t forget.

**Parents:** A minority of Christians have argued that dinosaurs never really existed, but that God or even Satan created their remains. These explanations don’t make a whole lot of sense. Why would God leave fossil remains of creatures he never actually created? Why would Satan do so? The best evidence we have clearly demonstrates that dinosaurs once lived on this planet as real creatures. Some Christians believe dinosaurs and people never lived together at the same time, while others think they did. What’s far more interesting is how wonderfully designed dinosaurs were! God is a great artist. Kids, especially boys, are fascinated with dinosaurs, so be prepared for some questions about these ancient large beasts.

**Memorization** | Psalm 90:1–6

Continue memorizing Psalm 90. This week, memorize verses 1–6. Don’t forget to work on dramatic expression.

**Credo: I Believe ...** | Track 7

Listen to Track 7 the entire week.

## History/Geography

**The Story of the World: Ancient Times** | Chapter 6 pp. 39–45**To Discuss After You Read**

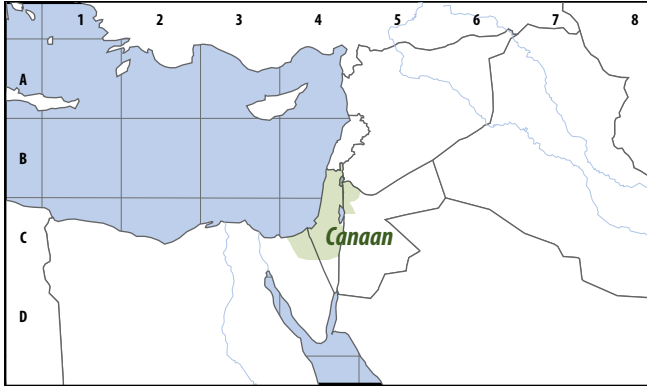
- Q: Read the story of Joseph and his coat in Genesis 37:1–11. What differences do you see between the story in Genesis and the story in your book?
- A: *Joseph didn’t brag about his coat to his brothers, but he did have dreams in which God told him that one day, his father and brothers would bow down to him. Regardless, his brothers were still jealous of him and sold him into slavery*
- Q: How did the nation of Israel come to live in Egypt?
- A: *Joseph told them to bring their families and their livestock (and so, the nation of Israel) to live in Egypt to survive*



## Timeline and Map Activities

🕒 **Joseph (ca. 1914 BC)**

📍 **Canaan**



## Current Events | Report

### Read-Alouds

## The Golden Goblet | Chapter 9

### Vocabulary

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*)

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

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*)

\* \* \*

**Fanbearer:** 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. (source: *Accessories of Dress*, by Katherine Morris Lester).

**punt:** a long, narrow boat with a flat bottom and square ends that is usually pushed along shallow water with a pole.

### To Discuss After You Read

Q: What promise does the Ancient extract from Ranofer? 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 in at night and couldn't go out even if he wanted to*

**Favorite Poems Old and New** | pp. 32–33

## Readers

**Hittite Warrior** | pp. xv–Chapter 2

### Setting

Land of Canaan; 1200 BC

### Overview

In 1200 BC (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.

### 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: Why does Uriah sleep well after the battle with the robbers?

A: *he felt he had proved himself worthy of his training and home; he is proud that he fought well to save a life and property. He has regained his dignity*

### Timeline and Map Activities

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

Find a map on pp. xii–xiii. Locate the various places Uriah mentions.

## Language Arts

### Grammar/Mechanics

**Optional: Keys to Good Language 6** | Lesson 6

### Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Exercise 2B

### Creative Expression

## A: Dictation Passage<sup>1</sup>

Read through the dictation passage with your students. Have them note any words, capitalizations, or matters of punctuation that require special attention. On Day 5, you will read it aloud as your students write it down.

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool

1. *Mara, Daughter of the Nile*, pp. 217–218.

shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck.

### Optional: Dictation<sup>2</sup>

My story will tell much of that little strip of land called Canaan to the south, between us and the accursed land of Egypt, which was only a name to me when I was a child. For all the wealth and all the armies and all the glories of the nations have passed through that little land and probably always will; and the story of the kings of Canaan is the story of the world.

#### Mechanics Practice

Today your students will learn about several types of **nouns**. For more information, see the **Week 3 Activity Sheet**.

#### Answers:

- Underline all of the nouns in the passage. Double underline proper nouns. (See answers below.)
- Label the gender of each noun. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

**N**  
 An hour later he was crossing the worn  
**N**                      **N**                      **N**                      **M**  
 stone wharfs to the Beetle's<sup>3</sup> anchorage. Nekonkh  
**N**                      **N**  
 hung over the gunwale, his arms propped wide,  
**N**                      **N**  
 his shoulders burnished copper in the brilliant  
**N**                      **N**                      **M**  
sunlight. Every line of him spelled anxiety. Sheftu  
**N**                      **N**                      **N**  
 stepped into the cool shadow of the hull, swung  
**N**  
 onto the rope ladder and climbed up through the  
**N**                      **N**  
 blue-green dancing reflections into the glare of  
**N**                      **N**  
sun on deck.

- concrete**—(Possible) *wharfs, Beetle's, anchorage, Nekonkh, gunwale, arms, shoulders, copper, sunlight, line, Sheftu, shadow, hull, ladder, reflections, glare, sun, deck*; **abstract**—*hour*; **compound noun**—(Possible) *gunwale, sunlight*; **collective noun**—*there isn't one in this passage*.

2. *Hittite Warrior*, pp. xvi–xvii.

3. To be precise, *Beetle's* is a possessive noun that acts as an adjective to describe the noun *anchorage* within the prepositional phrase *to the Beetle's anchorage*. However, at its most basic level, it's still a noun, which is why we have included it in our list of nouns in this week's passage.

## Day 2

### Bible

**Students:** Peter's confession of Christ in Mark 8:27–30 is an important passage. It confirmed that Jesus claimed to be the Messiah (the Christ). It's also important because we can apply it to today. What matters is not what "everyone else" thinks about Jesus, but what we personally think about him. "But what about you?" asks Jesus. "Who do you say I am?" That's really what matters most. Jesus wants a personal relationship with us.

#### Reading | Mark 8

**Children's Bible Field Guide** | Chapter 3, Questions 1–2

**Memorization** | Psalm 90:1–6

**Credo: I Believe ...** | Track 7

### History/Geography

#### The Story of the World: Ancient Times | Chapter 7

##### To Discuss After You Read

- Q: How was Hammurabi a different kind of king?  
 A: *he wanted his empire to be governed by just laws, and he wanted to treat his people fairly. He wanted them to follow rules because they wanted to, and not just because the military made them*
- Q: What was the Code of Hammurabi? Who had to obey it?  
 A: *they were the laws Hammurabi wrote to govern the people—the first set of written laws that we know of. He had them inscribed in stone on a monument that showed him receiving them from the sun-god. Everyone had to obey the Code, even Hammurabi himself*
- Q: What do you think of the sample laws listed in your book that Hammurabi wrote?  
 A: *possible: Some sound reasonable, others sound like very harsh punishments for some things that could be accidental or uncontrollable*
- Q: Why did Babylonians watch the stars?  
 A: *because they thought they could find out what the gods were doing by watching the stars*
- Q: What did they learn from their star studies?  
 A: *they discovered that the Earth moves around the Sun, and decided that the time it takes to do so was "one year." From this information, they divided a year into 12 months, a day into 24 hours, and an hour into 60 minutes*

##### Timeline and Map Activities

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

*Babylon (G10) (map 3)*

#### To Discuss After You Read

Hittites are mentioned throughout the Bible in books such as Genesis, Exodus, Deuteronomy, Joshua, Judges, 2 Samuel, and more. Early Israel had many encounters with the Hittites, as well as with the Egyptians and Mesopotamians. Being polytheists, the Hittites were obviously at odds with the monotheistic Hebrews.

The encyclopedia has mentioned the Sea Peoples before, but yet again fails to offer any more insights on them. Here they are said to have defeated the Hittites. Records about the Sea Peoples are sketchy, with some considering them to be a group of various cultures rather than a specific or distinct kingdom. The term “Sea People” in reference to these groups is a recent one, introduced in the 19th century. In ancient documents sometimes the tribes are named, with certain Egyptian records indicating the people came from the sea or from among islands. An internet search for “Sea People” and “Sea Peoples” will turn up a variety of sources if you wish to learn more about these mysterious conquerors.

Babylon is mentioned many times in the Bible (300 times in 265 verses in the ESV!).

Astrology and astronomy are far from the same thing. Although modern astronomy can be traced to interest in astrology, the latter is an occult activity seeking to know the future on the basis of the heavens, such as by studying stars or other celestial bodies. One ancient argument against astrology was set forth by Augustine, who pointed out that in some cases twins lived very different lives even though they were both born within moments of one another. If astrology were true, then all twins would lead nearly identical lives, dictated by the movements of the planets and stars.

Does the Code of Hammurabi invalidate the laws of the Bible, or does it mean that the Bible simply “stole” or “borrowed” laws from other cultures? Hardly. Biblically speaking, God has revealed his moral truths to all people, since these laws are “written on the heart” (Romans 2:15). As a result, it is to be expected that different cultures throughout the world would develop very similar laws. C.S. Lewis documents these similarities in the appendix to his book *The Abolition of Man*.

Q: What did the Hittites use in warfare that gave them an advantage?

A: *chariots, iron*

Q: What role did the Hittites play in their region?

A: *they were warlike conquerors*

Q: What kind of ruler was Hammurabi?

A: *he was efficient, put together a code of laws, and helped stabilize Babylon during difficult times*

Q: What key weapon did the Babylonians use to defend themselves?

A: *bow and arrow*

#### Current Events | Report

#### Read-Alouds

#### The Golden Goblet | Chapter 10

##### Vocabulary

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*)

**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*).

**hounds-and-jackels:** a board game, see a description and rules on our IG links page [IG](#).

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

**barque:** any small sailing ship.

**waning:** of the moon.

**headrest:** shaped part or attachment for supporting the head.

#### To Discuss After You Read

- 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: 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: Describe the golden goblet.
- A: *the goblet was pure gold, shaped like a lotus blossom, with a band of silver around the rim, and silver for its stem. Etched into the curve of a petal was the name of Thutmose–Nefer–Kheperu, a long-dead pharaoh*

**Favorite Poems Old and New** | pp. 34–36

### Readers

#### Hittite Warrior | Chapters 3–5

#### To Discuss After You Read

- Q: Where do the slaves of Tyre come from? [chap. 3]
- A: *traded for them from foreigners, purchased prisoners of war, desert slave traders or captured Hebrews from the hills*
- Q: Do you think people in this time period worried about becoming slaves? Why or why not? [chap. 4]
- A: *yes! there didn't seem to be many laws about who could*

*be slaves, which also meant anyone could become a slave if they were in the wrong place at the wrong time*

- Q: Describe the working environments for the various slaves Uriah sees in Tyre. [chap. 5]
- 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*

### Language Arts

#### Creative Expression

#### B: Point of View

Help your students to develop good habits and to use the appropriate point of view. If you find the words *you*, *yours*, or *yourself* in your students' writing, delete the words and have the students rewrite the sentences using the correct point of view. If your students switch point of view in the middle of the paper, point it out and work with them to keep the point of view consistent. Today, rewrite the paragraphs on "B: Point of View" on **Week 3 Activity Sheet** with the assigned point of view.

#### Week 3 Activity Sheet Answer Key

1. He was driving home as a great snowstorm began to rage. He was worried. Everything around him was turning white and confusing. He could barely see where he was going. Suddenly his car stalled. He was far from home and didn't really know where he was.
2. This was the hardest, most difficult thing she'd ever had to do in her life. She received an important medal, but she knew that she really did not deserve it. She stood in front of a large audience, many of them old friends who loved her. She was supposed to give an acceptance speech, but instead of accepting the medal, she decided to confess that another person deserved it.

### Day 3

#### Bible

**Reading** | Mark 9:1–24

**Children's Bible Field Guide** | Chapter 3, Question 3

**Memorization** | Psalm 90:1–6

**Credo: I Believe ...** | Track 7



**The Story of the World: Ancient Times** | Chapter 8

## To Discuss After You Read

- Q: Why was Shamshi-Adad powerful?  
 A: *Shamshi-Adad was not a just ruler, but a dictator who killed anyone who didn't agree with him*
- Q: Would you want to follow a leader like him? Why or why not?  
 A: *he ruled by fear and violence. People who followed him were afraid of him and did not follow because they had faith in him to lead well*
- Q: Why do you think ancient people told stories like the story of Gilgamesh?  
 A: *to teach morals, to explain things that were difficult to understand*
- Q: Retell the story of Gilgamesh.  
 A: *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.)<sup>4</sup>*

## Timeline and Map Activities

- 🕒 **Assyrian Civilization (ca. 1170–612 BC)**
- 🕒 **The Story of Gilgamesh is written (ca. 3000–1200 BC)**
- 📍 **Assur (G11) (map 3)**

**The Kingfisher History Encyclopedia** | p. 22**Current Events** | Report

## Read-Alouds

**The Golden Goblet** | Chapter 11

## Vocabulary

"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)

4. 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.

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*)

\* \* \*

**fire drill**: 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 unit 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.

## To Discuss After You Read

**Note**: "Son of a pig" would be considered a curse because pigs were considered dirty. Pigs also were connected with Set, an evil god of chaos. (source: [www.touregypt.net/featurestories/pigs.htm](http://www.touregypt.net/featurestories/pigs.htm))

- Q: Why must Ranofer have the goblet as evidence before he can accuse Gebu of tomb raiding?  
 A: *without it, no one would believe him because he has no authority*
- Q: Describe how Ranofer patched the scarab seal.  
 A: *Ranofer lit a torch from a neighbor's then collected the crumbled clay from the floor. He spat on it to moisten it then smoothed it over the crack. With a palm fiber from the torch, he re-scratched the missing parts of the design on the seal*
- 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 in the shop*

## Timeline and Map Activities

- 📍 **Crete (E6–E7); Mycenae (D5) (map 5A)**
- 📍 **Phoenicia (B6–C6) (map 6)**

**Favorite Poems Old and New** | pp. 37–38

## Readers

**Hittite Warrior** | Chapters 6–8

## To Discuss After You Read

Akhenaton (1350–1334) BC believed in one true God.

- Q: How did the one god of Akhenaton differ from Moloch, the god of Tyre? [chap. 7]

A: *only bread and wine were sacrificed to Akhenaton; Moloch demanded child sacrifices*

Q: During Jabin's rescue, Jotham asks, "Why is he worth it?" How would you respond? [chap. 8]

## Language Arts

### Grammar/Mechanics

**Optional: Keys to Good Language 6** | Lesson 7

### Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Exercise 2C

### Creative Expression

#### C: Pre-write a Peace Treaty

Discuss with your students how to simplify the language in the articles with active verbs. See "C: Pre-Write a Peace Treaty" **Week 3 Activity Sheet**.

## Day 4

### Bible

**Reading** | Mark 9:25–50

**Children's Bible Field Guide** | Chapter 3, Question 4

**Memorization** | Psalm 90:1–6

**Credo: I Believe ...** | Track 7

### History/Geography

**The Story of the World: Ancient Times** | Chapter 9

To Discuss After You Read

Q: In what ways were rivers better than roads for ancient people?

A: *rivers offered easier and better transportation for people and goods between cities*

Q: How did these "streets" help connect the people of Mesopotamia and the Harappan civilization?

A: *the people would peddle their goods to one another along these watery trade routes*

Q: How did farming practices in the Indus Valley differ from those in Mesopotamia?

A: *the people here used elephants and water buffalo to farm; grew grain, cotton and fruit*

Q: Why were citadels important to Indus Valley cities?

A: *it served as a stronghold to keep the people safe if the city was attacked*

Q: In what ways could we consider Indus Valley cities "modern?"

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

Timeline and Map Activities

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

🌐 *Arabian Sea (F7); India (E9); Indus Valley (D7–E8); Mohenjo-Daro (E8) (map 2)*

🌐 *Assyria (F10) (map 3)*

**The Kingfisher History Encyclopedia** | pp. 14–15

To Discuss After You Read

Q: What makes the Indus Valley important in history?

A: *it is believed that the first civilization started in this area*

Q: What kinds of things did the Indus Valley people do?

A: *they farmed various crops like wheat and barley. They also made things like pottery and stone tools*

**Current Events** | Report

### Read-Alouds

**The Golden Goblet** | Chapter 12

Vocabulary

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)

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*)

\*\*\*

**castor-bean oil**: colorless to amber or greenish thick non-drying fatty oil extracted from castor beans. Used chiefly as a cathartic and 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.

**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*

**Favorite Poems Old and New** | pp. 39–40

**Readers**

**Hittite Warrior** | Chapters 9–11

**To Discuss After You Read**

- Q: Why can the Canaanites abuse the Hebrews? [chap. 9]  
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? [chap. 10]  
A: *he lives in the ark and travels with the people*

See Judges 4–5 to find out who Deborah is. [chap. 11]

- Q: What does Samuel keep that Deborah suggests he give up, and why does she suggest it? [chap. 11]  
A: *get rid of the golden idol; God judges the Hebrews when they worship other gods*

**Language Arts**

**Grammar/Mechanics**

**Optional: Keys to Good Language 6** | Lesson 8

**Vocabulary Development**

**Optional: Wordly Wise 3000, Book 6** | Exercise 2D

**Creative Expression**

**D: Write a Peace Treaty**

Today, your students will pull from their notes from yesterday and create their own peace treaty. See "D: Write a Peace Treaty" **Week 3 Activity Sheet** for more information.

Here's what some sample articles might look like:

If two family members agree to share something evenly, the division of said item shall take place as follows: one person will divide the item as evenly as possible, while the other person will be allowed to choose which portion he or she will receive. In this

way, each person will be motivated to be as fair as possible in the division of the item at issue.

If there is any disagreement between family members, those members must work diligently to resolve their differences before bedtime, according to Scripture. Let not the sun go down if there exist any dispute among family members!

**Day 5**

**Bible**

**Reading** | Mark 10:1–31  
**Children's Bible Field Guide** | Chapter 3, Question 5  
**Memorization** | Psalm 90:1–6  
**Credo: I Believe ...** | Track 7

**History/Geography**

**5-Day: The Usborne Encyclopedia of World History** | pp. 132–133, 118–119

**To Discuss After You Read**

- Q: How did the Amorites take control of Sumer and Akkad around 2000 BC?  
A: *they invaded and took control of several cities, and then had an Amorite family rule each city*
- Q: How long was Hammurabi's empire strong? What caused its collapse?  
A: *while he lived. The Hittites invaded 197 years after he took the throne*
- Q: Why were the Hittites successful warriors?  
A: *because they rode into battle on chariots and had iron weapons and armor, which were stronger than the bronze weapons their enemies used*
- Q: Which people group did the Hittites *not* conquer? Hint: Battle of Qadesh.  
A: *the Egyptians*
- Q: Who defeated the Hittites around 1195 BC?  
A: *the Sea Peoples*
- Q: What evidence can you find that shows the people of Mohenjo-Daro worked together to support the community?  
A: *had specialized jobs; farmers gave part of their crop to the city to be saved for hard times*
- Q: In what way was clothing and cloth unique in the Indus Valley?  
A: *people learned to grow and harvest cotton to weave into cloth for the first time*
- Q: How do we know the Indus Valley people traded with Sumer?  
A: *we have found pottery and beads made in the Indus Valley buried in Sumer*

- Q: Why did the Indus Valley civilization end?  
 A: *we aren't sure why—land was ruined from farming, quarrels between cities, natural disaster? The Aryans invaded in 1500 BC*

## Current Events | Report

### Read-Alouds

#### 5-Day: *The Trojan War* | Part 2, Chapters 1–2

##### To Discuss After You Read

- Q: What is Cassandra's gift and punishment? [chap. 1]  
 A: *she can foretell the future, but is never believed*
- Q: How do Protesilaus' parents think differently about time than Laodamia? [chap. 2]  
 A: *the parents know that time passes, though slowly; Laodamia thinks time will never pass*
- Q: Why would the vision of her husband's death not drive Laodamia to despair? [chap. 2]  
 A: *It gave her hope that the gods would have some pity on her since they granted her a vision of the future tragedy. She then spent much time praying for the gods to grant her 3 hours with her husband before he went to the land of the dead*

##### Timeline and Map Activities

- 📍 *Thebe (E7); the Pillars of Heracles (Hercules) (F1); Straits of Gibraltar (F1) (map 3) [chap. 1]*

#### 5-Day: *Favorite Poems Old and New* | pp. 373–375 middle of page

### Readers

#### *Hittite Warrior* | Chapters 12–14

##### To Discuss After You Read

- Q: Who will fight the Canaanites and why? [chap. 13]  
 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? [chap. 14]  
 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*

## Language Arts

### Creative Expression

#### 5-Day: Dictation<sup>5</sup>

Read the dictation passage aloud, and have your students write the passage on a separate piece of paper.

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders burnished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflections into the glare of sun on deck. ■

5. *Mara, Daughter of the Nile*, pp. 217–218.





## A: Dictation Passage<sup>1</sup>

Read through the dictation passage. Note any words, capitalizations, or matters of punctuation that require special attention.

An hour later he was crossing the worn stone wharfs to the *Beetle's* anchorage. Nekonkh hung over the gunwale, his arms propped wide, his shoulders bur-nished copper in the brilliant sunlight. Every line of him spelled anxiety. Sheftu stepped into the cool shadow of the hull, swung onto the rope ladder and climbed up through the blue-green dancing reflec-tions into the glare of sun on deck.

### Mechanics Practice

As we discussed in Week 1, a **noun** is a word that names a person, place, thing or idea. A **proper noun** names a specific person, place, thing or idea, such as Pittsburgh, Mary, or Sonlight, and **common nouns** do not name something specific: tomato, pencil, park. Proper nouns are always capitalized, whereas common nouns are not. Did you know that nouns can also denote **gender**? Nouns can be *feminine*, *masculine*, *neuter* or *indefinite*? For example:

	Example:
<b>Feminine:</b> (female)	mother, aunt, hen, waitress
<b>Masculine:</b> (male)	father, uncle, rooster, waiter
<b>Neuter:</b> (neither male nor female)	table, lamp, car
<b>Indefinite:</b> (either male or female)	teacher, children, horse

Nouns may either be **concrete** objects (like a *pool* or a *trampoline*) or an **abstract** idea (like love, sadness, or justice). **Compound nouns** are made up of two or more words (like *football*, *step-sister* or *middle school*), and a **collective noun** names a specific kind of group (like a *gaggle*, *herd*, or *team*).

1. Take a moment to underline all of the nouns in the passage above. When you find a proper noun, underline it twice.

2. Once the nouns are underlined, label the gender of each one. Use **F** for feminine, **M** for masculine, **N** for neuter and **I** for indefinite.

3. List one of each of the following types of nouns—if they exist—that you find in the passage:

concrete: \_\_\_\_\_

abstract: \_\_\_\_\_

compound: \_\_\_\_\_

collective: \_\_\_\_\_

## B: Point of View

When you write a personal narrative (or story), you use the **first person point of view** and you use the pronoun *I*.

When you write for other people you have a choice to write in second person or third person. As a rule, you should either write in first or third person but not in second. The **second person point of view** should only be used when writing directions for someone to follow. You will have very few assignments where you have to write directions.

The majority of your assignments will require you to write in first person or third person. If you are writing about someone other than yourself, write in **third person point of view** and use the pronouns *he*, *she*, or *it*, but never the pronoun *you*.

If you are writing about yourself you will use the pronoun *I* but never the pronoun *you*. If you begin a composition in one point of view, do not switch points of view partway through. For example, if you begin in first person, do not switch to third person.

The following paragraphs are written in second person point of view. Rewrite them in third person point of view. Use a name or the pronouns *he* or *she*.

1. You are driving home and a great snowstorm begins to rage. You are worried. Everything around you is white and confusing. You can barely see where you are going. Suddenly your car stalls. You are far from home and don't really know where you are.

1. *Mara, Daughter of the Nile*, pp. 217–218.



## LA Week 3 Activity Sheet

2. This is the hardest, most difficult thing you've ever had to do in your life. You received an important medal, but you know that you really do not deserve it. You stand in front of a large audience, many of them old friends who love you. You are supposed to give an acceptance speech, but instead of accepting the medal, you decide to confess that another person deserves it.

the Hittites, who experienced a drought about twenty years later.

The agreement includes eighteen articles. Each article described what both sides would do for each other in a certain situation. The Hittites composed their treaty in clay using **cuneiform**, while the Egyptians composed their treaty on papyrus using **hieroglyphs**.

Hittite Version (7th Article)	Egyptian Version (7th Article)
If a foreigner marches against the country of Egypt and if Reamasesa-Mai-amana, the great king, the king of the country of Egypt, your brother, sends to Hattusili, the king of the country of Hatti, his brother, the following message: "Come to my help against him", then Hattusili, king of the country of Hatti, shall send his troops and his chariots and kill my enemy.	If another enemy come against the great chief of Kheta, and he shall send to the great chief of Egypt, Usermare-Setepnere for reinforcements then he shall come to him as reinforcement, to slay his enemy. But if it be not the desire of Ramses-Meriamon, the great ruler of Egypt, to come, he shall send his infantry and his chariotry and shall slay his enemy. Or seeing them, besides returning answer to the land of Kheta.

Tomorrow you will write a peace treaty for your family or for all families in general. Today, make a list of issues your treaty will discuss, and possible solutions to them. Focus on issues that cause conflict in families.

Here are some suggestions, but you may want to be more specific:

- Distribute chores fairly.
- Share a room, the bathroom, television, etc.
- Save/spend/earn money.
- Borrow personal possessions.
- Settle disagreements.
- How to entertain friends who are guests.

### C: Pre-write a Peace Treaty

In the book *Hittite Warrior* by Joanne Williamson, the Egyptians unite with the Hittites in battle. Around 1275 B.C. (about seventy years before the battle that Uriah fights in the book) the Hittites and the Egyptians established the first written peace treaty. They signed the treaty after the Battle of Kadesh, where neither country conquered the other.

When they wrote the treaty, both nations defined their agreement and committed to support one another. Because of the treaty, Egypt sent food and supplies to

### D: Write a Peace Treaty

Use your notes from yesterday to write your peace treaty today. Be sure to use the third person point of view. Use action verbs to create the active voice. Write at least five articles (or rules) of declaration. Make sure that each article is fair for all members of the family. Add a title to your treaty and sign it to make it official.

Core G—Scope and Sequence: Schedule for Topics and Skills					
Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalms 90:1–2	What You Should Know About the Bible	What is History; Nomads; Egypt; 5-Day: The Trojan War	<i>Fertile Crescent; Egypt; Mesopotamia; Middle East; North America; South America; Asia</i>	Queen Hatshepsut; King Narmer
2	Psalms 90:1–4	What's In Our Bible?	Egyptians; Mummies and Pyramids; Sumerians; Early Civilizations; 5-Day: The Trojan War	<i>Egypt; Mesopotamia; Europe; Africa</i>	
3	Psalms 90:1–6	In the Beginning	Hittites; Hammurabi; Indus Valley; 5-Day: The Trojan War	<i>Mesopotamia; Babylonia; Egypt, Indus Valley, Central Asia, India, Middle East</i>	Hammurabi
4	Psalms 90:1–9	God Creates Man and Woman	Ancient China; Shang Dynasty; Hittites; Indus Valley; 5-Day: The Trojan War	<i>Egypt, Indus Valley; Mediterranean</i>	Huang Di
5	Psalms 90:1–11	Father Abraham	Nubian and Egyptian Cultures; Greek Myths; Assyrians; Hebrews; 5-Day: Egyptian Pharaohs; Canaanites	<i>Greece; Israel; Africa; Middle East</i>	Tutankhamen; Taharka; Sennacherib; King Hezekiah
6	Psalms 90:1–13	Safe in Egypt	Phoenicians; Assyrian Empire; Greece; Greek Myths; 5-Day: The Trojan War	<i>Mediterranean Sea; Greece; Europe; North Africa; Babylon; Britain; Asia Minor</i>	Nebuchadnezzar
7	Psalms 90:1–15	Freedom from Slavery	Greece; The Medes; Persia; Trojan War; 5-Day: Mycenaeans; Persia	<i>Greece; Persia; Middle East; India; Scotland</i>	Homer; Cyrus the Great
8	Psalms 90:1–17	Law and the Holy Tent	Greece; Greek Gods; Romans; 5-Day: Spartans; Athenians; The Trojan War	<i>Europe; China; Greece; Middle East; Turkey; Scotland; Africa; North America; South America</i>	Plato
9	1 Corinthians 13:1–2	Living in the Wilderness	Roman Empire; India; Archimedes; Trojan War	<i>Rome; India; Greece; Troy</i>	Archimedes
10	1 Corinthians 13:1–4	Victory	The Founding of Rome; Roman Empire; The Punic Wars; The Roman Republic; 5-Day: The Rise of Romans	<i>Greece; Rome; Carthage; Mediterranean Sea</i>	Alexander the Great; Hannibal; 5-Day: Julius Caesar



## Core G—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
11	1 Corinthians 13:1–6	When Judges Ruled	The Aryans of India; The Mauran Empire; China: writing and the Qin; 5-Day: The Ideas of India	<i>Ganges River; India; China; The Great Wall of China</i>	Buddha; Asoka; Qin Zheng
12	1 Corinthians 13	Israel's First King	The Zhou Dynasty; Confucius; Julius Caesar; 5-Day: The People of Early China; The Han Dynasty; The Roman Army	<i>China; Rome; Britain; Egypt</i>	Qin Shi Huangdi; Confucius; Lao-Tzu; Julius Caesar; Cleopatra
13	1 Corinthians 13	Israel's Greatest Kings	Augustus Caesar; Jesus; Fall of Jerusalem; Africa; The Han Dynasty; Parthians and Sassanias; 5-Day: Roman Culture; Early Christianity	<i>Rome; Mediterranean Sea; Jerusalem; Judea; Africa; China; Persia</i>	Augustus Caesar; Jesus; Shapur I
14	1 Corinthians 13	Worship and Be Wise	Nero; Roman Empire; Boadicea; Attila the Hun; 5-Day: Early Christianity	<i>Rome; Constantinople; Britain; Europe; Hungary</i>	Nero; Constantine; Boadicea; Attila the Hun
15	Psalms 15	Kings and Prophets in Israel	Barbarians; Fall of Rome; 500 BC–500 AD: Art, Architecture, Science and Technology	<i>Rome; Europe; Germany; Greece; China</i>	
16	Psalms 15	Adventures of Elijah and Elisha	Middle Ages 800 AD–1100 AD; Celts; Anglo-Saxons; Augustine; 5-Day: The Celtic Tribes; The Medieval World	<i>France; Germany; Britain</i>	Augustine
17	Psalms 15	Kings and Prophets in Judah	Monasteries; The Byzantine Empire; The Medieval Indian Empire	<i>Egypt; Italy; France; England; Constantinople; India</i>	
18	Exodus 20:1–2	In a Strange Land	Islam; Dynasties of China	<i>Arabian Peninsula; Mecca; Medina; Bagdad; China</i>	Muhammad; Yang Chien; Li Yuan
19	Exodus 20:1–4	Rebuild Jerusalem and Wait	Dynasties of Japan; Australia; The Polynesians; 5-Day: The People of the Pacifics	<i>China, Japan, Korea, Australia, New Zealand, Pacific Islands</i>	

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<b>Core G—Scope and Sequence: Schedule for Topics and Skills (cont.)</b>					
<b>Weeks</b>	<b>Memory Work</b>	<b>Bible Reading</b>	<b>History/Social Studies</b>	<b>Geography</b>	<b>Biography</b>
20	Exodus 20:1–6	The World of Jesus	Kingdom of the Franks; The Islamic Invasion; Kings of France; The Carolingians; The Holy Roman Empire; 5-Day: Charlemagne's Empire	<i>France; Germany; Spain; Northern Africa</i>	Clovis; Charles the Hammer; Charlemagne
21	Exodus 20:1–8	Jesus' Birth and Boyhood	Vikings; Alfred the Great; The Battle of Hastings	<i>Norway; Denmark; Sweden; Britain; Ireland; Normandy; Italy</i>	Alfred the Great
22	Exodus 20:1–10	Jesus' Baptism and Temptation	The English Language; Castles, Serfs, and Noblemen; Capetian France; The Seljuk Turks; Song Dynasty; 500–1100 AD: Arts, Architecture, Science and Technology; 5-Day: Middle Age Culture	<i>England; France; Middle East; China; Europe</i>	William the Conqueror
23	Exodus 20:1–12	The Power and Love of Jesus	Middle Ages 1101–1460 AD; Knights and Samurai; Crusades	<i>Europe; Japan; Jerusalem; The Holy Land</i>	
24	Exodus 20:1–14	The Parables and Teachings of Jesus	Ottoman Empire; the Black Death; Ivan III; Mohammed Captures Constantinople	<i>Constantinople, Europe, Asia, Russia</i>	Ivan III, Mohammed II
25	Exodus 20:1–16	Disciples and Followers of Jesus	The Hundred Years' War; War of the Roses; Louis XI; Edward IV; Mary of Burgandy; Henry Tudor	<i>France, England</i>	Joan of Arc, Louis XI; Edward IV; Mary of Burgandy; Henry Tudor
26	Exodus 20:1–17	Enemies and Opponents of Jesus	The First Russians; The Ottoman Empire; The Plague	<i>Constantinople; Russia; Middle East; Europe</i>	Ivan III; Mehmet II; Suleiman
27	Poem	The Death and Resurrection of Jesus	The Hundred Years' War; Joan of Arc; Ireland; Shoguns and Samurai; Khmer Empire; 5-Day: Europe 1100–1500 AD	<i>England; France; Europe; Ireland; Japan; Vietnam</i>	Joan of Arc
28	Poem	The Church Begins	1101–1460 AD: Art, Architecture, Science and Technology; Renaissance 1461–1600 AD; War of the Roses	<i>Europe; England</i>	Henry VI; Richard III; Henry Tudor

## Core G—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
29	Poem	The Church Grows	Isabella and Ferdinand; Prince Henry; Kingdoms of Africa; 5-Day: Kingdoms of Eastern Europe	<i>Spain; Portugal; Ghana; Mali; Ethiopia; Zimbabwe</i>	Isabella and Ferdinand; Prince Henry
30	Poem	Paul's Missionary Adventures	The Songhay Empire; The Moghul Dynasty; Akbar; Christopher Columbus; 5-Day: Kingdoms of Southeast Asia	<i>Ghana; India; Spain; the Americas; Southeast Asia</i>	Babur; Akbar; Christopher Columbus
31	Poem	Under Arrest!	Magellan; Mayan, Aztec, and Incan Empires; 5-Day: The People of Ancient Peru	<i>Portugal; Marianas; Philippines; India; Central and South America;</i>	Magellan
32	Poem	Paul's Letters to Troubled Churches	Cortés and Montezuma; The Hapsburgs; Martin Luther; Henry VIII; 5-Day: The Rise of Burgundy	<i>Portugal; Central America; Switzerland; Wittenberg; Germany; England</i>	Cortés; Montezuma; Martin Luther; Henry VIII
33	Proverbs 3:1–3	Paul's Letters to Strengthen Christians	The Renaissance; Johannes Gutenberg; Safavid Persia; Reformation; Nicholas Copernicus	<i>Europe; Persia; Germany; Poland</i>	Johannes Gutenberg; John Calvin; Nicholas Copernicus
34	Proverbs 3:1–6	Letters to Young Leaders	Galileo; Queen Elizabeth; French Wars of Religion; Dutch Independence; Japan and China	<i>Italy; England; France; The Netherlands; Japan; China</i>	Galileo; Queen Elizabeth; Catherine de Médicis; William of Orange
35	Proverbs 3:1–9	Letters to Encourage Christians	William Shakespeare; Walter Raleigh; Lost Colony; John Cabot; 5-Day: Voyages of Discovery	<i>England; Roanoke Island; Newfoundland</i>	William Shakespeare; Walter Raleigh; John Cabot
36	Proverbs 3:1–12	Things to Come	Jacques Cartier; Spanish-English War; 16th Century; 1461–1600 AD: Arts, Architecture, Science and Technology	<i>North America; Canada; France; Spain; England; Europe</i>	Jacques Cartier; Francis Drake

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Language Arts G—Scope and Sequence: Schedule for Topics and Skills		
Weeks	Mechanics Practice	Creative Expression
1	proper adjectives, common adjectives, and compound adjectives	Write Your Own Descriptive Paragraph (Description/Writing Process)
2	hyphens and dashes	Spatial Organization (Spatial Skills/Organization) Research for Travel Journal (Research) Write the Travel Journal (Creative Expression)
3	common and proper nouns; gender of nouns; concrete, abstract, compound and collective nouns	Point of View (Writing Process) Pre-write a Peace Treaty (Writing Process) Write a Peace Treaty (Writing Process)
4	action verbs; helping verbs; singular and plural verbs	Topic Sentences (Paragraph Organization) Write a Paragraph with Unity (Paragraph Fluency) Write a Paragraph with Coherence (Paragraph Fluency)
5	commas	Identify Elaboration (Paragraph Organization) Write a Paragraph to Elaborate (Paragraph Organization) Add Elaboration in Your Paragraph (Paragraph Organization)
6	pronouns and antecedents; gender of pronouns	Dialog and Attributions (Narrative) Add Dialogue to the Myth (Narrative)
7	synonyms	Comparison/Contrast (Analysis) Comparison/Contrast Outlines (Analysis) Write a Comparison/Contrast Essay (Analysis)
8	Interrogative and demonstrative pronouns	Transitions (Paragraph Fluency) Revise Comparison/Contrast Essay (Writing Process) The Final Draft (Writing Process)
9	continuous verb tenses: past, present, and future	Symbolism (Analysis) Symbolism in Literature (Analysis) Symbolism in Poetry (Analysis)
10	capital letters	Avoiding Clichés (Word Choice) Choice and Tone (Word Choice) The Mystery—Planning (Narrative)
11	complete sentences, linking verbs, predicate nouns and predicate adjectives.	Character Development (Narrative) Write the Plot (Narrative) Writing the Mystery (Narrative)
12	person of pronouns	Pre-writing the Classification Essay (Classification) Write the Classification Essay (Classification) Revise the Classification Essay (Classification)

## Language Arts G—Scope and Sequence: Schedule for Topics and Skills (cont.)

Weeks	Mechanics Practice	Creative Expression
13	apostrophes	Poetry Dissection (Analysis) Sound Devices (Analysis) Comparison/Contrast Poems (Analysis)
14	demonstrative and Indefinite adjectives	Imagery (Analysis) The Apostrophe in Poetry (Analysis) Use of Theme in Poetry (Analysis)
15	transitive verbs, intransitive verbs, direct objects and indirect objects	Summaries (Summary) The Book Review (Informative) Summarize the Plot (Summary)
16	prepositions, object of the preposition and prepositional phrases	Novel Log for Literary Analysis (Analysis) Characterization Diagram (Analysis) The Plot Diagram (Analysis)
17	active and passive voice	The Newspaper Article (Analysis) Extra! Extra! Read All About It! (Research) Write a Hard News Article (Informative)
18	ellipses and parentheses	Headlines (Critical Thinking) Research for Interview (Research) Knightly News (Informative)
19	independent clauses; coordinating and correlative conjunctions	The Speaker in the Poem (Diagnostic) Dramatic Interpretation of a Poem (Interpretation) Present the Poem (Creative)
20	noun phrases, adverb phrases, verb phrases, appositives, verbal phrases and prepositional phrases	Fairy Tales with a Twist (Creative)
21	simple, complete, and compound subjects; simple, complete and compound predicates	Cause and Effect Essay Preparation (Writing Process) Write the Cause and Effect Essay (Writing Process) Revise the Cause and Effect Essay (Writing Process)
22	dependent clauses, subordinating conjunctions and relative pronouns; complex sentences	Eliminate Redundancy (Sentence Fluency) Eliminate Wordy Sentences (Sentence Fluency) Revise Your Writing (Sentence Fluency)
23	subject-verb and noun-pronoun agreement	The Definition of a Hero (Definition) The Protagonist as a Hero (Analysis) Other Types of Characters (Analysis)

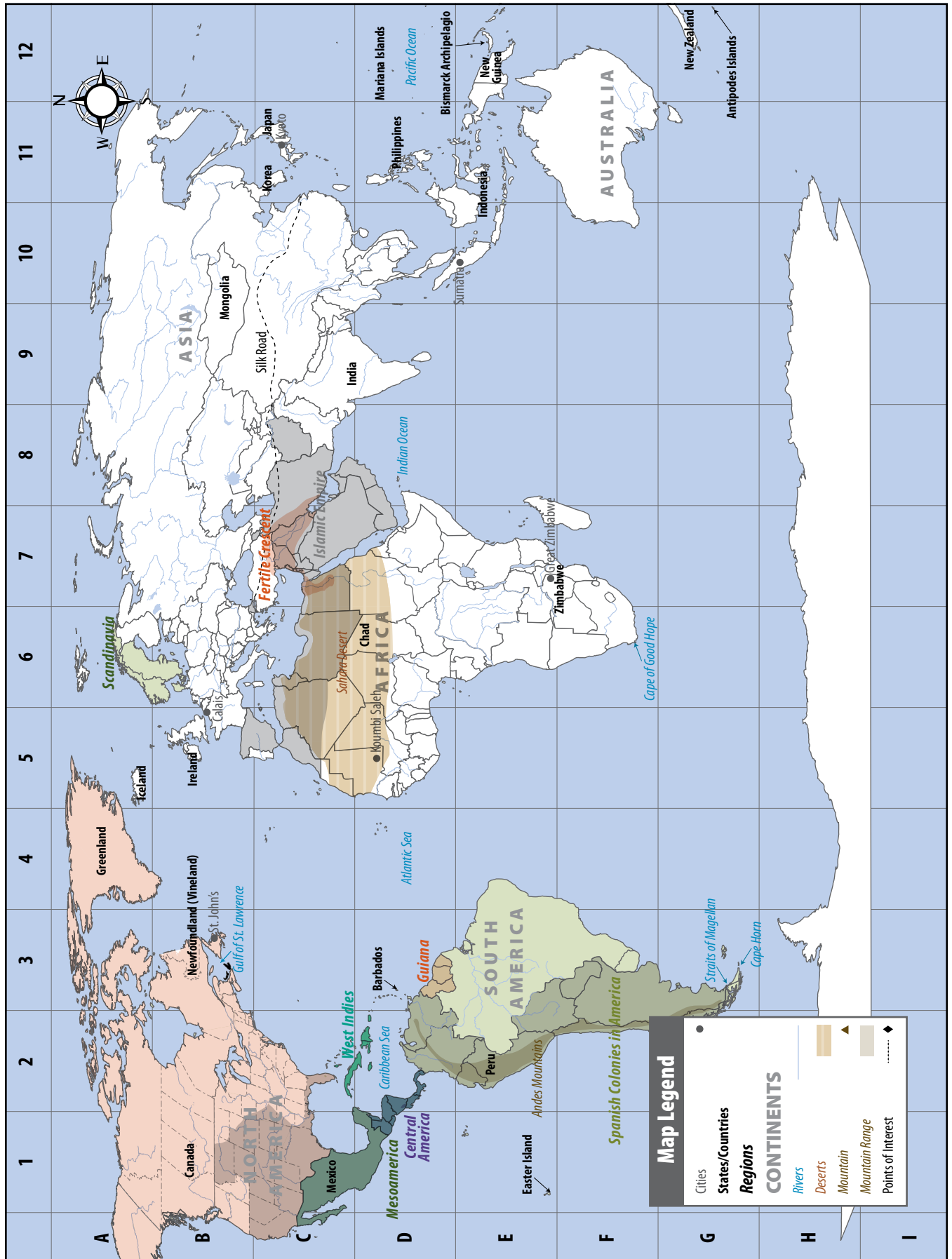
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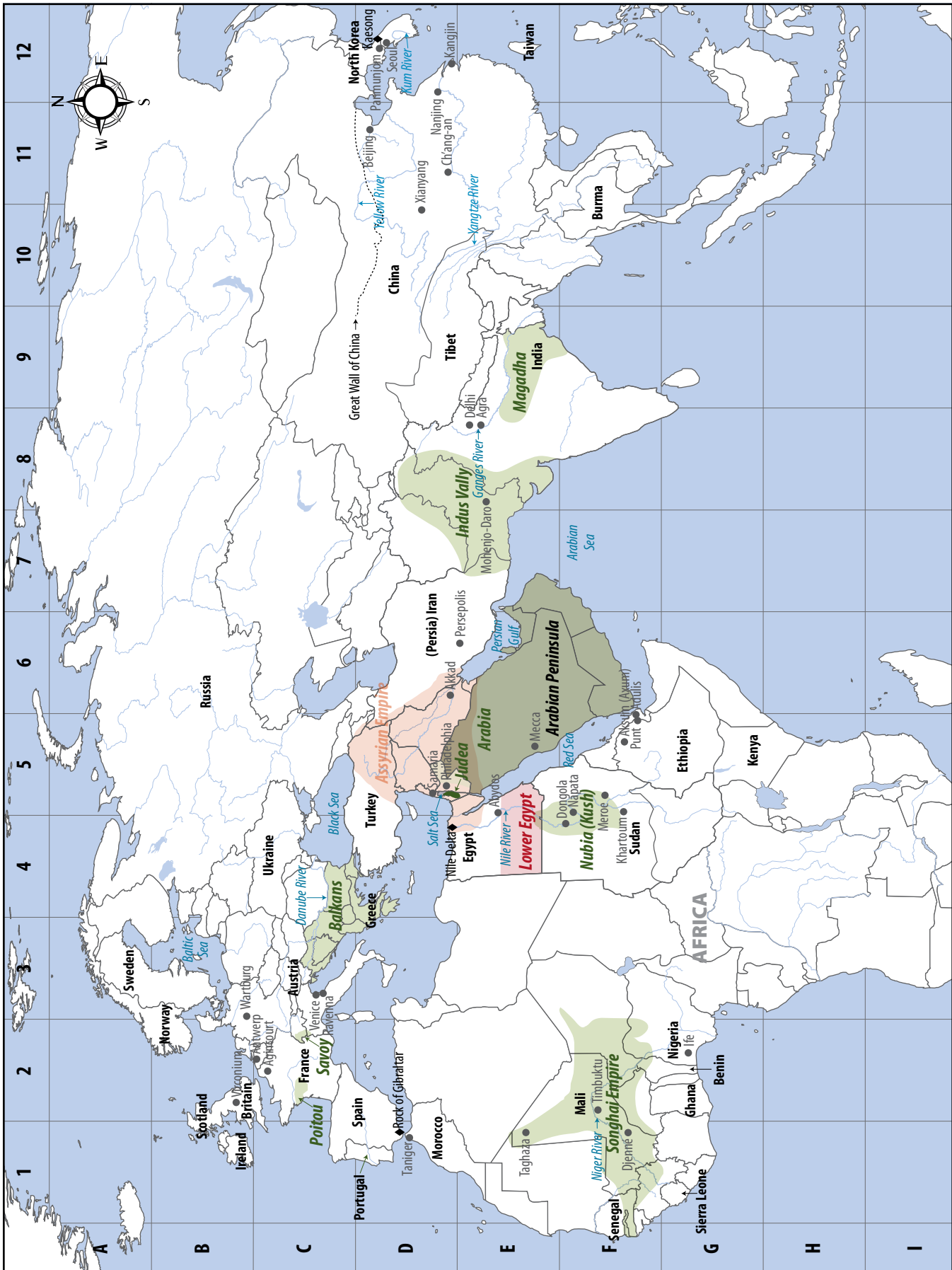
<b>Language Arts G—Scope and Sequence: Schedule for Topics and Skills (cont.)</b>		
<b>Weeks</b>	<b>Mechanics Practice</b>	<b>Creative Expression</b>
24	adverbs of time, place, manner, and degree; conjunctive adverbs	The Introduction (Writing Process) The Conclusion (Writing Process) Revising Introductions and Conclusions (Revision)
25	sentence structure: simple, compound and complex	Change the Tone (Exploratory) Change the Setting (Exploratory) Creating Setting and Tone (Productive)
26	colons and semicolons	Ad Copy (Critical Thinking) The Head is the Heart (Writing Process) The Body (Writing Process)
27	rules for writing titles	Aphorisms (Inquiry) The Kigo (Symbolism) The Tanka (Creative)
28	intensive, reflexive and indefinite pronouns	Prepare for the Definition Essay (Writing Process) Write the Definition Essay (Writing Process) Revision of the Definition Essay (Writing Process)
29	verbals: gerunds, participles and infinitives	Careers—I want to be ... (Research) Business Letter (Communication) Reflective Essay (Reflection)
30	quotation marks	Persuasion (Persuasive) Please, Please, Please, Let Me Get What I Want (Persuasive) Smooth Talker (Persuasive)
31	spelling rules	The Biographical Summary (Research) Write the Bio/Leo-graphy (Biographical Writing) Revise the Bio/Leo-graphy (Revision)
32	adjective and adverb forms: positive, comparative, and superlative	Start with a Thesis Statement (Research Process) Begin Your Research (Research Process) Source Cards (Research Process)
33	writing numbers	Note Cards—Quotations (Research Process) Note Cards—Paraphrase (Research Process) More Note Cards & Works Cited (Research Process)
34	types of sentences: declarative, imperative, interrogative, and exclamatory	The Research Paper Online (Research Process) Refine Thesis and Begin Body Paragraphs (Research Process) Complete the Body Paragraphs (Research Process)
35	rules for making words plural	The Introduction and the Conclusion (Research Process) Revision (Research Process) The Final Draft (Research Process)
36	identify commonly misused words	Hear Ye, Hear Ye ... (Public Speaking) Vivacious Visuals (Public Speaking) The Presentation (Public Speaking)

# Core G and Language Arts G—Map 1

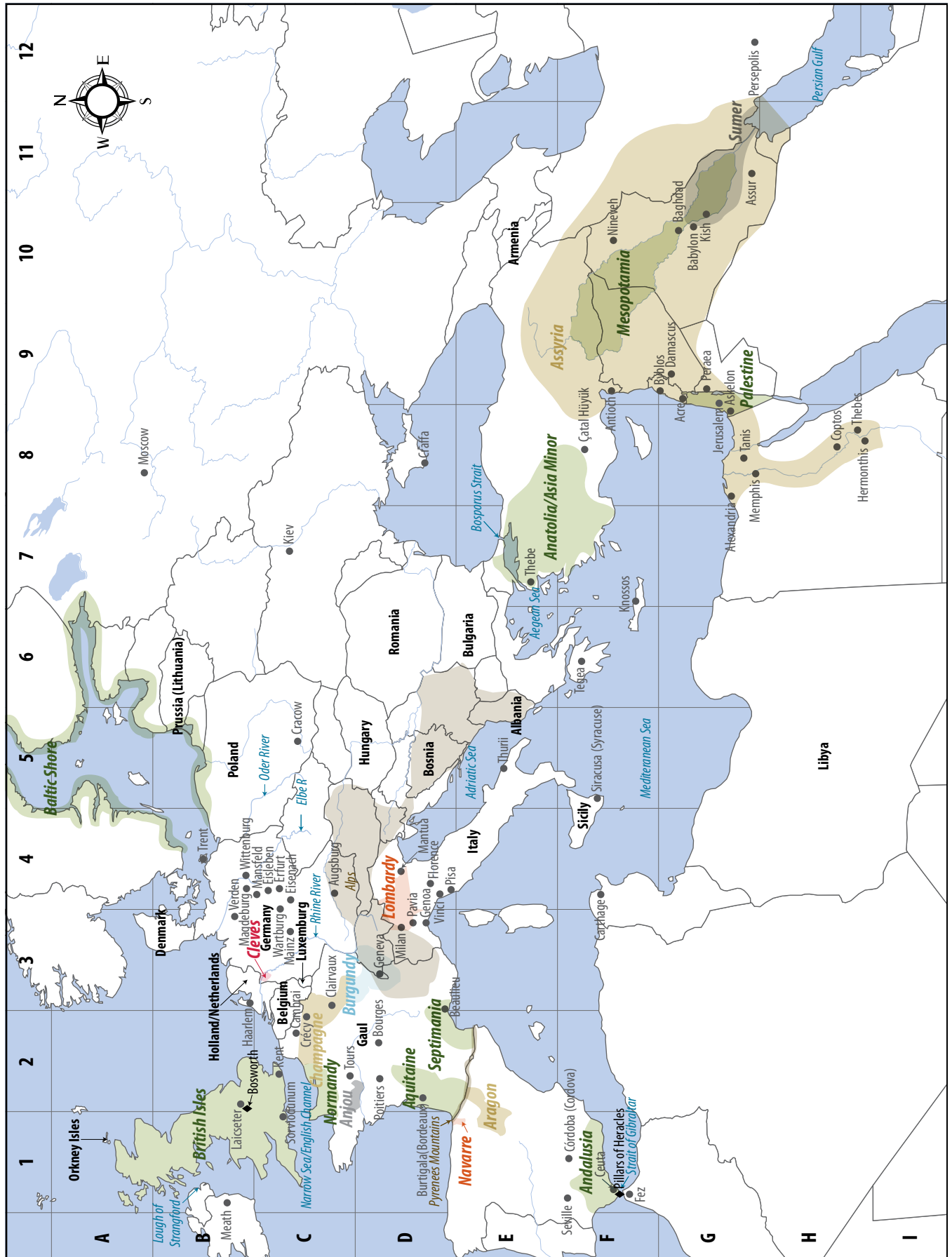
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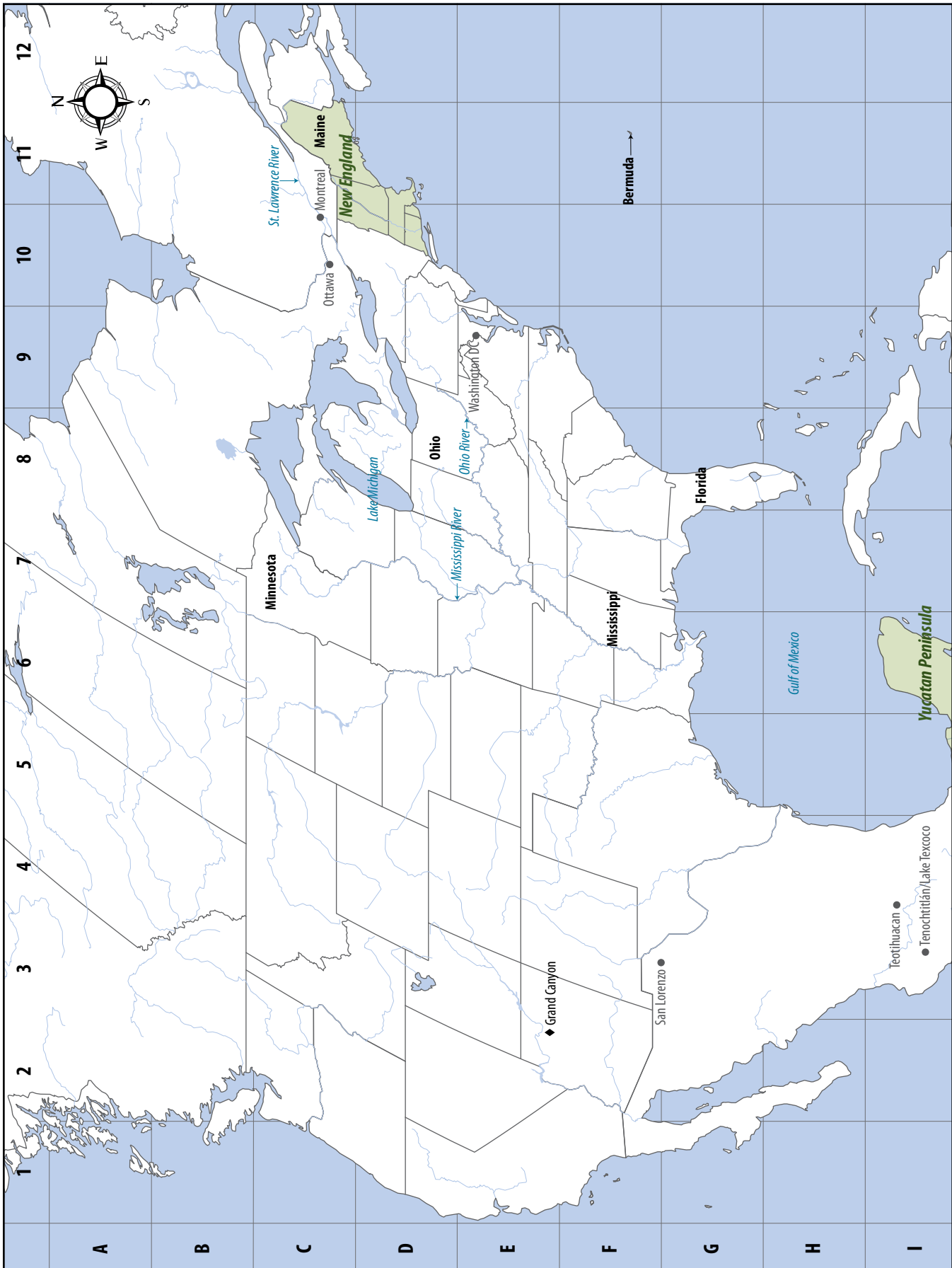
## Core G and Language Arts G—Map 2



# Core G and Language Arts G—Map 3



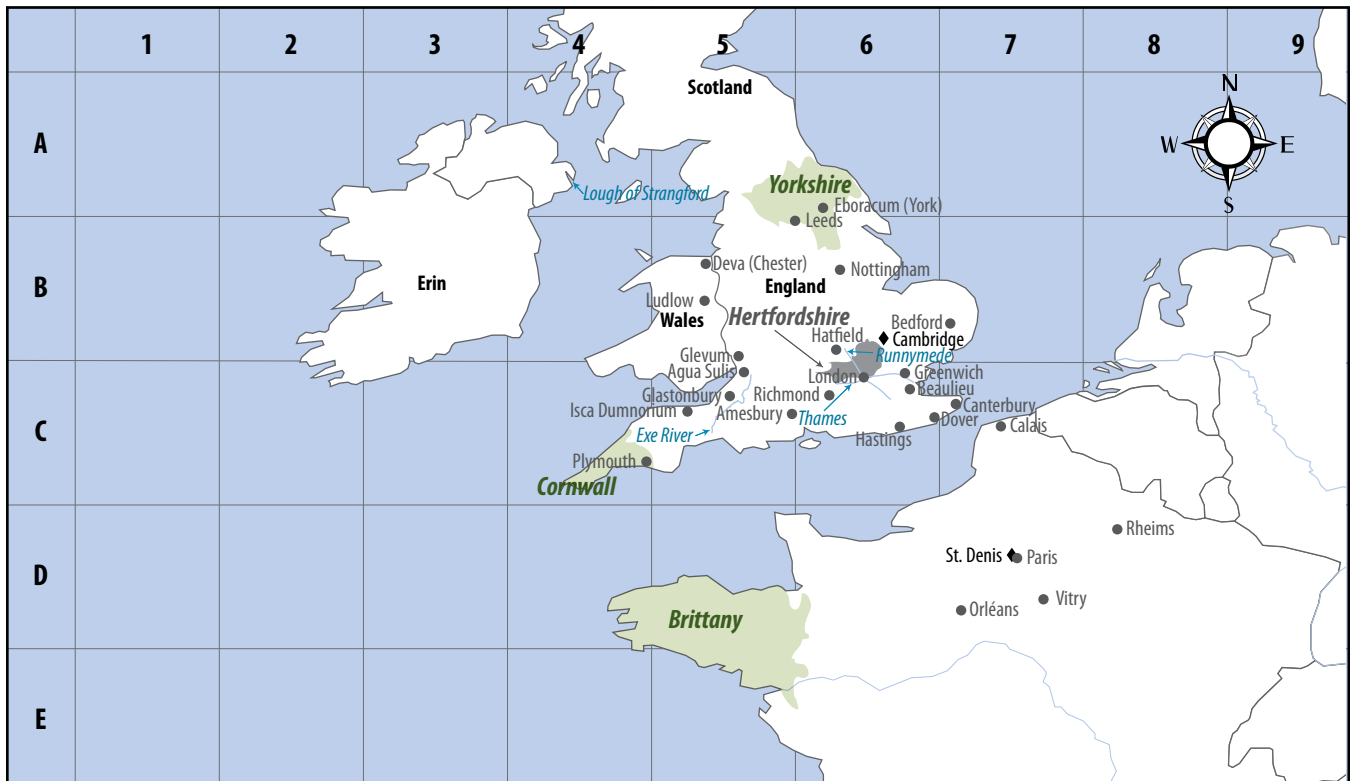
# Core G and Language Arts G—Map 4



## Core G and Language Arts G—Map 5A



## Core G and Language Arts G—Map 5B





## Core G and Language Arts G—Map 6

