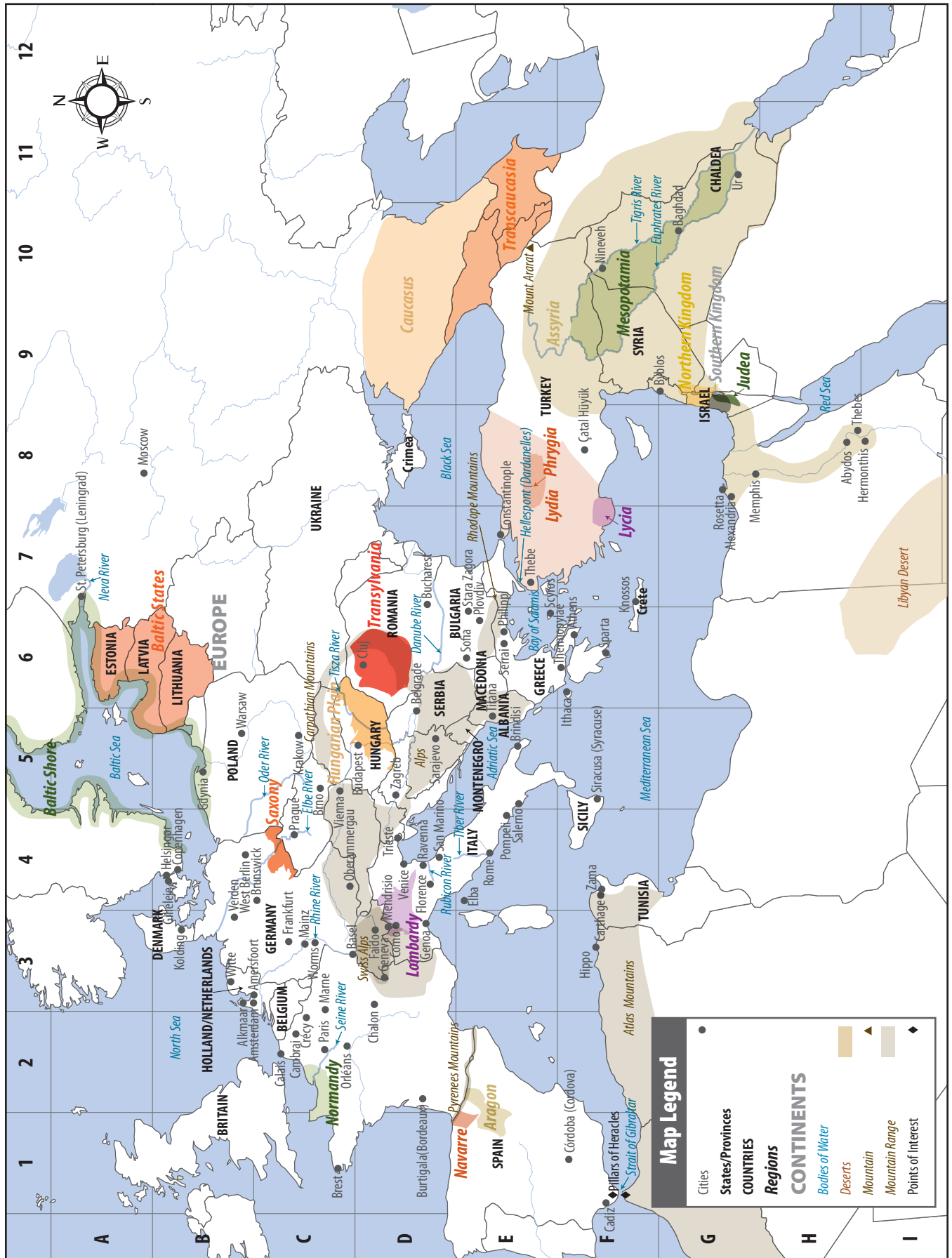
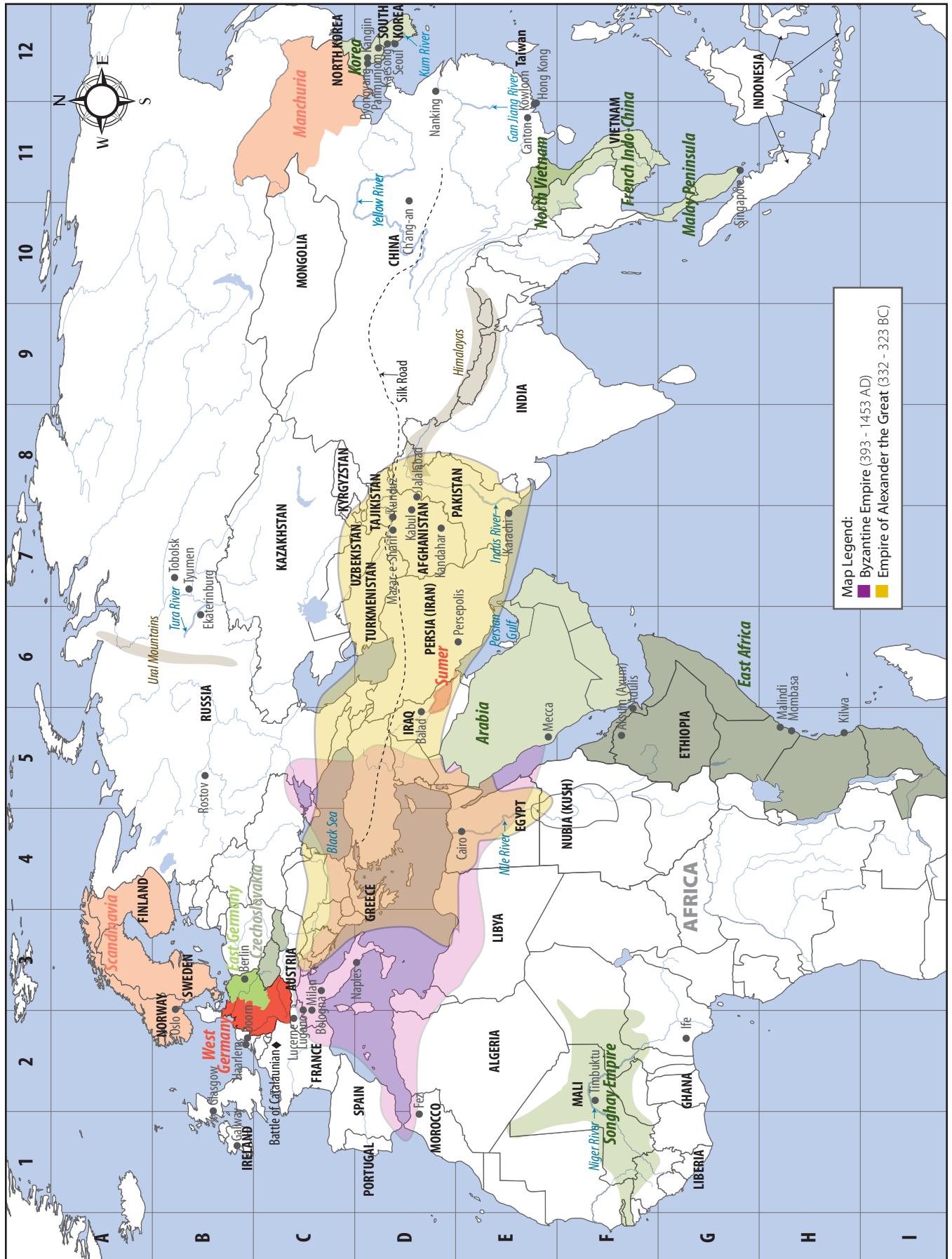


# Core W—Map 1



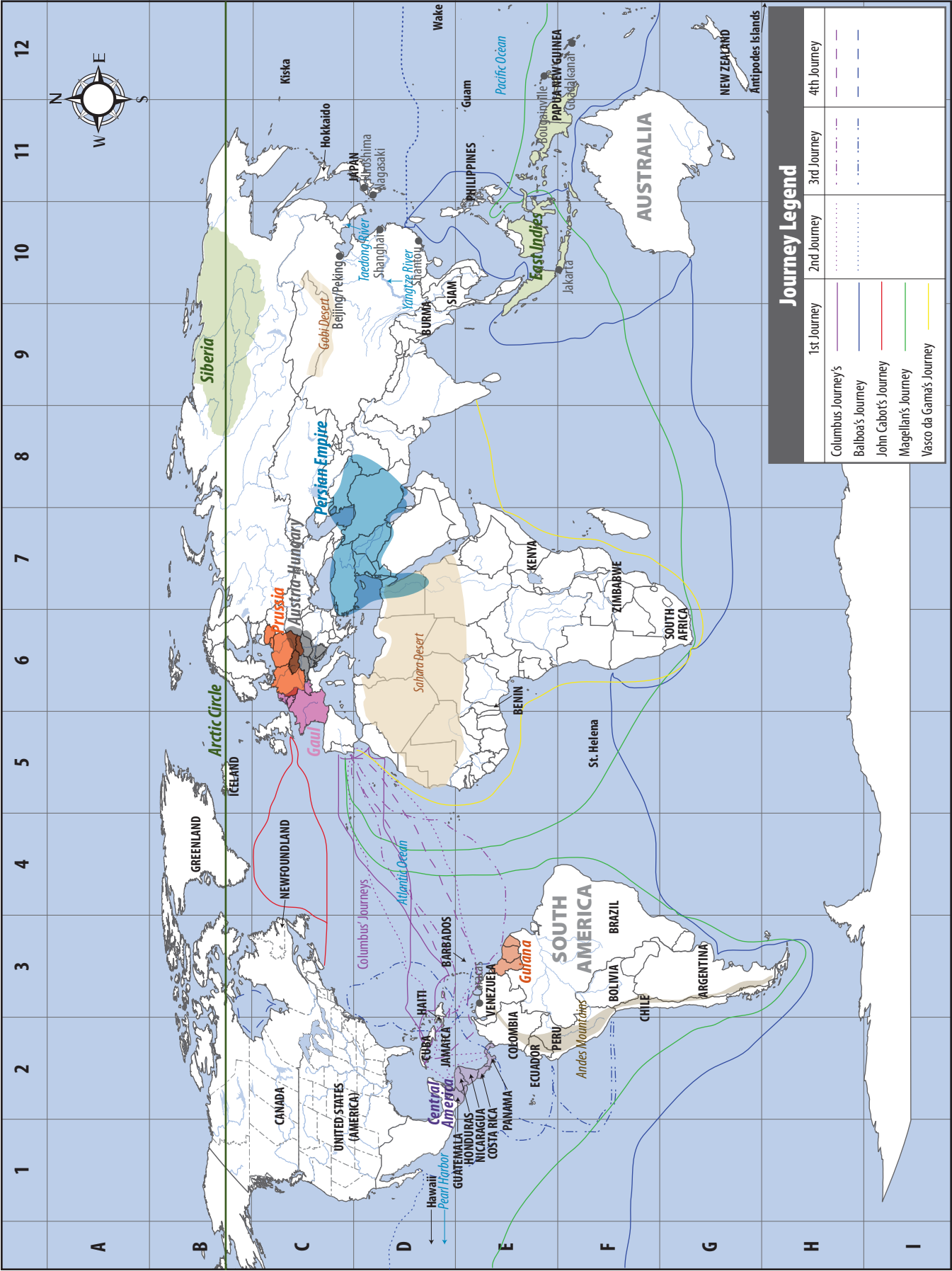
# Core W—Map 2

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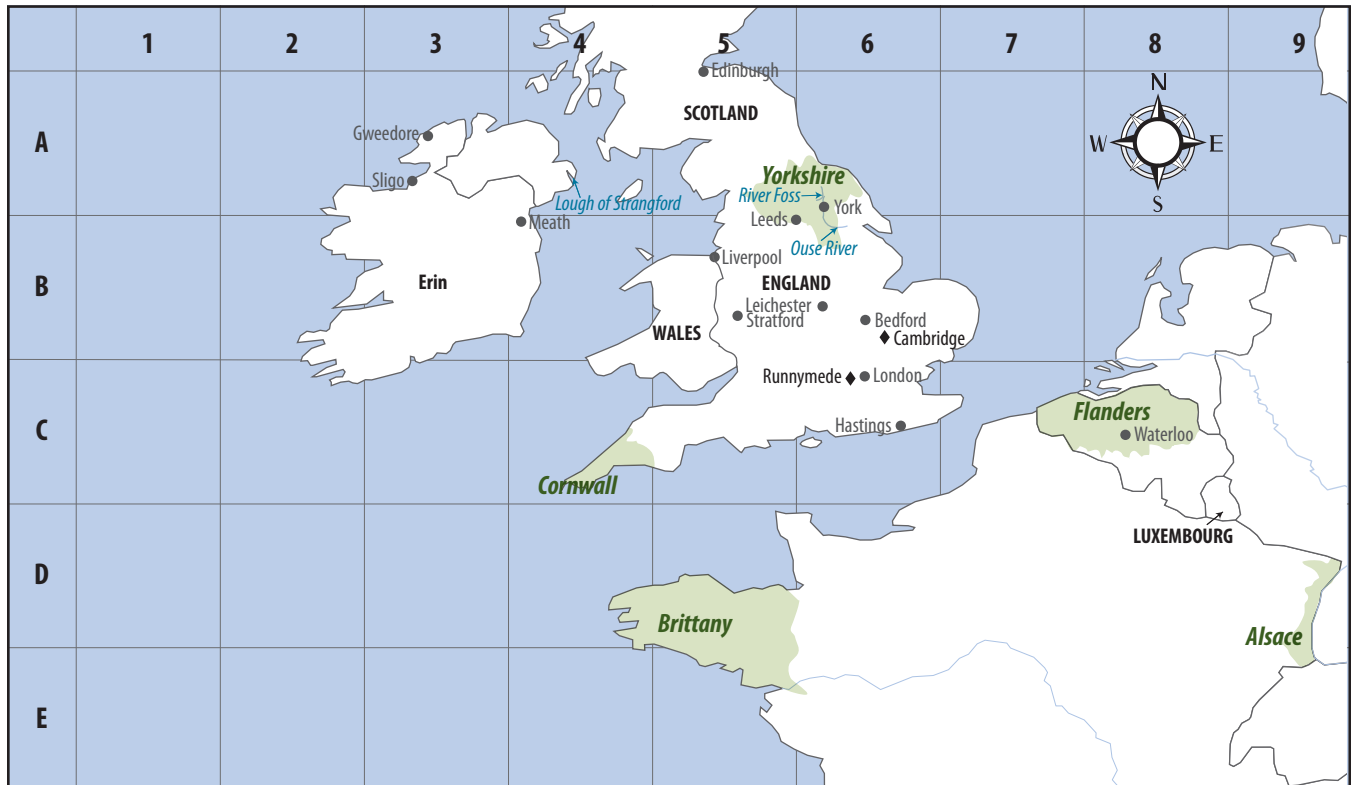


Core W—Map 3

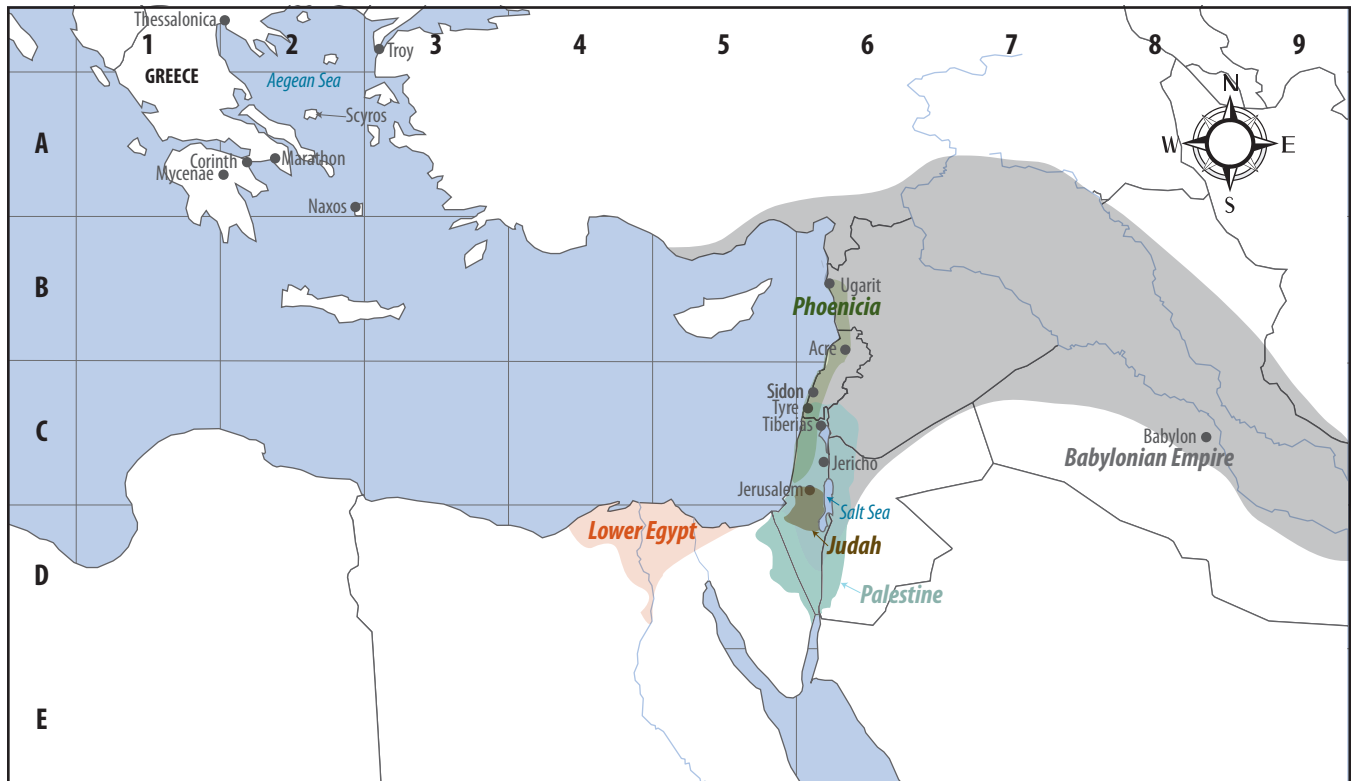
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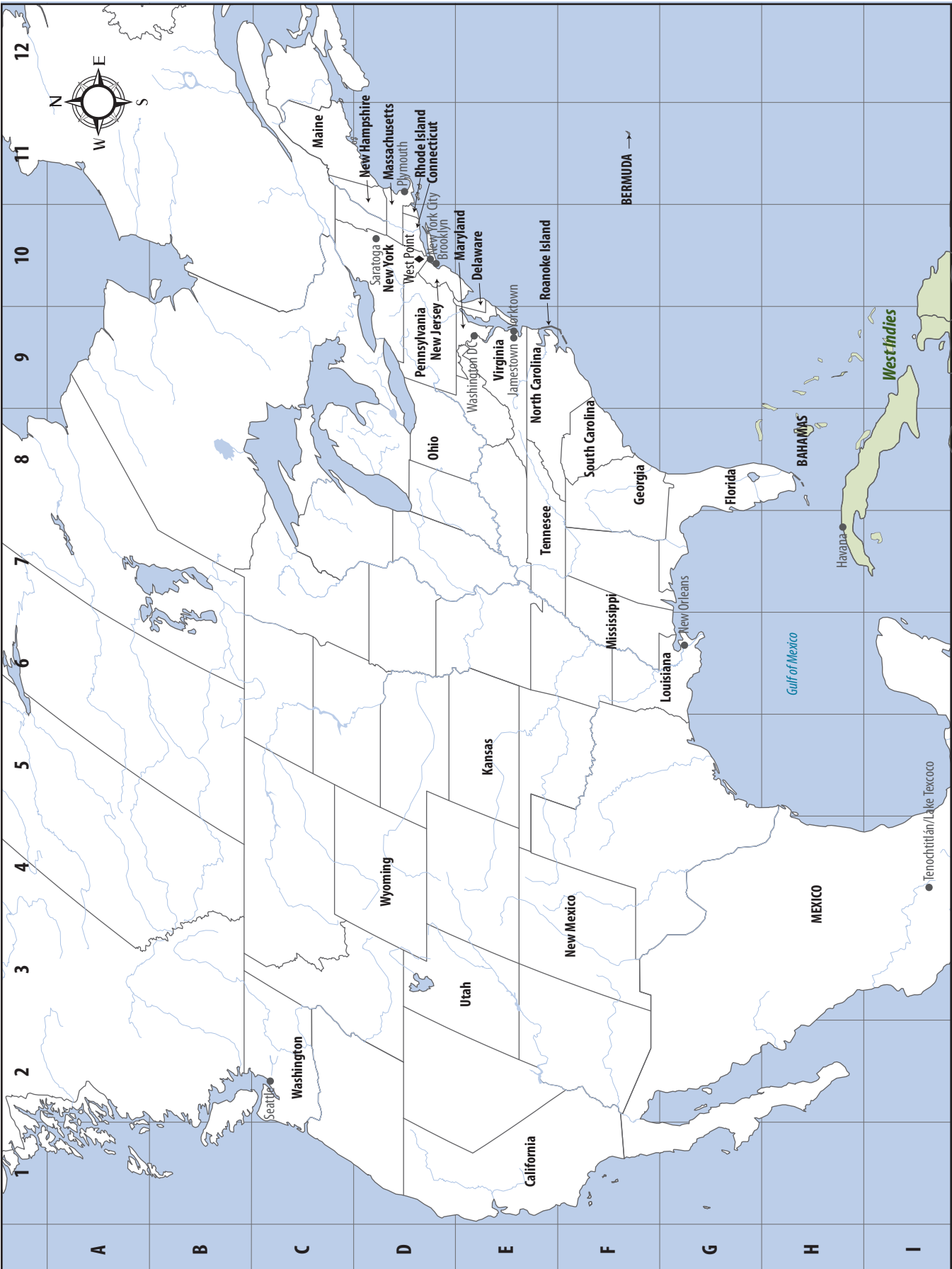
## Core W—Map 4A



## Core W—Map 4B



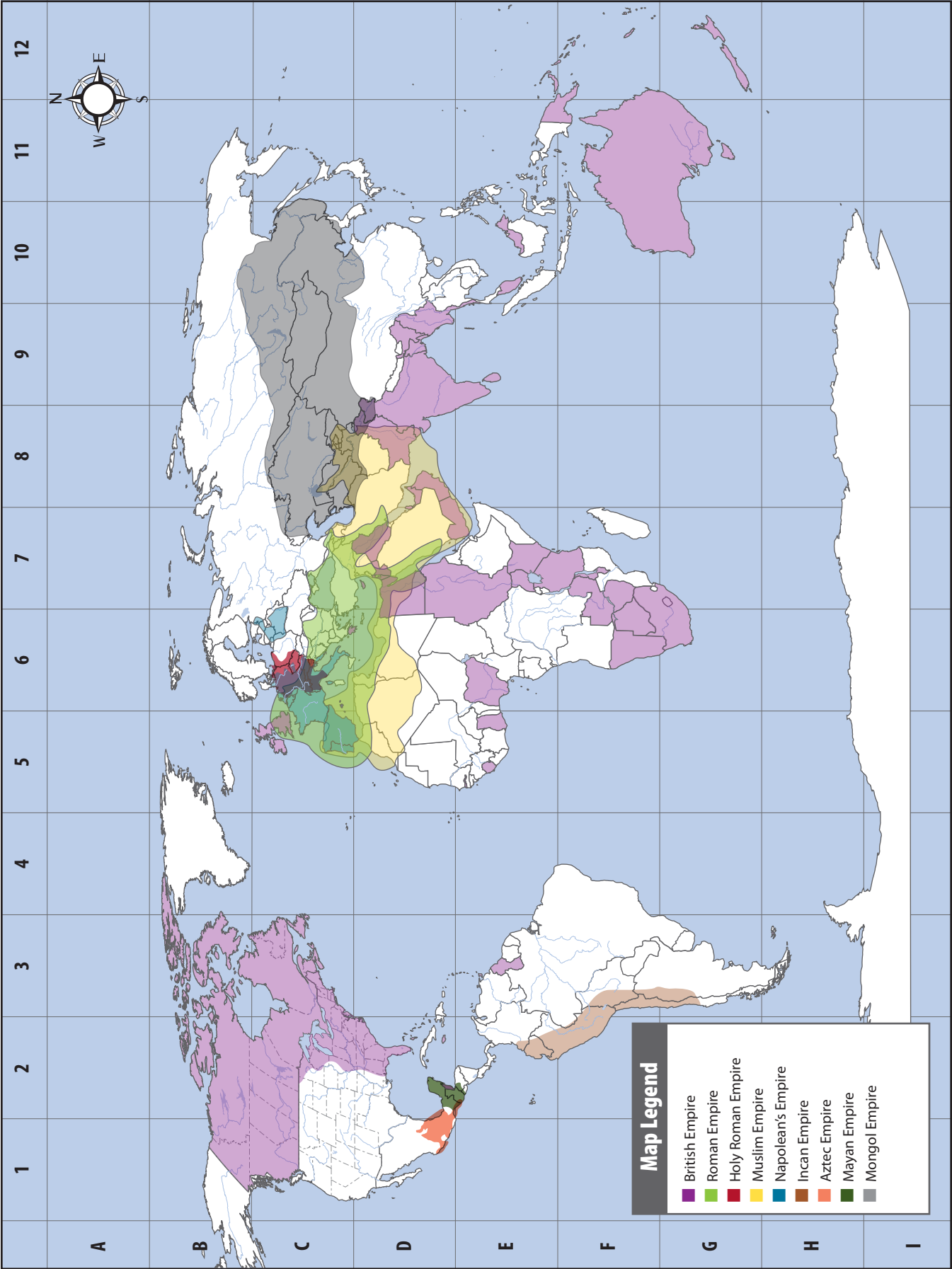
<i>Core W—Map 5</i>
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Core W—Map 6

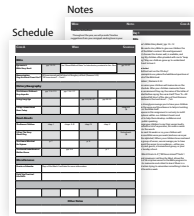
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# Instructor's Guide Quick Start

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 if 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—in, broken bread and yellow cheese can you think of how foods that we made more specific by describing their color?  
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 plains which creates good soil for rice planting. In 2016, 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 flooding.

**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 W &amp; LA W

## 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
International Children's Bible Field Guide	chap. 1	chap. 1, "To Think About and Do" problems 1–2	chap. 1, "To Think About and Do" problem 3	chap. 1, "To Think About and Do" problem 4	chap. 1, "To Think About and Do" problem 5
Memorization & Credo: I Believe ... (CD)	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] —Track 7				
History, Geography and Biographies					
A Child's History of the World	pp. xi–xvii [N]		chap. 4 [🌐]	chap. 5 [🌐]	
Usborne Encyclopedia 12,000 Years of World History		pp. 10–15 [🌐]			
The Kingdom Strikes Back			pp. 1–5		
5-Day: The Kingfisher Atlas of World History					pp. 8–11 [N]
Current Events	Report				
Read-Alouds					
The Golden Goblet	chap. 1	chap. 2	chap. 3	chaps. 4–5 [🌐]	
Favorite Poems Old and New	"Me"—"Washing" pp. 5–7	"I Want to Know"—"This is my Rock" pp. 7–11	"The Secret Cavern"—"My Shadow" pp. 11–13	"The Invisible Playmate"—"Rathers" pp. 14–16	
5-Day: The Trojan War					Part I, chaps. 1–3 [🌐]
5-Day: Favorite Poems Old and New					"Goblin Feet"—"Someone" 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)					

Special Note to Mom or Dad    Map Point    Timeline Figure    Timeline Suggestion





## SCHEDULE CONTINUED

## WEEK 1

## LANGUAGE ARTS W

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

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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 AD 40 to as late as AD 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 AD 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.

### Reading | Mark 1:1–20

**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.

### *International 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 *International Children's Bible Field Guide* and answer one or two problems 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.”

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.

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.

How about working your voice (and face) through various emotions? Start with a belly laugh: "Ho! Ho! Ho! Ha! Ha! Hee! Hee! Hee!" (etc.). Then pretend you're angry. Embarrassed. Excited. Sad .... Can you think of any other emotions to pretend?

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 ... (CD) | 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 children are 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 and Biographies

### **A Child's History of the World | pp. xi–xvii**

**Note to Mom or Dad:** Hillyer's advice to children to retell what they've heard is helpful and something Sonlight recommends, too. This aids in comprehension, as well as in developing verbal skills.

There remain some die-hard skeptics who classify Christ in the realm of fairy-tales, despite overwhelming evidence of Christ's quite real existence in history. Even the vast majority of liberal scholars, for instance, accept that Christ really lived in history. For evidence along these lines see, for instance, *The Evidence for Jesus* by R.T. France and *The Case for Christ* by Lee Stroble. [p. xi]

**Basal** is defined as bottom layer or base (also used on page xv). [p. xiv]

The phrase "Primitive Man" is not elaborated upon here, but is typical of how many contemporary scholars view the first people who lived long ago. Usually "primitive man" is thought to have been far less intelligent than modern man, for example. Is this really true? How would we know? Even the Staircase of Time concept used in the book presupposes that humanity continues to make unprecedented progress, leaving behind early man and their "primitive" qualities. While it is undeniable that humanity has made great strides technologically, medically, etc., are these the defining qualities of human progress? They do indicate our intelligence and ability to create, but what about morally? Have we really progressed morally, in virtue, for instance? Perhaps we're not as advanced as we think and "primitive man" was not so primitive!

While we heartily agree that it's important for children to understand historical contexts, we believe it's far more important that they understand concepts and ideas rather

than simply regurgitate dates and times. Knowing concepts and dates is, of course, preferable, but it's far better for children to grasp ideas than it is to instantly recall specific historical dates. This does not mean that dates are not important. Children, for instance, should know that both World War I and World War II took place in the 20th century rather than in ancient history. However, isn't better yet that children know some reasons for why World War I and World War II started, what factors contributed to these wars, and what key nations and people were involved, rather than exact dates? [p. xv]

**Baron Munchausen** is a character in an 18th century German fantasy story by Rudolph Erich Raspe, released in 1988 as a motion picture called *The Adventures of Baron Munchausen*. [p. xv]

As you read the book this year, we encourage you to pay attention to the "Staircase of Time" that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that children can acquire a solid appreciation for the progress of history through regular and repeated contact with the "Staircase."

Our timeline book is meant to achieve the same benefit on a more detailed level over the course of all the educational years to come.

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

Q: Why should we study world history?

A: 1) to base historical figures like Christ in reality; 2) to fight intolerance in our understanding of others; 3) to learn about the interesting past; 4) to give an outline for other books to fit into; 5) to see the story of the peoples century by century

**Note:** Please review the Staircase of Time and explain to your children that each "flight" covers 1000 years whereas each "step" 100 years. Plan to review this overview of history often.

### **Current Events | Report**

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

Once each week, on the last day of the week, students 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)?

Please read the same article as your children read and add background information to aid to in your children's understanding. If you come across an uncommon or unfamiliar term explain it. Give her whatever historical, cultural,

and other background you can, as well as talk about any parallel situations with which she might be familiar from her 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 so our first reason for keeping up on current events. And so we can pray knowledgeably and effectively for our brothers and sisters elsewhere around the world.

Another reason: by reading news from other parts of the world, we get to see our local situation in a broader context. It's similar to what we gain by studying history. We see, for instance, that we are not alone in some of our experiences: "We don't have it so bad." 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 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 used for melting and purifying 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 to aid him.

**drawplate:** a die with holes through which wires are drawn.

**annealing:** heating and then cooling metal to soften and make it less brittle.

**khefts:** evil demons, ghosts.

**bas:** the divine soul in Egyptian religious beliefs 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.<sup>1</sup>

**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.<sup>2</sup>

1. Source: 2003 World Book Encyclopedia.

2. Ibid.



### 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.<sup>3</sup>

### ***Favorite Poems Old and New* | “Me” – “Washing”** pp. 5–7

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.

3. Source: <http://www.egyptartsite.com/crea.html> accessed March 2013.

## 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.<sup>4</sup> [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—

4. Source: 2003 *World Book Encyclopedia*.



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.<sup>5</sup> [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 south-easterly direction, whereas the Nile River flows in a northward 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]
- 📍 *Abydos (H8); Memphis (G8); Thebes (H8) (map 1)*
- 📍 *Egypt (E4); Nile River (E4) (map 2)*

## 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/handwritingschedules.html](http://www.sonlight.com/handwritingschedules.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 and instructions for Vocabulary Development in this guide in your daily Read-Aloud notes listed as “Vocabulary.”

If you'd like more practice, we recommend the *Wordly Wise* program. We schedule this optional workbook for you.

#### Optional: *Wordly Wise 3000, Book 6* | Lesson 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

5. Source: [http://i-cias.com/e.o/thutmose\\_3.htm](http://i-cias.com/e.o/thutmose_3.htm) accessed March 2013.

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>6</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.

### Optional: Dictation<sup>7</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 students 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 dictation 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 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

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

7. *Shadow of a Bull*, p. 48.

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

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

**Memorization** | Psalm 90:1–2

**Credo: I Believe ... (CD)** | Track 7

## History, Geography and Biographies

**Usborne Encyclopedia 12,000 Years of World History** | pp. 10–15

We use the Usborne book to add a visual picture of the history at this time. Enjoy the different format.

### 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

- 📍 Çatal Hüyük (F8) (map 1)
- 📍 Jericho (C6) (map 4B)

**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.<sup>8</sup>

**sedge:** 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.<sup>9</sup>

**"Black Land:"** Egypt; every year the Nile overflowed and deposited a strip of rich, black soil along each bank.<sup>10</sup>

**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.<sup>11</sup>

#### 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*

**Favorite Poems Old and New** | "I Want to Know"—  
"This is my Rock" pp. 7–11

### Readers

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

#### Vocabulary

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

8. Source: [www.infoplease.com](http://www.infoplease.com) accessed March 2013.

9. Source: *2003 World Book Encyclopedia*.

10. Ibid.

11. Source: [www.infoplease.com](http://www.infoplease.com) accessed March 2013.

**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 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. Today they will use a table to help plan out the details of their paragraph. See "B: Write Your Descriptive Paragraph—Plan" on the **Week 1 Activity Sheet** for more information.

### 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

**International Children's Bible Field Guide** |  
Chapter 1, problem 3

**Memorization** | Psalm 90:1–2



## History, Geography and Biographies

**A Child's History of the World** | Chapter 4

Before and as you read *A Child's History of the World* this year, we encourage you to pay attention to the "Staircase of Time" that Hillyer outlines on pages xx–xxi. We believe Hillyer is correct that a child can acquire a solid appreciation for the progress of history through regular and repeated contact with the "Staircase."

Our timeline book provides the same benefit on a more detailed level over the course of all the educational years to come.

We begin with Chapter 4 because prior to that chapter, the text is filled with speculation and fanciful thinking. You may want to scan the pages and introduce your children to common thinking.

The Tigris and Euphrates rivers are mentioned in the Old Testament (see, for instance, Genesis 2:14). [p. 17]

**To Discuss After You Read**

Q: Why did people move around?

A: *they were forced to leave after the war; they wanted better land and they wanted to trade goods with others*

**Timeline and Map Activities**🕒 **Mesopotamia (4000 BC)**

📍 *Mesopotamia (F9); the Mediterranean Sea (F5); the Tigris River (F10); Euphrates River (F10) (map 1)*

📍 *Egypt (E4); the Nile River (E4); the Persian Gulf (E6); Nubia (modern-day Sudan) (F4) (map 2)*

**The Kingdom Strikes Back** | pp. 1–5**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*

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*

## 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.<sup>12</sup>

**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"

12. Source: [www.touregypt.net/godsofegypt/nut.htm](http://www.touregypt.net/godsofegypt/nut.htm) accessed March 2013.

or “the secret one” because—according to mythology—both his name and physical appearance were unknown.<sup>13</sup>

#### 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** | “The Secret Cavern”—“My Shadow” 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.<sup>14</sup> [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 head-rest, 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

13. Source: [www.touregypt.net/featurestories/amun-re.htm](http://www.touregypt.net/featurestories/amun-re.htm) accessed March 2013.

14. Source: [www.eyelid.co.uk/karnak1.htm](http://www.eyelid.co.uk/karnak1.htm) (with some great pictures of the Temple of Karnak) accessed March 2013.

## Vocabulary Development

**Optional: Wordly Wise 3000, Book 6** | Lesson 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 the **Week 1 Activity Sheet**.

## Day 4

### Bible

**Reading** | Mark 3

**International Children’s Bible Field Guide** | Chapter 1, problem 4

**Memorization** | Psalm 90:1–2

**Credo: I Believe ... (CD)** | Track 7

## History, Geography and Biographies

**A Child’s History of the World** | Chapter 5

**Note:** The best way to study World History is to focus on key civilizations. Each chapter in Hillyer and each two-page spread in Usborne does that.

We choose to read the narrative text first, then follow with visual portrayal of the same events if available. We want our children to first “see” history in their minds’ eyes and then see an artist’s view.

Christ was not actually born in “Year 1” (and not on December 25, despite the celebration), but most likely sometime between 4 and 6 BC. The fact that much of the world marks its calendar with reference to Christ is an artifact of the influence the Christian movement had in the West, and the influence of the West in world cultures over the last few centuries.

Clearly, the Christian (BC/AD) calendar is *not* used everywhere in the world and many modern scholars have pushed for the use of CE (for “Common Era”) and BCE (for “Before [the] Common Era”) as a culturally/religiously more neutral expression, though, obviously, for anyone who thinks about it, still an oblique reference to or acknowledgement of the influence of Christianity and the West upon world culture. For more on Christian influences on the calendar, including holidays, see the final chapter in *How Christianity Changed the World* by Alvin Schmidt. [p. 21]

#### To Discuss After You Read

- Q: What do BC and AD stand for?
- A: *BC stands for “Before Christ”; AD stands for “Anno Domini” which is Latin for the “year of the Lord”—i.e. the time since the life of Christ*



Q: What do BCE and CE stand for?

A: BCE stands for “Before [the] Common Era”; CE stands for “[the] Common Era”

#### Timeline and Map Activities

- 📍 Mesopotamia (F10); Crete (F7) (map 1)
- 📍 Indus River (E8); China (D10); Yellow River (D11); Egypt (E4); Nubia (F5) (map 2)
- 📍 Central America (E2) (map 3)

#### Current Events | Report

#### Read-Alouds

#### The Golden Goblet | Chapter 4–5

##### Vocabulary

**Scrupulously** he divided the food in half, taking pains even with the crumbs. (*conscientiously, painstakingly*) [chap 4]

Pointing **irascibly** straight up, Sata stalked away. (*marked by hot temper and resentful anger*) [chap 4]

“As the worm said when the lark bit its head off,” Heqet supplied **glibly**. (*easily, smoothly, readily*) [chap 4]

Before Ranofer had time to wonder what he meant he beckoned **peremptorily**. (*haughtily, imperatively*) [chap 4]

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*) [chap 4]

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*) [chap 5]

... he noticed Heqet standing close beside Rekh’s worktable, **ostensibly** watching the goldsmith raise a bowl, but actually whispering to him under cover of the hammer taps. (*to all outward appearances*) [chap 5]

Confused and **jostled**, Ranofer was swept along by the crowd ... (*pushed and shoved*) [chap 5]

Ranofer slowed his pace, ashamed of his **surliness**. (*gloomy ill nature*) [chap 5]

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*) [chap 5]

He found his way back to the goldhouse **furtively**, through the alleys. (*in a stealthy manner*) [chap 5]

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*) [chap 5]

“Him and his **paltry** wineskins.” (*something useless or worthless*) [chap 5]

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*) [chap 5]

\* \* \*

**Ptah**: in ancient Egypt, the chief god of Memphis, father of men and gods and ruler of the world.<sup>15</sup> [chap 4]

**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. [chap 4]

**funerary**: of, used for, or associated with burial. [chap 4]

**“stoke an oven”**: to poke or stir up the fire, supply with fuel. [chap 5]

**kohl**: soot mixture used in Arabia and Egypt to darken the edges of the eyelids. [chap 5]

##### To Discuss After You Read

Q: How were the poor dead buried, compared to artisans? [chap 4]

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? [chap 4]

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

Q: Why were tomb robbers despised? [chap 5]

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? [chap 5]

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

##### Timeline and Map Activities

- 📍 Hermonthis (Armant, Egypt) (I8) (map 1) [chap 4]
- 📍 Kush (F5) (map 2) [chap 5]

**Favorite Poems Old and New** | “The Invisible Playmate” – “Rathers” pp. 14–16

15. Source: 2003 World Book Encyclopedia.

## 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** | Lesson 1C

## Creative Expression

**D: Descriptive Paragraph—Polish**

Have your students review and edit their paragraphs. Follow the directions on "D: Descriptive Paragraph—Polish" on the **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**International Children's Bible Field Guide** | Chapter 1, problem 5**Memorization** | Psalm 90:1–2**Credo: I Believe ... (CD)** | Track 7

## History, Geography and Biographies

**5-Day: The Kingfisher Atlas of World History** | pp. 8–11

## To Discuss After You Read

**Note to Mom or Dad:** Have humans walked the earth "for around 200,000 years"? Please remind your children that archeology does not back this claim. The oldest settlements discovered are from about 10,000 BC. Keep in mind, too, that the book takes an old earth perspective. If you hold to a young earth view, feel free to discuss the matter with your children. [pp. 8–9]

Q: What was the Forum? [p. 10]

A: *the political, judicial, and commercial center of Rome*

Much of historical understanding is actually based on forensic science—evaluating evidence in order to arrive at likely conclusions about the past. This is similar to what law enforcement specialists do in relation to crime scenes. They weren't present when the crime took place, but they can examine the evidence and often piece together what happened. Similarly, we weren't living two thousand years ago, but we can look at the evidence and come to conclusions. By the way, a homicide detective turned Christian wrote a book along these lines called *Cold-Case Christianity* (Cook, 2013), specifically looking at the claims of the Gospels. [pp. 10–11]

Writing is critical to history, as well as to Christianity. God chose to communicate to us through writings by people he inspired. As a result, we never want to minimize the value of God's written words to us: "For the word of God is living and active, sharper than any two-edged sword, piercing to the division of soul and of spirit, of joints and of marrow, and discerning the thoughts and intentions of the heart" (Hebrews 4:12, ESV). [p. 11]

## Timeline and Map Activities

Please note that this book covers history via maps, so we don't list specific map points. Feel free to find the maps from this book on your larger world maps. Also, we recommend that you read through the timeline together first since the various topics on the page do not necessarily follow a chronological flow.

**Current Events** | Report

**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 *The Story of the World*, Wise Bauer credits Zeus with creating the apple and giving it to Eros. However, 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.<sup>16</sup>

**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*

16. Source: 2003 World Book Encyclopedia.

## Timeline and Map Activities

🌐 Troy (A3); Greece (A1) (map 4B)

Go to our IG Links web page to find alternate maps of this region 🗺.

**5-Day: Favorite Poems Old and New** | “Goblin Feet”–“Someone” 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*

#### **5-Day: Dictation<sup>17</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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17. *Mara, Daughter of the Nile*, p. 1.

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

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?

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 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), such as “ran *quickly*” or “arrived *late*”, it is an **adverb**, which we'll discuss later. Record the adjectives you find in the charts below:

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

Common Adjectives	

Proper Adjectives	Compound Adjectives

Use tally marks to record the articles you find:

the	a	an

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





## LA Week 1 Activity Sheet

### 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.

Today, summarize your thoughts in the table below 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:

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 in the table you completed yesterday 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.

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CORE W & LA W	WEEK 2				SCHEDULE
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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
International Children's Bible Field Guide	chap. 2	chap. 2, "To Think About and Do" problems 1–2	chap. 2, "To Think About and Do" problem 3	chap. 2, "To Think About and Do" problem 4	chap. 2, "To Think About and Do" problem 5
Memorization & Credo: I Believe ... (CD)	Continue memorizing Psalm 90. This week, memorize vv. 1–4. —Track 7				
History, Geography and Biographies					
Usborne Encyclopedia 12,000 Years of World History	pp. 16–19		pp. 20–23		
A Child's History of the World		chap. 6		chap. 7	
5-Day: The Kingfisher Atlas of World History					pp. 12–15
Current Events	Report				
Read-Alouds					
The Golden Goblet	chap. 6	chaps. 7–8	chap. 9	chap. 10	
Favorite Poems Old and New	"A Word Fitly ..." —"Primer Lesson" (skip "The Cave-Boy") pp. 16–19	"The Day Before April" —"Hold Fast Your Dreams" pp. 20–22	"A Child's Thought of God" —"The Lord is My Shepherd" pp. 23–25	"Song for a Little House" —"When Mother Reads Aloud" pp. 26–32	
5-Day: The Trojan War					Part 1, chaps. 4–5
5-Day: Favorite Poems Old and New					"The Pointed People" —"Cornish Magic" 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)					

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Special Note to Mom or Dad   
 Map Point   
 Timeline Figure   
 Timeline Suggestion



## SCHEDULE CONTINUED

## WEEK 2

## LANGUAGE ARTS W

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

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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 4:21–24

**International Children’s Bible Field Guide** | Chapter 2

Read Chapter 2 today, then answer the scheduled “To Think About and Do” problems 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 ... (CD)** | Track 7

Listen to Track 7 the entire week.



## Usborne Encyclopedia 12,000 Years of World History | pp. 16–19

### 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*

### Timeline and Map Activities

- 🕒 **Sumer (ca. 3500–2500 BC)** [pp. 16–19]
- 🕒 **Sumerians create temple-towers, called ziggurats (2000 BC)** [pp. 16–19]
- 🕒 **Amorites conquer the Sumerian Kingdom (2000 BC)** [pp. 16–19]
- 🌐 *Mediterranean Sea (F5) (map 1)*
- 🌐 *Persian Gulf (E6); Sumer (D6) (map 2)*

### 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** | “A Word Fitly ...”—  
 “Primer Lesson” (skip “The Cave-Boy”) pp. 16–19

## 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 Hatshepsut 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** | Lesson 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.

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

2. *Shadow of a Bull*, p. 48.

## Mechanics Practice

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

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

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

**Memorization** | Psalm 90:1–4

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**A Child’s History of the World** | Chapter 6

**Note:** Worship or belief in more than one god is known as *polytheism*. Christians hold to *monotheism*, or, belief in one God. [p. 38]

To Discuss After You Read

Q: How were Hieroglyphics translated?

A: *The Rosetta Stone was a rock that had the same message carved into it in three languages, one of which was still recognizable*

Timeline and Map Activities

🕒 **Menes, first Egyptian king (ca. 3100 BC)**

🕒 **Old and Middle Kingdoms of Egypt (ca. 2650–1500s BC)**

📍 Rosetta (G8) (map 1)

📍 Egypt (E4); Nile River (E4) (map 2)

**Current Events** | Report

### Read-Alouds

**The Golden Goblet** | Chapter 7–8

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*) [chap. 7]

Then he saw the familiar **lithe** figure, so much better fleshed than his own. (*agile and lissome, easily flexed*) [chap. 7]

They followed the **meandering** path into the thicket. (*winding, turning*) [chap. 7]

“I do!” Ranofer flashed him a **belligerent** look. (*inclined to or exhibiting assertiveness, hostility, truculence, or combativeness*) [chap. 7]

“Sata says I am to try **beading** in the morning.” (*to trim, furnish, or adorn with beads*) [chap. 7]

**Jubilant**, he tucked one of them into his sash, along with half the loaf. (*manifesting or expressing exultation or gladness*) [chap. 7]

Heqet stood up too, an impatient scowl on his usually **amiable** face. (*generally agreeable*) [chap. 7]

He shrugged and sighed so **philosophically** that Heqet burst out laughing. (*imbued with or characterized by the attitude of a reflective thinker*) [chap. 7]

“What gift?” asked the Ancient, pursing his lips **judiciously**. (*wisely, with good judgment*) [chap. 7]

“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*) [chap. 8]

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*) [chap. 8]

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*) [chap. 8]

He stood tongue-tied, feeling his very existence an **intrusion**. (*a trespassing or encroachment*) [chap. 8]

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*) [chap. 8]

“Because you lacked skill, or **aptitude**?” (*a tendency, capacity, or inclination to learn or understand*) [chap. 8]

\* \* \*

**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. [chap. 7]

**desiccated:** dried up. [chap. 7]

**nelumbo:** water lilies. [chap. 7]

**falling sickness:** epilepsy. [chap. 7]

**anise:** sweet, aromatic herb that smells like licorice. [chap. 7]

**voluminous:** consisting of many folds, coils, or convolutions. [chap. 7]

**Foliage:** the mass of leaves of a plant as produced in nature. [chap. 7]

**bower:** a leafy shelter or recess, arbor. [chap. 7]

**drover:** one that drives cattle or sheep to pasture or to market. [chap. 8]

**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.<sup>3</sup> [chap. 8]

#### To Discuss After You Read

- Q: How does the changing seasons affect work at the stonecutting shop? [chap. 7]
- 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? [chap. 7]
- 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? [chap. 7]
- 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*
- 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? [chap. 8]
- Q: What happens to Ranofer's daydreams as his visit to Zau approaches? Why? [chap. 8]
- A: *they become more realistic; the book mentioned that "reality kept creeping in, ruining [his daydreams] 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 daydreams dashed, so reality intrudes*

Q: Why does Zau offer to take on Ranofer as a pupil for no money? [chap. 8]

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

#### Timeline and Map Activities

📍 Lower Egypt (D4) (map 4B) [chap. 8]

**Favorite Poems Old and New** | "The Day Before April"—"Hold Fast Your Dreams" pp. 20–22

#### Readers

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

#### Vocabulary

**time immemorial:** time that extends beyond memory or record. [chap. 17]

**leonine:** lion-like. [chap. 17]

**lee:** the side that is sheltered from the wind or weather. [chap. 17]

**mien:** dignified manner or conduct. [chap. 17]

#### To Discuss After You Read

- Q: Why does Pesiur's jab about Sheftu's notice of Mara bother Sheftu? [chap. 17]
- 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? [chap. 17]
- 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? [chap. 17]
- 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

3. Sources: [wikipedia.org](http://wikipedia.org), [www.mnsu.edu/emuseum/prehistory/egypt/religion/mythology.htm](http://www.mnsu.edu/emuseum/prehistory/egypt/religion/mythology.htm) accessed March 2013.



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” on the **Week 2 Activity Sheet** for directions.

## Day 3

### Bible

**Reading** | Mark 5:21–43

**International Children’s Bible Field Guide** | Chapter 2, problem 3

**Memorization** | Psalm 90:1–4

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**Usborne Encyclopedia 12,000 Years of World History** | pp. 20–23

#### 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.<sup>4</sup>

#### To Discuss After You Read

- 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

- 📍 *Memphis* (G8) (map 1)
- 📍 *Nile River* (E4); *Egypt* (E4) (map 2)

#### 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.<sup>5</sup>

**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** | “A Child’s Thought of God” – “The Lord is My Shepherd” pp. 23–25

4. Source: [www.cs.dartmouth.edu/farid/egypt/tombhistory/](http://www.cs.dartmouth.edu/farid/egypt/tombhistory/) and [library.thinkquest.org/J002046F/tombs.htm?t1l-iframe](http://library.thinkquest.org/J002046F/tombs.htm?t1l-iframe) accessed March 2013.

5. Source: *Accessories of Dress*, by Katherine Morris Lester.

## 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 judgment. 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.<sup>6</sup> [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** | Lesson 1E

6. Source: Remler, Pat. 2010 *Egyptian Mythology A to Z, Third Edition*. Chelsea House: New York.

## 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” on the **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

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

**Memorization** | Psalm 90:1–4

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**A Child's History of the World** | Chapter 7

Egyptian religious beliefs may seem strange to us, but if we stop to think about them we can learn some important pieces of information about human beings in general. First, the human tendency is to be religious rather than non-religious. In other words, people all over the world have historically demonstrated an interest in god, gods, and religion. Second, even though there are many significant differences, there are some similarities between ancient Egyptian religion and religions such as Judaism and Christianity. All, for instance, believe in an immaterial aspect of human beings, usually called a soul. All believe in some sort of afterlife. And Christians believe in a future time when their souls will be reunited with their resurrected and glorified bodies.

We, as Christians, need not be concerned that Christianity “copied” its beliefs from other religions. After all, there is much that is startlingly unique about Christianity and, when carefully compared to contemporary beliefs and precursors one will find numerous Christian distinctives not at all like the superficial similarities found in other



belief systems. Some Christian thinkers, such as C.S. Lewis and J.R.R. Tolkien, have suggested that God purposefully scattered various bits and pieces of the true religion in beliefs all over the world in order to better prepare humanity for the coming of Christ—a real historical person foreshadowed in some way in myths and stories of the world, but a true historical figure.

#### Vocabulary

**Nile:** a major north-flowing river in North Africa, regarded as the longest river in the world.

**derrick:** a machine to hoist and move heavy objects.

#### To Discuss After You Read

Q: How did the Egyptians prepare for death?

A: *they built tombs for the dead and filled the tomb with items a living person would need. They preserved the body from decay to keep it available for the soul*

Feel free to talk with your children about the hope we have in Christ about where we go after we die. Perhaps your children's grandparents have died, explain where they are and encourage your children that through trust in the Lord they will see them again. Aren't we grateful we don't have to prepare our earthly bodies for the after life?

#### Timeline and Map Activities

🕒 **Warrior Pharaohs rule Egypt (ca. 1500 BC)**

📍 Egypt (E4); Cairo (E4) (map 2)

#### 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.<sup>7</sup>

**hounds—and—jackals:** a board game, see a description and rules on our IG links page 📖.

**Thutmose the Conqueror:** Pharaoh over a hundred years earlier, about 1490–1436 BC.<sup>8</sup>

**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*

7. Source: 2003 World Book Encyclopedia.

8. Ibid.

- 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** | “Song for a Little House”—“When Mother Reads Aloud” pp. 26–32

## 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. Nekonkh 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** | Lesson 2A

### Creative Expression

#### **D: Write the Travel Journal**

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

If you’re crunched for time, limit your student’s journal to three entries or a single entry that includes 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

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

**Memorization** | Psalm 90:1–4

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**5-Day: The Kingfisher Atlas of World History** |  
pp. 12–15

#### Vocabulary

**Tell:** an archeological mound above where people lived in the past. [p. 12]

**Levant:** an Arabic term referring to lands included in modern Lebanon, Syria, Jordan, Israel, Palestine, Cyprus, and parts of Turkey. [p. 12]

#### To Discuss After You Read

Q: Besides farming, what did early townspeople do?  
[pp. 12–13]

A: *made pottery, smelted copper, began to trade*

Jericho is mentioned in the Bible several times, most memorably in the Old Testament book of Joshua, where the story is told of the walls of Jericho collapsing. [p. 12]

We want to be careful that we don't think of ancient peoples as "primitive" in the sense of being less intelligent than we are today. While it's true that ancient peoples didn't have cell phones or the benefits of modern medicine, this does not mean that they were foolish. Biblically speaking, all people are made in God's image and, as a result, possess intelligence, creativity, morality, and more. We may have more advanced technologies, but ancient peoples were far from inferior to us. It's a mistake to think that only modern people are capable and intelligent. [pp. 12–13]

Q: How did people during this time keep track of transactions? [pp. 14–15]

A: *they developed a system of record keeping using pictures to represent different words*

Q: What was one of the most important inventions of the ancient world? Who invented it? [pp. 14–15]

A: *the wheel; the Sumerians*

Ur is another city mentioned in the Bible. See, for instance, Genesis 11:28, 31; 15:7; 1 Chronicles 11:35; and Nehemiah 9:7. [p. 15]

The Tigris and Euphrates rivers are mentioned in Scripture (see Genesis 2:14, for instance). [pp. 14–15]

Many biblical scholars believe the Tower of Babel (Genesis 11) was a ziggurat. [pp. 14–15]

#### Timeline and Map Activities

 **Hammurabi (ca. 1792 BC)**

**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.<sup>9</sup>

#### 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 claimed 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 (F6)** (map 1)

**5-Day: Favorite Poems Old and New** | "The Pointed People" – "Cornish Magic" 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*

9. Source: 2003 World Book Encyclopedia.

- 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.

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## Language Arts

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### Creative Expression

#### 5-Day: Dictation<sup>10</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.” ■

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

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

"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 lie, check a dictionary. A great place to insert a hyphen is often between the double letters. For example:

Pep-per                      col-lege

Other uses for hyphens include:

#### ☆ To form compound words:

two-year-old              clear-headed

#### ☆ In fractions:

one-half                      two-thirds

#### ☆ To create new words:

great-grandmother      step-sister

#### ☆ To create compound adjectives:

president-elect Bush      a black-tie event

#### ☆ To avoid confusion:

re-create vs. recreate

#### ☆ To join letters and words:

U-turn                      E-mail

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.

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





## LA Week 2 Activity Sheet

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, curving 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

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

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The Sphinx

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Saqqara

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Deir el-Bahari

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## 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 two of 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 two of the places.

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Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Bible					
Reading	Mark 7	Mark 8	Mark 9:1–24	Mark 9:25–50	Mark 10:1–31
International Children's Bible Field Guide	chap. 3	chap. 3, "To Think About and Do" problems 1–2	chap. 3, "To Think About and Do" problem 3	chap. 3, "To Think About and Do" problem 4	chap. 3, "To Think About and Do" problem 5
Memorization & Credo: I Believe ... (CD)	Continue memorizing Psalm 90. This week, memorize vv. 1–6. Don't forget to work on dramatic expression. —Track 7				
History, Geography and Biographies					
A Child's History of the World		chap. 8		chap. 9	
Usborne Encyclopedia 12,000 Years of World History	pp. 26–33	p. 38	p. 39, pp. 46–47		
5-Day: The Kingfisher Atlas of World History					pp. 20–21, 24–25
Current Events	Report				
Read-Alouds					
The Golden Goblet	chap. 11	chaps. 12–13	chap. 14	chap. 15–end	
Favorite Poems Old and New	"Her Words"—"Father's Story" pp. 31–34	"Father"—"To My Son, Aged ..." pp. 34–37	"Infant Joy"—"In Go-Cart So Tiny" pp. 37–39	"Slippery"—"Our Silly Little Sister" pp. 39–40	
5-Day: The Trojan War					Part 2, chaps. 1–3
5-Day: Favorite Poems Old and New					"Bugle Song"—"The Man Who Hid ..." pp. 373–375 mid-page
Readers					
Hittite Warrior	p. 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 W

Date:	Day 1 <sup>11</sup>	Day 2 <sup>12</sup>	Day 3 <sup>13</sup>	Day 4 <sup>14</sup>	Day 5 <sup>15</sup>
<b>Spelling</b>					
<i>Sequential Spelling</i>					
<b>Handwriting</b>					
Optional: Handwriting					
<b>Grammar/Mechanics</b>					
Optional: <i>Keys to Good Language 6</i>	Lesson 6		Lesson 7	Lesson 8	
<b>Vocabulary Development</b>					
Optional: <i>Wordly Wise 3000, Book 6</i>	Lesson 2B		Lesson 2C	Lesson 2D	
<b>Creative Expression</b>					
	A: Dictation Passage	B: Point of View	C: Pre-write a Peace Treaty	D: Write a Peace Treaty	5-Day: Dictation
<b>Electives</b>					
<b>Other Notes</b>					

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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****International Children’s Bible Field Guide | Chapter 3**

Read Chapter 3 today, then answer the scheduled “To Think About and Do” problems 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 ... (CD) | Track 7**

Listen to Track 7 the entire week.

## History, Geography and Biographies

**Usborne Encyclopedia 12,000 Years of World History | pp. 26–33****To Discuss After You Read**

- Q: The history of the Minoan people is intertwined with Greek mythology. Explain how. Why do you think so?
- A: *the Minoans take their name from King Minos who was thought to once rule the island. Minos was supposedly the son of Zeus and princess Europa. A Greek prince, Theseus, was thought to have slain a Minotaur that lived in a labyrinth beneath the palace at Knossos with the help of King Minos’s daughter. Crete is not far from Greece—it makes sense that the Greeks incorporated it into their stories*
- Q: Why were Minoans a wealthy people group?
- A: *because they were successful traders who had a navy to ensure their goods would travel safely*
- Q: How did Minoan religious practices differ from other ancient civilizations?
- A: *the Minoans made offerings to their gods in special rooms or outdoor shrines instead of building huge temples*



Q: Besides a volcanic eruption, what led to the Minoan civilizations decline?

A: *Mycenaeans from Greece invaded*

## 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)

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**: flammable 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.<sup>1</sup>

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*

1. Source: [www.touregypt.net/featurestories/pigs.htm](http://www.touregypt.net/featurestories/pigs.htm) accessed March 2013.

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 (F7) (map 1)

🌐 Mycenae (A2) (map 4B)

🌐 Phoenicia (shaded areas below)



## Favorite Poems Old and New | "Her Words"—"Father's Story" pp. 31–34

### 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* | Lesson 2B

### Creative Expression

#### A: Dictation Passage<sup>2</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 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>3</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:

1. Underline all of the nouns in the dictation passage. Double underline proper nouns. (See the following answers.)

2. 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** **M**  
stone wharfs to the Beetle's<sup>4</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**  
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.

3. **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*.

## 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

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

**Memorization** | Psalm 90:1–6

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

#### *A Child's History of the World* | Chapter 8

Hillyer suggests "fairy tales" about a paradise are related to the biblical account of Eden. He uses exaggerated

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

3. *Shadow of a Bull*, p. 48.

4. 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.

language about “a land where cakes and candy and sug-arplums grow on trees.” The Bible does speak of a garden in Eden, with rivers, trees, etc. (see, for instance, Genesis 2:8-15; Ezekiel 28:11-19). Biblically speaking, Eden was not a place for Adam and Eve to remain idle. In Genesis 2:15 we learn of the garden that Adam was “to work it and keep it.” In Genesis 3:23-24 we learn of the expulsion of Adam and Eve from the garden due to prideful disobedience. Although the New Testament does not mention Eden, Adam is mentioned several times (Luke 3:38; Romans 5:14; 1 Corinthians 15:22, 45; 1 Timothy 2:13-14; and Jude 14). Does it matter whether or not Eden was a real, historical place? That question is up for debate even among Christians. Most evangelical or conservative Christians accept Eden as a literal place, as well as the literal people Adam and Eve, while the New Testament references to Adam do not suggest mythology, but reality. Others see the account of Adam, Eve, and Eden as more of a parable—a story that we can learn truth from that doesn’t necessarily have to be true itself. How do you think the author of Genesis intended the account of Eden, Adam, and Eve to be taken?

Hillyer writes of Eden, “We do not know exactly where it was, for there is no such place now quite as wonderful as the Garden of Eden was supposed to be.” Christians believe that the Fall impacted nature as well as humanity (see, for instance, Romans 8:19-23). Consequently, we shouldn’t expect to find a Garden of Eden today. [p. 34]

For the biblical account of the tower of Babel see Genesis 11. The builders of the tower wished to demonstrate human accomplishment apart from God and, as such, might be seen as the first secular humanists. As in the earlier account of Adam and Eve, human beings once again demonstrate pride and disobedience. Pride in thinking they could live self-sufficiently without need of their creator, and disobedience in wanting to settle in one place together rather than fill the earth as God intended and commanded (Genesis 1:22, 28; 9:1, 7). There may also be elements of pagan worship in the tower of Babel account, with perhaps the intent being to build an altar to false gods, but the text is unclear on this point. [p. 36]

#### To Discuss After You Read

- Q: What is the name of someone who studies the stars?  
A: *astrologist*

#### Timeline and Map Activities

- 🕒 **Fall of Babylonian (ca. 539 BC)**
- 📍 *Mesopotamia* (F10); *Tigris River* (F10); *Euphrates River* (F10); *Chaldea* (G11); *Mount Ararat* (E10); *Assyria* (F9) (map 1)
- 📍 *Babylon* (C8) (map 4B)

## Usborne Encyclopedia 12,000 Years of World History | p. 38

#### 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*

#### Current Events | Report

#### Read-Alouds

### The Golden Goblet | Chapters 12–13

#### 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*) [chap. 12]

The Ancient gave his high–pitched **chortle** of laughter. (*a sound expressive of pleasure or exultation*) [chap. 12]

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) [chap. 12]

Then suddenly, on the day before the Festival, his wish came **devastatingly** true. (*overpoweringly, overwhelmingly*) [chap. 12]

Heqet’s face fell **ludicrously**. (*amusing or laughable through obvious absurdity, incongruity, exaggeration, or eccentricity*) [chap. 12]

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*) [chap. 12]

Ranofer’s bare toes dug **convulsively** into the mud. (*frantically, spasmodically*) [chap. 12]

Ranofer was beginning to feel alarmingly **transparent**. (*easily detected or seen through*) [chap. 12]

He did not like the walls that pressed in on either had with no **crevices** in which a boy might hide. (*narrow openings of some depth caused especially by a split or cleavage*) [chap. 13]

High above him in the **brazen** sky a lone **falcon** wheeled. (**brazen**: as bright or shiny as polished brass; **falcon**: any of various hawks distinguished by their long wings and their usually plunging down on their prey from above in hunting) [chap. 13]

Licking his **parched** lips, Ranofer tiptoed nervously across the sands. (*dried to extremity*) [chap. 13]

In **consternation** he scanned the cluster of rocks where he had seen them only a moment before. (*amazement or dismay that hinders or throws into confusion*) [chap. 13]

He could hear crunching and scraping, an occasionally **guttural** curse. (*a sound or utterance having sounds that are strange, unpleasant, or disagreeable*) [chap. 13]

They could enter the tomb, undetected by the guards at the real entrance, behind some rocky **hillock**. (*a small hill*) [chap. 13]

Poor Master of Storehouses, he thought **distractedly**. (*with attention diverted due to anxiety*) [chap. 13]

From behind the rock pile a huge black form with outstretched wings rose **cumbersomely**. (*awkwardly*) [chap. 13]

The two friends waiting on the fish dock began to get **res-tive**. (*marked by uneasiness and lack of quietness or attentive interest, fidgety*) [chap. 13]

"Aye," the Ancient said in a somewhat **dubious** voice. (*fraught with uncertainty or doubt; undecided*) [chap. 13]

\* \* \*

**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. [chap. 12]

**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. [chap. 12]

**vulture:** type of large birds of prey who feed chiefly on carrion (dead and decaying animal flesh).<sup>5</sup> [chap. 13]

**funerary:** associated with burial. [chap. 13]

**mason:** skilled workman who builds with stone or similar material. [chap. 13]

**Gilded palanquins:** a gold-covered, box-shaped enclosed litter with wooden shutters used to transport one person at a time [chap. 13]

**trumpet:** for a picture of a trumpet from the Tutankhamun Collection, visit our IG links page. 📷 [chap. 13]

**"quarter of a league":** a league is any of various units of distance from about 2.4 to 4.6 statute miles, so a quarter of a league would be about .5 to 1.15 miles. [chap. 13]

**plaits:** braids. [chap. 13]

#### To Discuss After You Read

- Q: Why does Ranofer not speak of his suspicions to Heqet? [chap. 12]  
 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? [chap. 12]  
 A: *Ranofer feels guilty that he could put a thief behind bars—the only question is how*
- Q: Why did Gebu plan for secret chambers in the tombs he built? [chap. 13]  
 A: *the chambers would give him access to the tomb after the dead had been put into the tomb*
- Q: Why are Ranofer's friends concerned after the trumpet sounds to mark the start of the festival and Ranofer doesn't appear? [chap. 13]  
 A: *because the trumpet should have awakened him, and it seemed unlikely that a boy who was always hungry would miss a chance to eat free food*
- Q: Why does the Ancient worry about Ranofer following the robbers? [chap. 13]  
 A: *because the task is very dangerous and Ranofer doesn't have a charm or an amulet to keep the khefts away*
- Q: Why do the friends decide to go to Ranofer's aid? [chap. 13]  
 A: *the Ancient is too old and Heqet is too young, but Ranofer has no one else*
- Q: Describe the Valley of the Tombs. [chap. 13]  
 A: *In the desert; hot; dry; rocky; hilly; dusty*

**Favorite Poems Old and New** | "Father"—"To My Son, Aged ..." pp. 34–37

#### 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*

5. Source: 2003 World Book Encyclopedia.



## Creative Expression

**B: Point of View**

Help your students to develop good habits in using the appropriate point of view. If you find the words *you*, *yours*, or *yourself* in your students' writing, delete the words and have your students rewrite the sentences using third person point of view (see the Activity Sheet for more information). 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, have them rewrite the paragraphs under "B: Point of View" on the **Week 3 Activity Sheet** with the assigned point of view.

## Answers:

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

**International Children's Bible Field Guide** |  
Chapter 3, problem 3

**Memorization** | Psalm 90:1–6

**Credo: I Believe ... (CD)** | Track 7

## History, Geography and Biographies

**Usborne Encyclopedia 12,000 Years of World History** | p. 39, 46–47

## To Discuss After You Read

- 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: Which natural resource was most valuable in Canaan? How did this affect peace in Canaan?

A: *huge cedar trees; many nations fought for control over Canaan (Egyptians and Hittites) for the trees*

Q: Why does it make sense that Canaanites saw Baal as the most powerful God?

A: *he was god of rain, storms, and war—as seafaring merchants, storms on the sea probably hugely impacted their livelihood, as did the frequent wars they endured*

Q: From which people group did the Philistines descend?

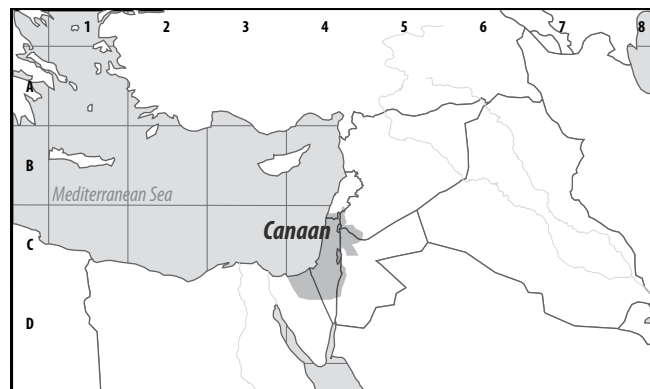
A: *the Sea Peoples*

## Timeline and Map Activities

🌐 Byblos (G9) (map 1)

🌐 Ugarit (B6); Palestine (D6) (map 4B)

🌐 Canaan (C4) (see map below)



## Current Events | Report

## Read-Alouds

**The Golden Goblet** | Chapter 14

## Vocabulary

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

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

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

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

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

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

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

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

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

\* \* \*

**necropolis**: a large elaborate cemetery of an ancient city.

**jamb**: an upright piece that forms the side of an opening.

#### To Discuss After You Read

- Q: Ranfor felt the sunlight hit him like a blow—can you think of another way to describe this?
- Q: What does it mean that Gebu was as strong as Set himself?
- A: *Set was a god of wind, storms, and chaos with supposed super-human strength*
- Q: How does Ranofer determine whose tomb the robbers are desecrating?
- A: *he sees wine jars that are sealed with the seal of the Queen's father*
- Q: Why does Ranofer decide that the tomb robbers must be stopped?
- A: *he realizes the tomb is like a peaceful house for the dead and it is wrong to disturb and steal from them*
- Q: Describe how Ranofer managed to escape.
- A: *he first threw a jewel box in Gebus' face, then extinguished the torch with wine. He fled the room and climbed out of the tunnel and was lucky that the top step crumbled on his way out. Lastly, he pushed a heavy stone over the entrance*

**Favorite Poems Old and New** | "Infant Joy"—"In Go-Cart So Tiny" pp. 37–39

## Readers

### Hittite Warrior | Chapters 6–8

#### To Discuss After You Read

**Note:** 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** | Lesson 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" on the **Week 3 Activity Sheet**.

## Day 4

### Bible

**Reading** | Mark 9:25–50

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

**Memorization** | Psalm 90:1–6

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**A Child's History of the World** | Chapter 9

**Note to Mom or Dad:** This chapter contains a picture that may be frightening.

Hillyer writes that "Abraham believed in one God, as we do," but in the 21st century that is not necessarily the case. In Western cultures, for instance, such as the United States, there are many beliefs, making it a pluralistic culture. Some believe in one God (monotheism), others believe in many gods (polytheism), that everything is god (pantheism), that there are no gods (atheism), etc. All of these beliefs can't be true at the same time and in the same way because they contradict one another. Either one of them is true or all of them are false.

"Abraham took his large family," writes Hillyer, "his flocks, and his herds and moved to a land called Canaan, far away near the Mediterranean Sea." Abraham certainly had a large household, but not a large family. Moreover, Abraham went because God had called him to.

Genesis 50:20 records Joseph's response to what his brothers did to him: "As for you, you meant evil against me, but God meant it for good, to bring it about that many people should be kept alive, as they are today" (ESV).



On the dates Hillyer provides for events, such as 1300 BC for the Exodus, see the article on biblical dates found in Section Three.

Books of the Old Testament are named after people and terms, including: Exodus, Joshua, and Judges.

Of Samuel, Hillyer writes, “At last a judge who was named Samuel said they should have a king, and Saul was chosen.” This jumbles the biblical information on this topic. Samuel did not want the people to have a king like the other nations. Moreover, God, not Samuel, chose Saul.

The Koran came much later in history than either the Jews or the Christians. It incorporates many of the same Old Testament writings, though as we will see later there are many differences between what Jews, Christians, and Muslims believe.

The land directly west of Ur is desert. Abraham brought a lot of livestock with him. He would have followed the rivers to have enough water.

#### To Discuss After You Read

Q: About how many miles did Abraham travel?

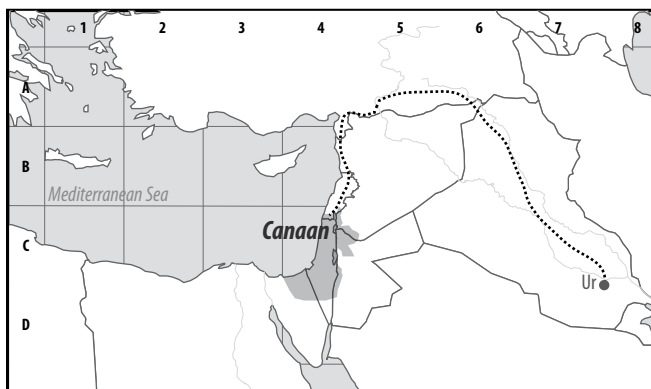
A: *about 1200 miles*

#### Timeline and Map Activities

🕒 **Rameses the Great (ca. 1304–1237 BC)**

🕒 **Abraham went from Ur to Canaan in 1900 BC**

Trace his journey (see map below).



📍 Ur (G11); Mediterranean Sea (F5); Israel (G9) (map 1)

📍 Egypt (E4) (map 2)

#### Current Events | Report

#### Read-Alouds

#### The Golden Goblet | Chapter 15–end

##### Vocabulary

As **coherently** as he could Ranofer panted out his story. (*logically consistent and ordered*) [chap. 15]

He swayed **precariously** outward on a thick frond and dropped to the top of the wall. (*dangerous due to being insecure or unsteady*) [chap. 15]

A **burly** gardener emerged on the path ahead of him. (*strongly built*) [chap. 15]

**“Insolent!”** the gardener roared. (*lacking usual or proper respect for rank or position*) [chap. 15]

The soldier arrived, **brandishing** his curved sword at all three of them. (*shaking or waving menacingly*) [chap. 15]

“Out of here, **riffraff!**” (*persons of the lowest or most disreputable class*) [chap. 15]

Ranofer forced his eyes away from this astonishing little **personage** and back to the tall man. (*a person of rank, note, or distinction*) [chap. 15]

“Remove him,” the overseer said **indifferently**. (*marked by impartiality*) [chap. 15]

He was being marched relentlessly across the grass toward a wooden gate and **oblivion**. (*the quality or state of being forgotten*) [chap. 15]

He examined Ranofer’s face **minutely** for a moment. (*with precision*) [chap. 15]

Had he been frightened by his own **interference** with the overseer’s orders? (*the act of meddling in or hampering an activity or process*) [chap. 16]

The queen’s voice was abrupt and husky, with a peculiar **timbre**, like a young boy’s. (*distinctive character, quality, or tone*) [chap. 16]

The queen straightened and loosed Ranofer’s shoulders without taking her eyes off his **agitated** face. (*disturbed, excited*) [chap. 16]

The queen **obliterated** the dwarf with a gesture and nodded to Ranofer. (*to remove or destroy all traces of*) [chap. 16]

They had almost reached the door when a **peremptory** voice stopped them. (*expressive of urgency or command*) [chap. 16]

His manner was **impassive** and assured. (*giving no sign of feeling or emotion*) [chap. 16]

The sky was flaming when the door of the room behind him opened and Qa-nefer beckoned him **imperiously**. (*in a commanding, dominant, lordly manner*) [chap. 16]

Ranofer lifted wide, **incredulous** eyes. (*indisposed to admit or accept what is related as true*) [chap. 16]

“Your Majesty,” he said **tremulously**, “could I have a donkey?” (*affected with fear or timidity*) [chap. 16]

\*\*\*

**cedarwood:** large evergreen trees with fragrant, durable wood. The people of early Middle East civilizations used it for building palaces, ships, temples, and tombs. [chap. 16]

**ebony:** hard, black wood. This wood can be polished to an almost metallic luster. Ebony is used mainly for black piano keys, flutes, handles of knives and brushes, wood inlays on furniture, and other ornamental objects. [chap. 16]

**leopard pelt:** the skin of a leopard. A leopard is a large member of the cat family. Only the lion and tiger are larger. The coat of most leopards is light tan with many dense black spots. The tail has dark rings around it. The handsome markings of the leopard make its fur valuable for coats.<sup>6</sup> [chap. 16]

**anteroom:** a room placed before or forming an entrance to another and often used as a waiting room. [chap. 16]

**"a veritable pharaoh of a donkey":** possessing the characteristics of a king among donkeys; the finest. [chap. 16]

**High Chamberlain:** manages the household of a king or great noble. [chap. 16]

**surgeons of Egypt:** Egyptian surgeons were known throughout the world for their skill. Documents from ancient Egypt have been found that prove that they knew much about medicine that was forgotten or not passed down for hundreds of years, until it was re-discovered in more recent history 📖. [chap. 16]

#### To Discuss After You Read

- Q: Why is Ranofer surprised that Heqet saw a vulture? [chap. 15]  
 A: *Ranofer decides the kheft he was so afraid of was probably a vulture—it is a new thought*
- Q: Why does Ranofer decide to go to the palace to try to get help? [chap. 15]  
 A: *everyone has left the City of the Dead, and the Pharaoh doesn't cross the Nile until midday, hopefully he can find someone to listen*
- Q: Why did Ranofer avoid the main gate? [chap. 15]  
 A: *he didn't think the guards would believe him*
- Q: Why did the queen have a dwarf as part of her retinue? [chap. 15]  
 A: *his unusual size and appearance probably appealed to her as something different and exotic*
- Q: Irony is when something occurs that is strikingly different than what is expected, or language that is humorously sarcastic. Why is the dwarf's name ironic? [chap. 15]  
 A: *his name means "tall and beautiful," but as a dwarf, he is shorter than most*
- Q: How must Ranofer prove he is telling the truth? Why does this work? [chap. 16]  
 A: *he must tell the queen what object was leaning against the north wall of the burial chamber—which was her father's staff. Only people who had been inside the chamber would know the answer to her question*
- Q: What does Ranofer's requested reward make the court laugh? What does the request tell you about Ranofer? [chap. 16]  
 A: *when Ranofer could ask for anything from the queen, he simply asks for a donkey so he can carry out his previous*

*plan to be apprenticed to Zau. His request shows how pure, simple and humble his heart truly is*

- Q: How does Ranofer decide on the direction underground? [chap. 16]  
 A: *the coffins point west—toward the Land of the Gods*

#### Related Websites

For web sites on Ancient Egypt for Moms and Students (with links to dozens of sites on Ancient Egypt), visit our IG links page 📖.

**Favorite Poems Old and New** | "Slippery"—"Our Silly Little Sister" 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 | Lesson 2D

### Creative Expression

#### D: Write a Peace Treaty

Today, your students will pull topics from their notes from yesterday and create their own peace treaty. See "D: Write a Peace Treaty" on the **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.

6. Source: 2003 World Book Encyclopedia.

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

**International Children's Bible Field Guide** | Chapter 3, problem 5

**Memorization** | Psalm 90:1–6

**Credo: I Believe ... (CD)** | Track 7

### History, Geography and Biographies

**5-Day: The Kingfisher Atlas of World History** | pp. 20–21, 24–25

To Discuss After You Read

Q: Why didn't people of the Orkney Islands use wood to build their houses? What did they use instead? [pp. 20–21]

A: *there were no trees on the islands; they used stone*

Neolithic Age or Era, or New Stone Age: beginning from 10,000 BC and ending between 4,500 and 2,000 BC Note that in the Bible Tubal-Cain is said to have "forged all kinds of tools out of bronze and iron" (Genesis 4:22). The rough time frame for this section of Genesis is probably around 3,000 BC The Bronze Age is after the Stone Age and before the Iron Age. There is no set date agreed upon for the Bronze Age, with some dating it to around 3,500 BC to around 1,200 BC Although some people began working with iron earlier, the Iron Age is typically dated as beginning in 1,200 BC None of this information is in conflict with the biblical record, since scholars agree that work with bronze and iron existed earlier than their respective "ages," but did not become widespread until later. [pp. 20–21]

Stonehenge is the most well known ancient ruin in England. It's possible it served religious and community purposes, such as being used for gatherings. In particular, it was likely used in relation to the start of summer and winter (solstices). It is believed that it may have taken as many as 1,500 years to complete Stonehenge. Some large sandstones weighing as much as 25 tons were used. [pp. 20–21]

The Minoans and Mycenaean civilizations were located near the Mediterranean Sea and are part of a group of four cultures known as the Aegean civilization (the other two include Cycladic and Anataolian). [pp. 24–25]

Timeline and Map Activities

🕒 **Stonehenge built (ca. 2700 BC)**

**Current Events** | Report

### Read-Alouds

**5-Day: The Trojan War** | Part 2, Chapters 1–3

Vocabulary

Agamemnon ... walked down the rows of huts, inspecting his **muster** ... (*assembled group of military personnel*) [Part 2, chap. 3]

... Cynus, who, vast and unterrified, met the chariot in **mid-career** ... (*speed in a course*) [Part 2, chap. 3]

"... I can at least **hew** your armor to pieces ..." (*cut with blows of a heavy cutting instrument*) [Part 2, chap. 3]

To Discuss After You Read

Q: What is Cassandra's gift and punishment? [Part 2, chap. 1]

A: *she can foretell the future, but is never believed*

Q: How do Protesilaus' parents think differently about time than Laodamia? [Part 2, 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? [Part 2, 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*

Q: Why do Agamemnon and Achilles argue? [Part 2, chap. 3]

A: *Agamemnon accuses Achilles of laziness and taking glory merely because of his ancestry; Achilles accuses Agamemnon of poor leadership and cowardice*

Q: How does Cynus, the giant, die? [Part 2, chap. 3]

A: *he cannot be pierced with weapons, so Achilles chokes him*

Timeline and Map Activities

🌐 **Thebe (E7); the Pillars of Heracles (Hercules) (F1); Strait of Gibraltar (F1)** (map 1) [Part 2, chap. 1]

**5-Day: Favorite Poems Old and New** | "Bugle Song"—"The Man Who Hid ..." pp. 373–375 middle of page

**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*

**Creative Expression****5-Day: Dictation<sup>7</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. ■

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

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

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.

### 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 dictation passage:

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

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

compounds: \_\_\_\_\_

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.

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





## LA Week 3 Activity Sheet

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.

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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.

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### 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, which ended in a draw.

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 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.

[illegible]

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.

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Core W—Scope and Sequence: Schedule for Topics and Skills					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
1	Psalm 90:1–2	What You Should Know About the Bible	Early Man; Mesopotamia; Early Civilizations; Egyptians; Daily Life; 5-Day: Archaeology	<i>Fertile Crescent; Egypt; Mesopotamia; Middle East; China; Central America</i>	
2	Psalm 90:1–4	What's In Our Bible?	Summerians; Ammorites; Mesopotamia; Invention of Writing; Egyptians; 5-Day: Early Civilizations	<i>Mediterranean; Middle East; Egypt; Memphis; Ithaca</i>	
3	Psalm 90:1–6	In the Beginning	Minoans; Hittites; Greek Gods; Canaanites and Philistines; Desert; Nomads and Jews; 5-Day: Historical ages; Stone-henge; Aegean Civilization	<i>Mediterranean; Middle East; Israel; Canaan; 5-Day: Mycenae</i>	Abraham; Ramses; Samuel; Saul
4	Psalm 90:1–9	God Creates Man and Woman	Egypt; Hykos; Greece, Greek Mythology; Trojan War; Philistines; Mycenaeans; 5-Day: Hieroglyphics; Egyptians	<i>Red Sea; Greece; Troy; Judea</i>	Alexander the Great; Homer; Cleopatra
5	Psalm 90:1–11	Father Abraham	Hebrews; Phoenicians; Spartans; 5-Day: Phoenicians	<i>Jerusalem; Arabia; Phoenicia; Mediterranean; Sparta; Euphrates; Babylon</i>	Solomon; David
6	Psalm 90:1–13	Safe in Egypt	Olympics; Rome; Assyrians; the First Marathon; 5-Day: Babylonians; Persians	<i>Greece; Northern Africa; Lycia; Rome; Troy</i>	Sennacherib; Assur-bani-pal; St. Patrick; Nebuchadnezzar
7	Psalm 90:1–15	Freedom from Slavery	Persian Empire; Buddhism; Mohenjo-Daro; Indus Valley; Ancient China; Confucius; 5-Day: Indus Valley	<i>Babylon; Persia; Jerusalem; Gaul; Japan; Asia; Greece; Athens</i>	Cyrus; King Darius; Xerxes; Alexander the Great; Archimedes; Gautama Buddha; Confucius
8	Psalm 90:1–17	Law and the Holy Tent	Rome becomes a Republic; Persian Empire; 5-Day: Athens and Sparta	<i>Athens; Sparta; Persian Empire; Marathon</i>	Darius
9	1 Corinthians 13:1–2	Living in the Wilderness	Greeks & Persians; Greek Golden Age; Parthenon; Peloponnesian Wars; 5-Day: Greeks	<i>Athens; Greece; Mediterranean</i>	Pythagoras; Socrates
10	1 Corinthians 13:1–4	Victory	Greeks; Alexander the Great; Scythians; First Punic War; 5-Day: Alexander the Great; Great Wall of China; Confucianism; Taoism	<i>Macedonia; Greece; Egypt; India; Alexandria; Italy</i>	Alexander the Great; Aristotle; Philip of Macedonia
11	1 Corinthians 13:1–6	When Judges Ruled	Second & Third Punic Wars; China—Han Empire; Japan; Ancient American Cultures; Celts; The Roman Empire; 5-Day: Aksum, Guptas in India; Buddhism, Hinduism; Early Americans	<i>Spain; the Alps; Carthage; Axum; Gaul; Rome</i>	Hannibal; King Ezana of Axum
12	1 Corinthians 13	Israel's First King	Imperial Rome; Jesus and the first Christians; 5-Day: Christianity in Rome, Nero	<i>Britain; Israel; Rome</i>	Julius Caesar; Charlemagne; Virgil, Horace, Octavius; Stephan—first martyr

(continued on the following page)

## Core W—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
13	1 Corinthians 13	Israel's Greatest Kings	Christianity in Rome; Tyranny of Nero; Destruction of Jerusalem; the Jewish vs. the Christian faith; 5-Day: Christianity in Rome	<i>Roman Empire; Pompeii; Jerusalem</i>	Theodosius; Nero; Titus, Marcus Aurelius; Augustus Caesar
14	1 Corinthians 13	Worship and Be Wise	Christianity in AD 200-300; The Byzantine Empire; Barbarians; Huns & Germans; The fall of Rome; Dark Ages; Middle Ages; Visigoths & Vandals; 5-Day: Middle Ages—Christianity and Islam; St. Patrick	<i>Constantinople; Europe; Africa; Gaul</i>	Constantine; Attila the Hun; Odoacer
15	Psalms 15	Kings and Prophets in Israel	The Byzantine Empire; the influence of gunpowder; Barbarian kingdoms; Monks; 5-Day: Christianity in the Byzantine Empire	<i>Europe; Byzantine Empire</i>	Justinian; King Arthur; Benedict
16	Psalms 15	Adventures of Elijah and Elisha	Arabs conquer North Africa; Beduins; Islam; Arab, Muslim and Christian innovations; Muslim culture; 5-Day: Islam	<i>Mediterranean Nations; India; Africa; Mecca</i>	King Ezana of Ethiopia; Muhammad
17	Psalms 15	Kings and Prophets in Judah	The Dark Ages; Holy Roman Emperors; Anglo-saxon kings; Vikings in America; 5-Day: Charlemagne	<i>Eastern Europe; Denmark; Barbados; Bermuda; North Atlantic; America</i>	Charlemagne; King Alfred; Leif Erikson
18	Exodus 20:1–2	In a Strange Land	Vikings; Medieval Weaponry, castles and the feudal system; Knights; European society in the Middle Ages; 5-Day: Vikings	<i>Newfoundland; Greenland; Ireland; Russia; Britain</i>	Queen Elizabeth
19	Exodus 20:1–4	Rebuild Jerusalem and Wait	Middle Ages: Merchants, Government; Norman Conquests; The Battle of Hastings; 5-Day: The Crusades	<i>Baltic Sea; Normandy; France; Hastings; England</i>	William the Conqueror
20	Exodus 20:1–6	The World of Jesus	The Crusades; Three Kingdoms of Africa; Gothic Architecture; Cathedrals, Medieval art; 5-Day: Interior of Africa, Timbuktu, Coptic Christians	<i>Europe; Jerusalem; Africa; Morocco; Portugal</i>	King Richard; Mansa Musa; Sunni Ali Ber
21	Exodus 20:1–8	Jesus' Birth and Boyhood	The Magna Carta; Scottish Independence; Duchy of Burgundy; War of the Roses; Hundred Years' War; Mongols; The Silk Route; 5-Day: Ghengis Khan, Mongols, Enlightenment, Absolute Monarchs	<i>England; New York State; France; China; Mongolia</i>	Edward I; William Wallace; Robert Bruce; Edward II; Tudors; Richard III; King Henry VII; Alexander the Great; Genghis Khan; Kublai Khan; Marco Polo
22	Exodus 20:1–10	Jesus' Baptism and Temptation	Tartars; Russians; Moors; Hundred Years' War; Black Death; Vandals; Arab Muslims expand their territory; Hindu Kings; Mamelukes; 5-Day: India, China, Japan, Eastern Religions	<i>Spain; Hungary; Portugal; France; Northern Africa; West Africa; India; South-east Asia</i>	Vladimir, Prince of Kiev; Holy Roman Emperors; Stephan; Teutonic Knights; Joan of Arc; Justinian

(continued on the following page)

Core W—Scope and Sequence: Schedule for Topics and Skills					
Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
23	Exodus 20:1–12	The Power and Love of Jesus	Pacific Islanders; the printing press; Muslims conquer Constantinople; end of the Middle Ages; the Ottoman Empire; 5-Day: Polynesians; Mayans; Aztecs	<i>Yorktown; The New World; Portugal; Spain; Genoa; Italy; China; West Indies</i>	Johann Gutenberg; Christopher Columbus; Amerigo Vespucci; Montezuma II
24	Exodus 20:1–14	The Parables and Teachings of Jesus	Age of Discovery: Europeans travel the world extensively in search of trade routes; Aztecs & Mayans; Incans; Toltecs; East Africa; 5-Day: Aztecs, Incans and the Spanish	<i>Explorers' Routes; Europe; Tenochtitlán; Central America</i>	Vasco da Gama; John Cabot; Vasco Núñez de Balboa; Ferdinand Magellan; Juan Ponce de Leon; Hernando Cortés; Francisco Pizarro
25	Exodus 20:1–16	Disciples and Followers of Jesus	European Renaissance; the Ottoman Empire; Catholic and Protestant Church split; 5-Day: Renaissance, Ottomans, Moguls	<i>Geneva; Hungary; Europe,</i>	Michaelangelo; Raphael; Leonardo da Vinci; Sir Francis Drake; Martin Luther; King Henry VIII
26	Exodus 20:1–17	Enemies and Opponents of Jesus	The Reformation; St. Bartholomew's day Massacre; Spanish Armada; Elizabethan Era; King James Bible; 5-Day: The Reformation, Counter-Reformation, England	<i>Europe; Virginia; North Carolina; English Channel; India</i>	John Calvin; Queen Elizabeth I; Sir Walter Raleigh; William Shakespeare; King James I; 5-Day: Guy Fawkes, Mary Tudor
27	Poem	The Death and Resurrection of Jesus	England's Glorious Revolution: introduction of parliamentary government; The plague in England; Great Fire of London; English Bill of Rights; Thirty Years' War, Treaty of Westphalia; 5-Day: European nations grow in power and wealth, Spanish Armada, St. Bartholomew's Day	<i>London; Moscow; Holy Roman Empire; Romania</i>	Cromwell; King Charles II; Louis XIV; Sun King; Louis IX; 5-Day: Charles V, Prince Henry the Navigator, Sir Isaac Newton, Galileo Galilei, Voltaire
28	Poem	The Church Begins	The Seven Years War; Colonization of America; The Slave Trade; British control of India; Agricultural Revolution; 5-Day: Peter the Great, Russian History, Slave Trade, Spice Trade, Australia	<i>Russia; Europe; South Seas; North America</i>	Peter the Great; Frederick the Great; Catherine of Russia
29	Poem	The Church Grows	American Revolution; Declaration of Independence; Battle of Saratoga; French Revolution; Reign of Terror; 5-Day: American Colonization, U.S. Constitution, French Revolution	<i>American Colonies; England; France,</i>	Benjamin Franklin; Thomas Jefferson; George Washington; 5-Day: Napoleon Bonaparte
30	Poem	Paul's Missionary Adventures	Napoleon's Empire; Toussaint L'Ouverture; South American Independence; Mexican Independence; 5-Day: Empires vs. Independent Countries, political philosophies, modern inventions, Napoleon	<i>South America; Central America; North America</i>	Napoleon Bonaparte; Simon Bolivar

(continued on the following page)



## Core W—Scope and Sequence: Schedule for Topics and Skills

Week	Memory Work	Bible Reading	History/Social Studies	Geography	Biography
31	Poem	Under Arrest!	History of Classical Music; Victorian Age; Crimean War; Western trade with Asia; American Civil War; European states unite to form modern nations; Franco-Prussian War; 5-Day: British Empire, American Civil War, Native Americans, European naval arms race, British-Boer War	<i>Japan; France; Germany; Italy; Prussian Empire</i>	George Frideric Handel; Johann Sebastian Bach; Wolfgang Amadeus Mozart; Ludwig van Beethoven; Wilhelm Richard Wagner; Queen Victoria; Florence Nightingale
32	Poem	Paul's Letters to Troubled Churches	Modern Inventions; Industrial Revolution; European control of Africa; Western Expansion of the United States; Chinese Dynasties; 5-Day: Manchus rule in China, Dalai Lama, Vasco de Gama	<i>Europe; Japan; Korea; Hawaii; the Philippines; Cuba; Indonesia</i>	Inventors: James Watt, George Stephenson, Robert Fulton, Samuel F.B. Morse, Alexander Graham Bell, Thomas Alva Edison, The Wright brothers, Guglielmo Marconi; Brother Andrew; 5-Day: Vasco de Gama
33	Proverbs 3:1–3	Paul's Letters to Strengthen Christians	World War I; The Russian Revolution; Treaty of Versailles; League of Nations; Great Depression; 5-Day: World War I, Bolshevik Revolution, Cold War, Great Depression	<i>Yugoslavia; Nations involved in WWI; Switzerland; Italy; Japan; Manchuria; China; Ethiopia; Spain; Russia; Germany; Iron Curtain</i>	Franklin D. Roosevelt; 5-Day: Josef Stalin, Mikhail Gorbachev
34	Proverbs 3:1–6	Letters to Young Leaders	China: the People's Republic, Great Leap Forward, Cultural Revolution; The Great depression; World War II: causes, significant U.S. Battles, alliances, fascism; 5-Day: European forms of government, WWII	<i>Nations involved in WWII; British Empire nations; places impacted by WWII; Area controlled by Germany and Japan</i>	Winston Churchill, Adolf Hitler
35	Proverbs 3:1–9	Letters to Encourage Christians	Civil Disobedience; Changes after World War II; India's Independence; African Independence; Protestant missionaries; Communism; Russian Revolution; USSR & Communist Russia; Korean War; Viet Nam War; 5-Day: Cold War, Martin Luther King, Jr., Communism in China, end of European empires	<i>Ghana; Kenya; Bahamas; Jamaica; Algeria; Philippines; Communist nations</i>	Mahatma Gandhi; Stalin
36	Proverbs 3:1–12	Things to Come	Conflict in the Middle East; Cold War; Space Race; Fall of Communism; Our World Today; 5-Day: Latin American Independence, Middle East, Israel, Europe after World War II, War Against Terror	<i>Russia; China; Middle East; Communist nations; United States</i>	

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Language Arts W—Scope and Sequence: Schedule for Topics and Skills		
Week	Mechanics Practice	Creative Expression
1	adjectives	Write Your Descriptive Paragraph (Descriptive)
2	hyphens and dashes	Spatial Organization (Descriptive/Imaginative)
3	nouns	Point of View (Creative/Reflection)
4	verbs: action verbs, helping verbs, singular and plural verbs	Topic Sentences (Strategy: Topic Sentences, Unity, Coherence)
5	verb forms: transitive, intransitive, direct objects, indirect objects	Identify Elaboration (Strategy: Elaboration)
6	pronouns and antecedents; gender of pronouns	Dialog and Attributions (Strategy: Dialog)
7	verb tenses: simple, perfect, continuous	Symbolism (Strategy: Symbolism, Expository/Analysis)
8	rules for capitalization	Avoiding Clichés (Strategy: Cliché, Tone; Creative—Mystery)
9	complete sentences; linking verbs; predicate nouns and predicate adjectives	Character Development (Creative—Mystery)
10	person of pronouns	Comparison/Contrast (Persuasive/Compare and Contrast)
11	types of adverbs	Transitions (Writing Process; Revisions; Transitions)
12	prepositions, object of the preposition, prepositional phrases	A Good Hook (Hooks; Writing Style)
13	phrases: noun, adverb, verb; appositives, verbal phrases	Poetry Dissection (Poetry: Analyze; Compare/Contrast)
14	clauses: independent clauses; coordinating conjunctions; correlative conjunctions	Imagery (Poetry: Imagery; Apostrophe; Theme)
15	colons and semicolons; conjunctive adverbs	Change the Tone (Strategy: Tone, Setting)
16	active and passive voice	Where and When (Literary Elements: Argumentative)
17	verbals: gerunds, participles, infinitives	Ad Copy (Advertisements)
18	dependent clauses; subordinating conjunctions; relative pronouns	Prepare for the Definition Essay (Expository: denotative/connotative definition of honor)
19	plurals	The Introduction (Strategy: Introductions and Conclusions)
20	subjects & predicates: simple, complete, compound	Aphorisms (Poetry: Kigo, Tanka; poetry analysis)

(continued on the following page)

## Language Arts W—Scope and Sequence: Schedule for Topics and Skills

Week	Mechanics Practice	Creative Expression
21	pronouns: intensive, reflexive, indefinite	Research Paper: Thesis; Gather Sources; Write Source Cards
22	synonyms and antonyms	Research Paper: Record Research on Note Cards
23	apostrophes	Research Paper: Outline / Body Paragraphs
24	sentence structure: simple, compound, complex; how to write titles	Research Paper: Write Introduction & Conclusion; Revise; Final Draft
25	ways to improve writing: double-negatives, run-on sentences, rambling sentences, fragments	Coming Soon, to a Bookshelf Near You! (Book Commercial: summary; persuasion)
26	ellipses and parentheses	Hear Ye, Hear Ye... (Oral Presentation)
27	agreement: subject-verb & noun-pronoun; personification	The Newspaper Article (Newspaper/Expository/Creative)
28	adjective and adverb forms: positive, comparative, superlative	Soft News from the Russian Revolution (Newspaper/Expository/Creative)
29	types of adjectives	The Speaker in the Poem (Poetry: Recitation/Memorization)
30	quotation marks	Year of Impossible Assignments (Expository; Reflection)
31	types of sentences: declarative, imperative, interrogative, exclamatory	Number the Stars (Analysis/Argumentative)
32	types of pronouns	A Veiled Unveiling (Description)
33	spelling rules	The Good Fight (Literary Analysis)
34	commas	Careers—I want to be ... (Research; Business Communication; Reflection)
35	writing numbers	Fairy Tales with a Twist (Fairy Tales/Creative Writing)
36	commonly misused words	Lights, Camera, Action! (Oral Presentation)

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