

**Unit:** #1 – Ancients**Week:** 1/6**History Theme:** Old Testament (1 of 2 weeks)**Science Theme:** Creationism (1 of 2 weeks)**BOOK LIST****Independent:***Exodus* by Brian Wildsmith **(EX)** ISBN 0802851754*Old Testament Days* by Nancy Sanders **(OTD)** ISBN 1556523548

Note: Have your student read all of the information on the pages even though he will not be doing most of the projects. Even though this is a project book, it gives a comfortable overview of the time period. Feel free to add projects from this book, other than those noted, or to allow your student to do them in his free time.

**Listening:***Mara, Daughter of the Nile* by Eloise McGraw **(MDN)** ISBN 0140319298

Note: the setting of this book falls later in the Ancients unit. However, you will be reading this book throughout most of this unit and therefore, you need to start early.

**Read Together:***Genesis for Kids* by Doug Lambier **(GK)** ISBN 0849940346*What the Bible is All About* by Henrietta Mears **(BAA)** ISBN 0830723633

Note: we will use this book in grades 3<sup>rd</sup>-5<sup>th</sup> covering different aspects of the Bible. For 4<sup>th</sup> grade, the goal is to give your student an overview of the order of events in the Bible. This is a "big picture" year with less focus on detail. Read and discuss the "Outline" or "Summary" portion on the pages noted and do project #1 for reinforcement. As well, your student will examine Discoveries from the Past, or archeological finds that support events in the Bible. Some description of the section to be read is given for those who may have a different edition of BAA.

*The Bible* (use the version with which you're most comfortable)**Reference Books & Materials**Read the Teacher's Overview of this unit if you own the [Intermediate Unit Program](#)

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|---|---|
| 1) note cards   | 16) helium balloon  |
| 2) round piece of fabric (2-3 ft in diameter)           | 17) fishing rod and reel  |
| 3) scissors   | 18) small thermometer   |
| 4) ruler  | 19) strong thread or string   |
| 5) 2 yards of 1-inch wide fabric ribbon                 | 20) 2 dinner plates   |
| 6) wooden spoon   | 21) tea kettle  |
| 7) several bright colors and black acrylic craft paints | 22) oven mitts  |
| 8) paint brushes  | 23) clear plastic soft drink bottle                                     |
| 9) egg carton   | 24) matches   |
| 10) narrow red ribbon (1-2 inches)                      | 25) pennies   |
| 11) glue  | 26) a jar with a lid  |
| 12) tv with remote                                      | 27) aspirin   |
| 13) tape measure  | 28) white chalk   |
| 14) "IR blockers" – piece of wood, book, plastic plate  | 29) powdered sugar  |
| 15) flashlight  | 30) purple cabbage  |
| 16) helium balloon                                      | 31) acid/base test substances (lemon, soap, vinegar, baking soda, etc.) |

## **Unit Themes/Objectives**

**History Theme:** Old Testament

### **History Objectives**

- Discover the life and culture of the OT times
- Develop an outline or summary of each OT book in order

**Science Theme:** Creationism

### **Science Objectives**

- Understand scientific concepts behind the days of creation including:
  - Electromagnetic waves and spectrum
  - The troposphere and atmosphere
  - Matter, molecules, elements and properties
  - Acids, bases, pH balances

### **Language Arts Objective**

- Understand that a complete sentence is made up of a subject and predicate

### **Fine Arts Objective**

- None for this week

### **Projects**

- Multiple science experiments
- Write with hieroglyphs
- Make an ancient table
- Create a serpent head throwing stick
- Recreate the Jewish calendar
- Begin history note cards of OT books

<b>History/Reading/Geography</b>		
<b>Day 1</b>	<b>Reading:</b> EX – all OTD – Introduction, pp. 6 - 7 MDN – Ch 1 BAA* – pp. 25, 32, 35, 39, 41, 43 <i>You are reading the overview pgs for Gen. – Lev. and the 'Discoveries from the Past' Section for each book</i>	<b>Globe/Map Skills/Timeline/Discussion:</b> OTD - Examine and discuss the timeline at the beginning of the book. If you are keeping up a wall or timeline notebook <sup>1</sup> , have your student add pertinent dates. Map – have your student draw and label the map from page 1. BAA - See project 1.
	<b>Poetry/Fine Arts:</b> none <sup>2</sup>	<b>Projects:</b> OTD – p. 7, write a message to a friend or family member using hieroglyphs.
<b>Day 2</b>	<b>Reading:</b> OTD – pp. 9 -20 MDN – Ch 2 BAA – pp 45, 51, 53, 54, 55, 60, 61, 66 <i>Same as above for Num.-Judges</i>	<b>Globe/Map Skills/Timeline/Discussion:</b> BAA - Continue project 1
	<b>Poetry/Fine Arts:</b> none	<b>Projects:</b> OTD – p. 15 “Make A Table”
<b>Day 3</b>	<b>Reading:</b> OTD – pp. 21-24, 29,32, 35, 39-40, 43-45 MDN – Ch 3 BAA - pp 67, 71, 77, 78, 83) <i>Same as above for Ruth-II Sam.</i>	<b>Globe/Map Skills/Timeline/Discussion:</b> BAA - Continue project 1
	<b>Poetry/Fine Arts:</b> none	<b>Projects:</b> none
<b>Day 4</b>	<b>Reading:</b> OTD – pp. 47-48, 51, 54-57, 59-63 MDN – Ch 4 BAA – pp 84, 91, 92, 100, 101, 105, 107 <i>Same as above for 1 Kings-II Chron.</i>	<b>Globe/Map Skills/Timeline/Discussion:</b> BAA - Continue project 1
	<b>Poetry/Fine Arts:</b> none	<b>Projects:</b> OTD – p. 55 “Serpent Headed Throwing Stick”
<b>Day 5</b>	<b>Reading:</b> OTD – pp. 62-67, 69-71, 74-77 MDN – Ch 5 BAA – pp 108, 111, 112, 116, 119 <i>Same as above for Ezra-Esther</i>	<b>Globe/Map Skills/Timeline/Discussion:</b> BAA - Continue project 1
	<b>Poetry/Fine Arts:</b> none	<b>Projects:</b> OTD – p. 78 recreate the Jewish calendar

<sup>1</sup>Templates for a wall or notebook timeline may be found in the *TUACP K-5 Teacher's Manual*.

<sup>2</sup>Due to the amount of reading material and projects in this section of this unit, we will not include poetry or fine arts for the first two weeks.

Science		Memory Work
<i>Reading:</i> Genesis 1:3 - 5 GK "Catch a Wave" p. 18 and "Parting Shot" p. 24. Concept: <b>Electromagnetic waves allow us to see things.</b>	<i>Discussion:</i> How do electromagnetic waves work? What is the electromagnetic spectrum?	<u>Science sentence:</u> We can see things because of electromagnetic waves.
<i>Projects/Experiments:</i> GK - #1 "IR Blockers" p. 18 and #2 "TV Like Never Before" p. 19. Have your student sketch the electromagnetic spectrum at the bottom of page 19.		<u>History sentence:</u> The Rosetta Stone and the Dead Sea scrolls are important ancient discoveries.
<i>Reading:</i> Genesis 1:6 - 8 GK "Reaching for the Sky" p. 36 and "Parting Shot" p. 40. Concept: <b>God created the troposphere as the perfect environment for His children.</b>	<i>Discussion:</i> God created the perfect balance of pressure, gases and weather. Could this have happened by chance? How important to our lives that we have this balance in our troposphere?	<u>Science:</u> We live in the troposphere with the atmosphere above us.  <u>History:</u> Abraham and Sarah were born in Ur, which was in Babylonia.
<i>Projects/Experiments:</i> GK - #1 "Reaching for the Sky" p. 37, #2 "Rain, Rain Go Away" p. 38 and "A Cloud in a Bottle" p. 39.		
<i>Reading:</i> Genesis 1: 9 - 13 GK "Elementary, My Good Doctor" p. 54 and "White Powders" p. 56. Concepts: <b>Matter is made up of molecules. Elements combine to make molecules. Properties are the signatures of elements and molecules.</b>	<i>Discussion:</i> Discuss the relationship between matter, molecule, elements and properties. Also discuss the continual logic that God used when He designed the world, creating all things to work together in a variety of ways.	<u>Science sentence:</u> Matter is made up of molecules and molecules are made up of elements.  <u>History:</u> Altars were often built on the sites of important events.
<i>Projects/Experiments:</i> GK - #1 "Elementary..." p. 54 and #2 "White Powders" p. 56.		
<i>Reading:</i> This is a continuation of the Creation Day 3 study. GK "Acids" p. 57 and "Parting Shot" p. 64. Concept: <b>The pH number determines whether a substance is an acid or a base.</b>	<i>Discussion:</i> What is an acid? What is a base? What does neutral mean concerning pH balances? The pH balance of a swimming pool containing chlorine is very important. Why might that be?	<u>Science sentence:</u> A substance may be an acid or a base, depending on its pH.  <u>History:</u> The Tabernacle was used as a special meeting place to worship God.
<i>Projects/Experiments:</i> GK #1 "pH: Make Your Own Indicator" p. 58. Have your student create a chart to document the results of this experiment.		
<i>Reading:</i> Review reading and scripture from this week.	<i>Discussion:</i> Review concepts from this week.	See narration directions for recitation of history and science sentences.
<i>Projects/Experiments:</i>  none		

<b>Narration/Copy Work/ Writing/Dictation</b>	<b>Grammar/ Writing Skills</b>	<b>Vocabulary/ Spelling</b>
<p>Have your student copy the history and science sentences for today's lesson.</p> <p>Have your student neatly copy the following taken from EX:</p> <ol style="list-style-type: none"> <li>1. <i>A Hebrew woman gave birth to a son.</i></li> <li>2. <i>Pharaoh's daughter came down to the river to bathe.</i></li> <li>3. <i>The woman took the baby and nursed him.</i></li> </ol> <p>Review and have your student make any necessary corrections.</p>	<p><b>A complete sentence is made up of a subject and a predicate.</b> A subject defines whom or what while the predicate explains something about the subject. Use your student's copy work from today to demonstrate the division of subject and predicate (key for this assignment follows this week's projects).</p>	<p>Orally review these from science: electromagnetic waves, electromagnetic spectrum.</p> <p>History: archaeologists, Dead Sea scrolls, Rosetta Stone</p> <hr/> <p>Have your student neatly copy each of the spelling words from OTD: read (1), leave (1), area (2), people (6), ancient (7), message (7), grew (9), born (12), kept (13), wealthy (13), water (13), wool (14), spread (14)</p>
<p>Have your student copy the history and science sentences for today's lesson.</p> <p>Have your student neatly copy the following taken from MDN:</p> <ol style="list-style-type: none"> <li>1. <i>Doorways were blue-black in white buildings.</i></li> <li>2. <i>Sweating porters hurried in and out.</i></li> <li>3. <i>Nekonkh chewed his lip.</i></li> </ol> <p>Review and have your student make any necessary corrections.</p>	<p>Have your student divide today's copy work sentences into subjects and predicates, as demonstrated yesterday (key for this assignment follows this week's projects).</p>	<p>Orally review this word from science: troposphere.</p> <p>History: ziggurat, nomads</p> <hr/> <p>Note that "ea" is used four times in this week's word list. Have your student copy those four words, orally spelling them as he writes. What two different sounds does he hear even though the spellings are the same? (short e and long e)</p>
<p>Have your student copy the history and science sentences for today's lesson.</p> <p>Have your student neatly copy the three sentences from today's science concepts. Review and have your student make any necessary corrections.</p>	<p>Have your student divide today's copy work sentences into subjects and predicates.</p>	<p>Orally review these from science: troposphere, matter, elements, molecules</p> <p>History: tunic, loom, hospitality, idols, sacrifice</p> <hr/> <p>Using letter or Scrabble™ tiles, have your student create each of the spelling words, orally spelling them, as well.</p>
<p>Have your student copy the science sentences for today's lesson.</p>	<p>Have your student look for 5 basic sentences in today's readings of OTD to copy neatly. Then have him divide them into subjects and predicates.</p>	<p>Orally review these from science: properties, pH, acid, base</p> <p>History: Tabernacle</p> <hr/> <p>Give your student an oral spelling test (no writing).</p>
<p>Have your student copy the science sentences for today's lesson.</p> <p>Recite the history and science sentences for this week.</p> <p>Dictate each of the spelling words to your student and have him write them from memory.</p>	<p>Have your student copy the writing rule for this week:</p> <ol style="list-style-type: none"> <li>1. A complete sentence is made up of a subject and a predicate.</li> </ol>	<p>Orally quiz your student on all science and history vocabulary from this week.</p> <hr/> <p>See narration directions for spelling dictation.</p>

## Project Directions:

1. Bible history cards: Using the "Outline" section (If there is only a "Summary" section in the chapter, you can decide not to do a history card for that chapter or just do an overview card of that chapter without historical events) of each chapter in BAA, create history cards using note cards. On one side, have your student write the major event as noted in the book. On the other side of the card, have your student write the Bible reference verse(s).

As your student completes cards, consider doing some or all of the following activities:

- mix them up and put them back in proper order according to a Biblical timeline
- with friends or family members, put the cards in a pile and then have each person draw a card and place it face up on the table before or after the other cards in the proper order. You can give points for correct placement with extra points for correcting someone's errors
- place the cards in improper order and have your student correct the card placement
- have your student give the Bible reference for the event.

## Answer Key for Grammar/Writing Skills:

Day 1:

1. A Hebrew woman / gave birth to a son.
2. Pharaoh's daughter / came down to the river to bathe.
3. The woman / took the baby and nursed him.

Day 2:

1. Doorways / were blue-black in white buildings.
2. Sweating porters / hurried in and out.
3. Nekonkh / chewed his lip.