

Unit: #1 - Ancients

Week: 1/6

History Theme: Ancient Israelites, Egyptians and other
Ancients

Science Theme: Creation and Evolution (1st of 2 weeks)

BOOK LIST

Independent:

The Amazing Story of Creation by Duane T. Gish **(ASC)** ISBN-10
0890511209; ISBN-13 978-0890511206

Note: This book could also be read together. It has many profound concepts that could be reinforced by discussion. If you choose to have your student read this independently, we suggest he give you an oral narration each day to ensure that major concepts are understood.

The Seventy Wonders of the Ancient World by Christopher Scarre
(SWAW) ISBN 0500050961

Note: This optional book should be perused rather than read cover to cover. It has wonderful photos of many ancient works, as well as descriptions of how These wonders were built without the benefit of modern building techniques.

Listening/Read Together:

Hittite Warrior by Joanne Williamson **(HW)** ISBN-10 1883937388 ISBN-13
978-1883937386

In the Days of the Pharaohs: a Look at Ancient Egypt by Milton Meltzer
(DP) ISBN 053111791X

Ancient Israelites and Their Neighbors by Marian Broida **(AI)** ISBN
1556524579

Watch Together:

Building the Great Pyramid (DVD) published by the BBC in 2003
(BGP) ISBN 0790774259

SUPPLY LIST/RESOURCE BOOKS

Read the Teacher's Overview for this unit if you have the [Preparatory Unit Program](#)

Salt dough - flour, salt and water

Copy of chart at the end of this week's lesson plans Copies of timeline forms*

Timetables in History by Bernard Grun

[Wondermaps](#) by Bright Ideas Press

A world atlas

Notecards

Hint: There is more information about setting up timelines in our Teacher's Manual.

Unit Themes/Objectives

History Theme: Ancient Israelites, Egyptians and other Ancients

History Objectives

- Learn about some of the major ancient Canaanite civilizations during Old Testament times
- Compare with and contrast these early civilizations to the Israelites
- Understand how geography allowed Ancient Egypt to flourish

Science Theme: Creation

Science Objectives

- Understand definitions of creationism, evolutionary theory and the Big Bang Theory
- Learn that creationism is generally supported by scientific discovery, while the theory of evolution is not
- Discover that there are two immutable laws of science

Language Arts Objectives

- Analytical Reading Skills: Make inferences and conclusions from context
- Writing: research/note-taking
- Practice oral narration
- Capitalization: titles of books
- Writing: a bibliography reference

Fine Arts Objectives

- Observe photographs of ancient works of architecture and read how they were built without the benefit of modern technology
- Learn about the characteristics of and read Hebrew poetry as expressed in the Psalms

Projects

- Create a salt map of the Middle East
- Examine newspaper/periodical articles to identify creationist/evolutionary world views (1 of 2 weeks)
- Begin timeline project
- Watch a video about the building of the Great Pyramid

History/Reading/Geography		
Day 1	<p><i>Reading:</i> DP – read Intro and Ch. 1 AI - x to xix HW – Ch 1-2</p>	<p><i>Time Line/Globe/Map Skills:</i> Point out that a civilization can't develop unless it has adequate food and water and is safe from sudden attack from its enemies. Discuss the geographical features of Ancient Egypt. Note that much of the surrounding land is desert or water, both affording natural protection from enemies.</p>
	<p><i>Poetry/Fine Arts:</i> There are five books in the Bible that are considered Hebrew poetry: <i>Job, Psalms, Proverbs, Ecclesiastes</i> and the <i>Song of Solomon</i>. We recommend you read 1-2 Psalms a day during this unit. Point out to your student that Hebrew poetry doesn't rhyme, like much of ours does. Instead of repeating sounds, Hebrew poets repeat <i>ideas</i>. For example: Psalm 19:1 <i>The heavens declare the glory of God; The skies proclaim the work of His hands.</i></p>	<p><i>Projects:</i> Reproduce the map on p. 8 – DP using salt dough. See Project Directions for instructions. Note that this project will take 2-3 days to complete.</p>
Day 2	<p><i>Reading:</i> DP – Ch. 2 AI – pp 1-15 HW – Ch 3</p>	<p><i>Time Line/Globe/Map Skills:</i> Have your student identify the area from his salt map on a world map and on a globe. Note the boundaries of Egypt on a modern map. Also follow the Nile on a modern map. What countries does it travel through today? How did the Nile provide food as well as water? (Annual flooding allowed for farming as well as providing fish and water for animals.)</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> Have your student continue to work on painting and labeling his salt map once it's dry.</p>
Day 3	<p><i>Reading:</i> DP – Ch 3, AI – pp 16-27, HW - Ch 4</p>	<p><i>Time Line/Globe/Map Skills:</i> After today's reading (DP), discuss pharaohs being considered 1/2 god and 1/2 man. How would this benefit a leader to be considered divine?</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> none</p>
Day 4	<p><i>Reading:</i> DP – Ch 4 AI – pp 28-35 HW – Ch 5</p>	<p><i>Time Line/Globe/Map Skills:</i> BGP - If time allows watch this entertaining and informative DVD with your student.</p>
	<p><i>Poetry/Fine Arts:</i> none</p>	<p><i>Projects:</i> none</p>
Day 5	<p><i>Reading:</i> DP – Ch 5 AI – pp 36-47 HW – Ch 6</p>	<p><i>Time Line/Globe/Map Skills:</i> Introduce the timeline activity for your student, and let him know to be looking for dates to add to his timeline as he does his history and science reading. Have your student begin with Creation, and add the beginning and the ending of the first few periods of Egyptian history using the timeline on p. 146 of DP. Also add some of the dates from the front of AI.</p>
	<p><i>Poetry/Fine Arts:</i> SWAW – Have your student view and read about the Pyramids of Giza on p. 21 and the Pharos on p. 45.</p>	<p><i>Projects:</i> none</p>

Science		Memory Work
<p><i>Reading and Discussion:</i> ASC – Read the Introduction with your student. Discuss the definitions of <i>creationism</i>, <i>creationist</i>, <i>theory</i>, <i>evolution</i>, and <i>evolutionist</i> and have your student write the definitions in his science notebook. Also introduce the idea that authors write from their point of view and that, as readers, we need to try and recognize an author's point of view, or bias, as we read.</p>		<p>Have your student make vocabulary cards if that is an easier format for him to learn vocabulary words. Review history vocabulary as well, found on the next page under Vocabulary.</p>
<p><i>Projects/Experiments:</i> Start looking in the daily paper/periodicals that you encounter for articles that assume the Creationist or Evolutionist viewpoint. Read with your student and note the author's viewpoint. This models analytical reading and will be a process that takes a few years to learn, but is important to develop through the middle and high school years. Continue this activity as you read ASC for the next two weeks.</p>		
<p><i>Reading:</i> ASC – Ch 1</p>	<p><i>Discussion:</i> Review the definition of the 'Big Bang Theory' from today's reading and have your student include this with other definitions in his science notebook. Review other definitions from yesterday.</p>	<p><i>For as the heavens are higher than the earth, so are My ways higher than your ways, and My thoughts than your thoughts. Isaiah 55:9</i></p>
<p><i>Projects/Experiments:</i> Continue article reading and discussion</p>		
<p><i>Reading:</i> ASC – Ch 2</p>	<p><i>Discussion:</i> Ask your student: Why do you think the earth could not have been created by 'accident'? (Look in the chapter for help if necessary.)</p>	<p>none</p>
<p><i>Projects/Experiments:</i> Continue article reading and discussion</p>		
<p><i>Reading:</i> ASC – Ch 3</p>	<p><i>Discussion:</i> See today's Science Writing assignment on the next page.</p>	<p>There are two unchangeable laws of nature: 1. Life can only come from preexisting life and; 2. <i>Like</i> only comes from <i>like</i>.</p>
<p><i>Projects/Experiments:</i> Continue article reading and discussion</p>		
<p><i>Reading:</i> ASC – Ch 4</p>	<p><i>Discussion:</i> Review the information on mutation and its role in the theory of evolution (pp. 42-43.) Reinforce the fact that mutations are bad, not good, and that there is no scientific proof that harmful mutations "ever produce stronger, new species."</p>	<p>Mutations are bad, not good, and there is no scientific proof that harmful mutations ever produce a stronger new species.</p>
<p><i>Projects/Experiments:</i> Continue article reading and discussion</p>		

Vocabulary: creationist, creationism, theory, theory of evolution, evolutionist, Big Bang theory

Narration/Copy Work/ Writing/Dictation	Grammar/ Writing Skills	Vocabulary
<p>AI - Have your student neatly take notes on a chart, such as the one attached to this unit's lesson plans. You may reproduce it for your student to fill in, or you may have your student copy the headings and categories onto notebook paper. Optional: Start another form and include the Egyptians, using information from DP, and Hittites, using HW.</p> <p>HW - After introducing the definition for <i>plot</i>, discuss today's reading selection. Discuss what things happened that moved the story along and help your student learn to summarize the information to fit in the box.</p>	<p>Writing Skill: Note taking Charts also help students learn to organize and retain information, especially if they have a more visual or structural learning style.</p> <p>This type of chart easily helps students see how people groups are alike and different. Literary elements:</p> <p>Plot Explain that <i>plot</i> refers to what happens in a story = the action. Your student is to summarize the selection of HW you read each day in one box of the Plot Map. (This is great practice for a student who needs work in reading comprehension.)</p>	<p>ASC – supernova (15), galaxy (15), black hole (16) DP – anthropologist (13), papyrus (16), ostraca (16)</p> <p>Have your student write vocabulary words on one side of 3x5 cards and the definitions on the other side. Plan to review the cards each day.</p>
<p>Student work:</p> <p>AI - Continue to take notes on the chart.</p> <p>HW – Fill out the next block on the plot map.</p> <p>Neatly copy today's science sentence into science notebook.</p>	<p>Through Monday's (ongoing) science project, you will be working with your student by modeling an Analytical Reading Skill: Make inferences and conclusions from context.</p>	<p>stratified (23), lentils (25), vizier (41), nomarchs (41), quarry (46), fringes (50), razing (52), calcite (63), stela (67)</p> <p>Review yesterday's cards. Make new cards for today's words.</p>
<p>Your student should continue to take notes on the chart (AI) and fill out the plot map. (HW)</p>	<p>none</p>	<p>Have your student try and give the definitions of each word without looking at the cards. Review all cards.</p>
<p>Student work: continue to take notes on the chart (AI) and fill out the plot map. (HW)</p> <p><u>Science writing:</u> Copy the passage below as it appears in ASC into science notebook. Ask him to explain it to you, using examples from the chapter.</p> <p><u>ASC</u> – p. 29 <i>There are two immutable laws of biology... like always gives rise to like.</i></p>	<p>Writing: bibliography After the copywork from ASC in today's science writing, explain that when a passage is taken directly from a book, we must give the author credit in a particular format. Show him how to locate the following: Gish, Dr. Duane T. <i>The Amazing Story of Creation</i>. El Cahon, California: Institute for Creation Research, reprinted 2002.</p>	<p>Review all cards. Have your student ask someone else to quiz him on the definitions.</p>
<p>#1 Your student should continue to take notes on the chart (AI) and fill out the plot map. (HW)</p> <p>#2 Today is the last day of the reading on the Israelites. With his chart in hand, have your student orally describe what he has learned about them and discuss how they are alike and different from the other cultures he has read about so far (the Egyptians and Hittites.)</p> <p>#3 Neatly copy today's science sentences and recite this week's science sentences.</p>	<p>none</p>	<p>Give your student an oral or written quiz on all of the cards.</p>

Project Directions:

Salt map of Egypt: Dough recipe - Mix two cups of flour and two cups of salt in a large mixing bowl. Add 1 cup (or more) of water *slowly* and mix completely until the dough holds its shape. Knead the dough for a few minutes to strengthen it. If you find it is too dry, sprinkle it with water and knead it again to mix. If you find it too watery, then add equal parts of flour and salt. (It works best when it's the consistency of bread dough.) When the dough is ready, put a plastic tablecloth over the table where your student(s) will be working. Using a sturdy piece of cardboard or a large cookie sheet as a base, have your students apply the dough in a thick rectangular layer. Using the book map as a guide, have them use a pencil and "draw" in the boundaries of the Mediterranean and Red Seas, the Nile River and Delta, and the Tigris and the Euphrates Rivers. (It might be helpful to have an atlas on hand as the Tigris and Euphrates are not labeled on the book map.) Students may stick toothpicks in the moist dough to mark the major cities and names of the rivers.

When the dough is dry, your student(s) may go back and paint the water blue and the land brown. The area around the Nile, especially the Delta, could be painted green, as this is the area that was cultivated. Looking at the maps, have your students make small paper flags with the city and river names on them. Attach the flags to the toothpicks with tape.

Note that this project will take at least two or three days to complete.

	ISRAELITES	PHOENICIANS	PHILISTINES
In what region of Canaan did they live?			
Notable people/ leaders?			
Important cities?			
Religious practices?			
What were their houses and/or architecture like?			
Describe their language.			
What did they eat?			
What contribution did they make in history?			

Plot Map

Book Title: _____

Ch. or page numbers:



Ch. or page numbers:



Ch. or page numbers:

Ch. or page numbers:



Ch. or page numbers:



Ch. or page numbers:

Ch. or page numbers:



Ch. or page numbers:



Ch. or page numbers:

Plot map page number: _____

