

Threads: Bible Survey and Church History		Teacher's Notes, p. 47-49
Lower Grammar	Upper Grammar	<ul style="list-style-type: none"> <input type="checkbox"/> Connect this week's Bible stories with historical studies of last week and this week. Remind students that ancient Egypt was Moses' birthplace and that he grew up in Pharaoh's palace. <input type="checkbox"/> Whenever your children's Bible refers to Pharaoh, make a point of stopping and sharing insights about pharaohs that you've gained from historical readings. <input type="checkbox"/> Pharaoh seemed awesome and mighty to common Egyptians, and he was able to oppress the Israelites. When Pharaoh became fearful of the Israelites, numbers, he ordered their midwives to murder newborn boy babies. But the midwives trusted God. Proverbs 21:1 says that "The king's heart is in the hand of the LORD; he directs it like a watercourse wherever he pleases". How did Pharaoh's actions (designed to hurt God's people) actually work to their benefit once they trusted Him?
Dialectic		<ul style="list-style-type: none"> <input type="checkbox"/> Your student's mind should explode with connections this week! The Israelites were slaves (you read about that last week) in Egypt (hot, dry, weary toil). The Pharaoh (you know who he is!) ordered the baby Moses to be thrown into the Nile (where crocodiles swim) and Pharaoh's sister went there to bathe. Etc. <input type="checkbox"/> One special theme to highlight this week: in the Bible, Egypt is always the land of temptation, slavery, oppression, and worldliness. It represents the "achievements (vainglory) of man" apart from God. These achievements (wars won, monuments built, embalming performed) were supposed to be eternal and cheat death. But, of course, we see how hollow they were from our vantage point. <input type="checkbox"/> Egypt's economy (and vainglory) were based on oppressive slave labor. The glory was enjoyed only by those at the top and did not deliver as advertised.
Rhetoric		Follow the script provided in these notes to lead your child in a discussion of the first two chapters of Exodus. Answer the questions given in their Student Activity Pages through lecture or through Socratic discussion.

Threads: Government		Teacher's Notes, p. 36
Rhetoric		<ul style="list-style-type: none"> <input type="checkbox"/> Students working for this credit can take an hour or so to write an essay that discusses the strengths and weaknesses of the Pharaonic system of government. (It should include details of the governmental style: for instance, Pharaoh was revered as a god on Earth, so how often did his advisors disagree with his policies? What effect did his supposed deity have on the overall history of Egypt?) <input type="checkbox"/> We will study Babylonian law and Mosaic law in this unit. Have the students start a three-way comparison chart (use <i>Writing Aids</i> Supplement: Three-Column Chart if desired) comparing these three systems. Suggestions for labels are given to the student in the Student Activity Pages, and sample answers are given for this week's entries under Government Background Information.

Threads: Philosophy		Teacher's Notes, p. 49-51
Dialectic		In many (but not all) weeks, students are given reading assignments for Philosophy (found in the Reading Assignment Charts). There are no discussion outlines or follow-up questions given to students for this reading. The reading is offered as an introduction to the history of philosophy, and is to be absorbed independently. It is especially useful if students at this level have older siblings using the Pageant of Philosophy. They can then listen in on older students' oral readings of each weeks' Pageant of Philosophy script, if they wish.
Rhetoric		<i>Tapestry of Grace</i> includes a four-year study of human thoughts about truth and the meaning of life called <i>The Pageant of Philosophy</i> . This week, students will meet a simple youth who wants to find wisdom but isn't ready simply to trust in God.

PRIMARY RESOURCES				
HISTORY: CORE	<input type="checkbox"/> <i>Who Built the Pyramids?</i> by Jane Chisholm & Struan Reid (J 932 CHI) p. 2-23 (Week 1 of 2)	<input type="checkbox"/> <i>Usborne Internet-Linked Encyclopedia of the Ancient World</i> by Jane Bingham, et al. (J 930) p. 44-85; 100-110; 136-137	<input type="checkbox"/> <i>The Ancient Egyptians</i> by Lila Perl (J 932 PER) chapters III, IV, V, and VII	<input type="checkbox"/> <i>Ancient Egypt</i> by David P. Silverman (932 ANC) chapters 2, 8, 12 and 13. Optional: chapter 15
	HISTORY: DEPTH	<input type="checkbox"/> <i>Mummies Made In Egypt</i> by Aliko (J 393.3)	<input type="checkbox"/> <i>Pyramid</i> by David MacAulay (J 932)	<input type="checkbox"/> <i>Science in Ancient Egypt</i> by Geraldine Woods (J 509.32) chapters 2 and 3 (Week 2 of 3)
LITERATURE		<input type="checkbox"/> <i>Ancient Egypt (Modern Rhymes About Ancient Times)</i> by Susan Altman (J 811.54) p. 1-21 (Week 1 of 2)	<input type="checkbox"/> <i>A Place in the Sun</i> by Jill Rubalcaba (JUV FICTION) chapters 6-11 (Week 2 of 2)	<input type="checkbox"/> <i>The Golden Goblet</i> by Eloise Jarvis McGraw (JUV FICTION) (Week 2 of 2)
	FINE ARTS AND ACTIVITIES	<input type="checkbox"/> <i>Old Testament Days</i> by Nancy I. Sanders (J 221.95 SAN) p. 49-50	<input type="checkbox"/> <i>Ancient Egypt (Make it Work)</i> by Andrew Haslam (J 932.01) p. 38-41, 54-55	<input type="checkbox"/> <i>Ancient Egyptians and their Neighbors</i> by Marian Broida (J 939.4) p. 8-9, 21-26, 42-45
WORLDVIEW		BIBLE/CHURCH HISTORY <input type="checkbox"/> Read in your children's Bible: the stories about the troubles of the Israelites under oppressive Pharaoh. Read about Moses' birth and installation into the house of Pharaoh. Also read about Moses' calling at the burning bush and how Pharaoh initially responded to Moses' request to let God's people go. (Exodus 1-5)	BIBLE/CHURCH HISTORY <input type="checkbox"/> Exodus 1-5 <input type="checkbox"/> <i>What the Bible is All About for Young Explorers</i> by Blankenbaker and Mears, p. 35-36	BIBLE/CHURCH HISTORY <input type="checkbox"/> Exodus 1-5
			PHILOSOPHY <input type="checkbox"/> <i>The Story of Philosophy</i> by Brian Magee, p. 6-9	PHILOSOPHY ELECTIVE <input type="checkbox"/> <i>Read the Pageant of Philosophy</i> supplement: <i>Meet Simplicio</i>
	LOWER GRAMMAR	UPPER GRAMMAR	DIALECTIC	RHETORIC