

TEACHING OBJECTIVES: **CORE SUBJECTS**



Threads: History		Teacher's Notes, p. 31-36
All Levels	<p>Points to emphasize in discussion for all grades this week:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The yearly flooding of the Nile (from melting snows in Ethiopia) and weather patterns determined the Egyptian farmers' work patterns. <input type="checkbox"/> An abundant food supply meant wealth: Egyptians developed a large population, in which some people had leisure time, and so people could specialize in various occupations. Thus, they created the greatest civilization of their day. <input type="checkbox"/> The Nile supported the Egyptian civilization in a number of other ways. Be sure to discuss its centrality in terms of by-products (such as papyrus), transportation, recreation, and trade. <input type="checkbox"/> Egyptian culture was the most advanced one in the Mediterranean World. As such, men and women took pride in it, and those on the outside looked on with admiration and envy. In the Bible, when Egypt is mentioned, it is almost synonymous with worldly pride, human accomplishment, and the temptations of prosperity. 	
Lower Grammar	Upper Grammar	<p>NOTE: If you do not wish for your student to study Egyptian mythology, plan to skip the Week 3 plan (except for Bible readings) and stretch this week's plan over two weeks. There's more than enough, between reading and hands-on projects, to keep young students busy for two weeks.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn the locations of major landforms and cities of Egypt. <input type="checkbox"/> Learn about farming in ancient Egypt: its patterns and crops. <input type="checkbox"/> Learn about the many ways the Nile was important to early Egyptian life, and why Egypt has been called "the gift of the Nile." <input type="checkbox"/> Introduce students to "classes" of people, explaining that not all Egyptians lived at the same economic level. Some were slaves, and were others independent farmers, craftsmen, or merchants. Some people were priests or served the pharaoh. <input type="checkbox"/> Discuss everyday things as much as possible: clothing, food, transportation, education, recreation, and housing.
Dialectic	<p>All of the above threads, plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect familiar facts and images from younger years (crocodiles, papyrus, the Nile and pyramids, for example) with the Egyptian culture as a whole. Note the specialization that indicates a fully developed civilization. <input type="checkbox"/> Note the connection between this culture and Moses' childhood. 	
Rhetoric	<p>All of the above threads, plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> As you learn about the Egyptians' lifestyles, discuss what God would have thought about some aspects of them. Bring out the fact that the Egyptians were advanced for their day and a mighty civilization, but lost and without hope for eternity. Today, their once-proud houses and temples lie abandoned and crumbling to dust. So will our homes: we are lost, too, without the saving grace of the Lord Jesus. <input type="checkbox"/> Prepare for our study of Moses. Note that Egyptian culture was a nation of farmers, and that as it prospered and grew in power, it came to be more and more an economy based on slave labor. Draw out particulars on farming and on slavery for the students. (We will note in our Bible Survey that Israelites were shepherds, and that they served as slaves in Egypt for 400 years.) 	

Threads: Writing **Writing Assignment Charts, p. 8-10**

All Levels	<ul style="list-style-type: none"> <input type="checkbox"/> Student assignments are found in the Writing Assignment Charts contained in this week-plan. Make sure your child writes every week! <input type="checkbox"/> Teachers should consult <i>Writing Aids</i> or their choice of writing handbook each week for additional help in teaching the week's assignment.
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Threads: Literature		Teacher's Notes, p. 37-48
All Levels	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will find background information, discussion scripts, and answers to student worksheets or questions in the Teacher's Notes. <input type="checkbox"/> Students should consult the Literature row of the Reading Assignment Charts for this week's recommended assignments. <input type="checkbox"/> Optional worksheets and/or questions for dialectic, upper-grammar, and lower-grammar students are found in the Student Activity Pages. (This week, there are no worksheets for lower or upper grammar.) 	

TEACHING OBJECTIVES: ELECTIVES

Threads: Geography		Teacher's Notes, p. 48-49
Lower Grammar	Upper Grammar	<ul style="list-style-type: none"> <input type="checkbox"/> Review/teach, as necessary, the continents, oceans, major mountain ranges, major deserts, and major river systems of the world. Labels are provided in this week's Student Activity Pages. <input type="checkbox"/> Early civilizations formed most often along rivers because rivers irrigated crops, providing an abundant, steady, and stationary food supply. Because daily necessities were amply met, people could turn to developing advanced skills and complex societies. These we call "civilizations." <input type="checkbox"/> Learn the peculiar aspects of the Nile River: its direction of flow (north, which is "up" on most maps) and its yearly flood pattern. <input type="checkbox"/> Color and label an outline map of Egypt. See Student Activity Pages.
Dialectic	Rhetoric	<p>All of the above threads, plus the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Note how the geography of Egypt directly shaped her history: the deserts and mountains protected her, and the Nile and other bodies of water provided transportation and trade opportunities, as well as sustenance. <input type="checkbox"/> Rhetoric students have the option of labeling a map with symbols that indicate the mineral deposits of Egypt and filling in a chart that shows trading partners. The Student Activity Pages contain lists of labels and charts for the students to fill in concerning trade products.

Threads: Fine Arts and Activities		Teacher's Notes, p. 49
Lower Grammar	Upper Grammar	<p>The Student Activity Pages contain ideas for your young student to "experience" the Nile and Egyptian culture. See the Year 1 Arts/Activities page on the <i>Tapestry</i> website for even more ideas.</p>
Dialectic	<p>Students at this age still enjoy hands-on projects, and those offered this week at their level will help them relate further to the material you're reading and discussing.</p>	
Rhetoric	<p>Students at this age may be too busy for hands-on projects, and <i>Tapestry</i> guides do not suggest them every week. However, if they have time, the activities offered at their level (or even those suggested for younger students) will help them relate further to the material you're reading and discussing, and they will gain respect for all that the ancients accomplished without the benefit of modern technologies.</p>	

Threads: Bible Survey and Church History		Teacher's Notes, p. 49-51
Lower Grammar	Upper Grammar	Students should become aware that ancient Egypt was the culture in which Moses grew up. The everyday activities we will read of were the ones he would have enjoyed, or been used to, until he became a young man.
Rhetoric	Dialectic	<p>Prepare students for their study of Moses by constantly reminding them that Egyptian everyday life would have been as common and familiar to him as nearby urban centers are to the students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> At this age, students are familiar with Moses and the stories of the Israelites' experiences as slaves in Egypt. Remind them repeatedly, during discussion, that they are studying the world that the Israelites would have experienced before they left. By ancient standards, Egyptian life offered more than basic necessities, and it was a place they were strongly tempted to return to as they wandered in the wilderness. <input type="checkbox"/> Dwell, for instance, on the rich diet that even slaves would have enjoyed, compared to the single food, manna, which they would eat in the desert. Talk about the fact that the Nile provided irrigation for crops, fountains, green grass, and palm trees for shade—in short, all that made life easy and comfortable. This will prepare students for later Israelite cries of, "We want to go back to Egypt!"
		Give students an introductory lecture: an overview of history and the Bible.

Threads: Government		Teacher's Notes, p. 37
Rhetoric		<ul style="list-style-type: none"> <input type="checkbox"/> Discuss introductory questions: "What is a government?" "Why do people form governments?" "What are some types of governments you know of?" <input type="checkbox"/> Have your student note the penalties for crimes and the legal procedures he reads about, and have him journal a short paragraph on the legal system and laws of ancient Egypt.

Threads: Philosophy	
Rhetoric	There are no Philosophy objectives for this week.