

TEACHING OBJECTIVES: CORE SUBJECTS



Threads: History		Teacher's Notes, p. 26-31
Lower Grammar	Upper Grammar	<ul style="list-style-type: none"> ❑ This week, we will introduce students to other unbiblical Egyptian beliefs about their Pharaoh as a god, the Nile as a primary god, and other lesser deities in the polytheistic Egyptian mythology. ❑ We will also read (in either an adult Bible or a children's version) about God's judgment of the Egyptians' pride of life and idol worship. In the ancient world, people believed that military victory or supernatural signs of power were indications of a god's strength. By means of the ten plagues, God systematically overpowered all the idols Egyptians worshipped while destroying Egypt's wealth, removing their slave labor, and decimating their military power. Thus, though we will study the Egyptians' false beliefs, we will quickly show young students that God wonderfully displayed His ascendancy over them. He judged the Egyptians, released His people from bondage, and began to establish lasting truths about His character, all in a very brief time span!
Dialectic		<ul style="list-style-type: none"> ❑ This week should produce an explosion of connections for a dialectic-level student who's never before put together the Bible and the ancient world. God's mighty acts, that deliver His people, while judging proud Egypt and humbling her idols, are breathtaking and exciting to most students at this age, as they should be to all believers! ❑ Students should discuss the Egyptian mythological pantheon from a biblical perspective, freely sharing any questions or doubts concerning their faith that these stories may raise. It is a good opportunity for parents to see how their children process such information.
Rhetoric		<ul style="list-style-type: none"> ❑ Students should learn about or review details about Egyptian religious beliefs. ❑ Students should analyze familiar Bible stories concerning the Exodus in light of these beliefs, seeing that part of God's intent in sending the ten plagues was to humble the Egyptian "gods" in the eyes of Egyptian worshippers, and prove His own ascendancy. ❑ Another goal is for students to discern differences between the Christian belief system (based on faith in the substitutionary death of Christ) and the Egyptian (works-based or fatalistic) one.

Threads: Writing		Writing Assignment Charts, p. 8-10
All Levels		<ul style="list-style-type: none"> ❑ Student assignments are found in the Writing Assignment Charts contained in this week-plan. Make sure your child writes every week! ❑ Teachers should consult <i>Writing Aids</i> or their choice of writing handbook each week for additional help in teaching the week's assignment.

Threads: Literature		Teacher's Notes, p. 31-37
All Levels		<ul style="list-style-type: none"> ❑ Teachers will find background information, discussion scripts, and answers to student worksheets or questions in the Teacher's Notes. ❑ Students should consult the Literature row of the Reading Assignment Charts for this week's recommended assignments. ❑ Optional worksheets and/or questions for dialectic, upper-grammar, and lower-grammar students are found in the Student Activity Pages.

TEACHING OBJECTIVES: ELECTIVES

Threads: Geography  **Teacher's Notes, p. 37**

All Levels
Continue work on flora and fauna for Egypt lapbook. (Week 2 of 2)

Threads: Fine Arts and Activities  **Teacher's Notes, p. 37-38**

- All Levels**
- See the dialectic, upper-grammar, and lower-grammar sections of the Student Activity Pages for suggestions for further hands-on projects related to ancient Egypt
 - Begin a study of the eleven elements and principles of design by making note cards this week for the first two elements: "Line" and "Shape."
 - Note again how the art of Egypt was mostly used to glorify their idols or "provide" for the welfare of deceased people.

Threads: Bible and Church History  **Teacher's Notes, p. 38-42**

- All Levels**
- Take the opportunity, all week, to compare Egyptian religious beliefs with Christian beliefs.
 - Discuss the fact that God's judgments not only overcame Egyptian idols but ruined Egypt's economy, destroying men, crops, and animals and removing their silver, gold, and slave labor.
 - Consider the superstitions under which the Egyptians lived. How would it feel to be afraid of so many different, competing supernatural forces?
 - Learn about the events of the first Passover.

Threads: Government 

Rhetoric
There are no Government objectives for this week.

Threads: Philosophy  **Teacher's Notes, p. 42-44**

Rhetoric
In *The Pageant of Philosophy*, we follow a youth named Simplicio who wants to find wisdom but isn't ready to start with the fear of the Lord. This week, Simplicio will learn that ancient Egypt does not have the wisdom he is looking for.

