

STUDENT THREADS	<ul style="list-style-type: none"> <li>Consider the pagan beliefs of Egyptians. Contrast them with Biblical wisdom.</li> <li>Note how God humbled both the proud Egyptians and their supposed gods when he freed Israel from bondage.</li> <li>Learn about the events of the first Passover.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the pagan beliefs of Egyptians. Contrast them with Biblical wisdom.</li> <li>Note how God humbled both the proud Egyptians and their supposed gods when he freed Israel from bondage.</li> <li>Understand how God glorified Himself in the Exodus and began to prepare mankind for a Savior by foreshadowing His sacrifice.</li> <li>Learn about the events of the first Passover.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the pagan beliefs of Egyptians. Contrast them with Biblical wisdom.</li> <li>Note how God humbled both the proud Egyptians and their supposed gods when he freed Israel from bondage.</li> <li>Note biblical types that reveal the character of God and foreshadow the work of Christ for us.</li> <li>Learn about the events of the first Passover.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pharaoh (no one is sure which one he was)</li> <li>Moses</li> <li>Aaron</li> <li>Children of Israel, who at this time become a nation</li> </ul>			
PEOPLE	<ul style="list-style-type: none"> <li>Pharaoh (no one is sure which one he was)</li> <li>Moses</li> <li>Aaron</li> <li>Children of Israel, who at this time become a nation</li> </ul>			
	<p>Recognize or spell (optional):</p> <ul style="list-style-type: none"> <li>goddess</li> <li>god</li> <li>idol</li> <li>fierce</li> <li>recognize</li> <li>jackal</li> <li>ibis</li> <li>justice</li> <li>temple</li> <li>legend</li> <li>feeble</li> <li>worship</li> <li>rage</li> </ul>	<p>All LG words, plus:</p> <ul style="list-style-type: none"> <li>hippopotamus</li> <li>polytheism</li> <li>falcon</li> <li>scarab</li> <li>sacred</li> <li>deity</li> <li>patron deity</li> <li>primordial</li> <li>judgment</li> <li>miracle</li> <li>ravage</li> <li>raze</li> </ul>	<p><b>Enter likely dates for the Exodus:</b></p> <p><b>1525-1405 B.C.</b> Moses (source: <i>International Study Bible</i>; note that <i>World Book</i> places him "at the end of the 1300's.")</p> <p><b>1483-1450 B.C.</b> Thutmose III, possible pharaoh of the oppression (source: <i>International Study Bible</i>)</p> <p><b>1445 or 1446 B.C.</b> Probable date for the Exodus according to most Bibles</p> <p><b>1450-1423 B.C.</b> Amenhotep II, possible alternate pharaoh of the Exodus (source: <i>International Study Bible</i>)</p>	
VOCABULARY/TIME LINE DATES				
	LOWER GRAMMAR	UPPER GRAMMAR	DIALECTIC	RHETORIC

ACTIVITIES	<ul style="list-style-type: none"> <li>Draw and color pictures of Egyptian idols, and tell what the Egyptians thought of them.</li> <li>Make sistrums (or other ancient instruments) used in Egyptian worship.</li> <li>Make Egyptian jewelry.</li> <li>Make a clay lamp.</li> </ul>	<ul style="list-style-type: none"> <li>Make <i>sistrums</i> (or other ancient instruments) used in Egyptian worship.</li> <li>Make a clay pot.</li> <li>Make sandals and/or a tunic.</li> <li>Finish the tomb painting project from last week, if necessary. (Week 2 of 2)</li> </ul>	<ul style="list-style-type: none"> <li>Finish the papier-mâché mummies and sarcophagi. Paint them this week. (Week 2 of 2)</li> <li>Make Egyptian clothing.</li> <li>Cook fig cakes.</li> <li>Finish your frieze from last week. (Week 2 of 2)</li> </ul>	<ul style="list-style-type: none"> <li>Draw and color pictures of Egyptian idols, and tell what the Egyptians thought of them.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pharaoh (no one is sure which one he was)</li> <li>Moses</li> <li>Aaron</li> <li>Children of Israel, who at this time become a nation</li> </ul>				
GROUP ACTIVITY	<ul style="list-style-type: none"> <li>Draw and color pictures of Egyptian idols, and tell what the Egyptians thought of them.</li> <li>Make sistrums (or other ancient instruments) used in Egyptian worship.</li> <li>Make clay lamps.</li> </ul>	<ul style="list-style-type: none"> <li>Make sistrums (or other ancient instruments) used in Egyptian worship.</li> <li>Make clay pots.</li> </ul>	<ul style="list-style-type: none"> <li>Finish the papier-mâché mummies and sarcophagi you started last week. Paint them this week. (Week 2 of 2)</li> <li>Finish the pyramid or model garden. (Week 2 of 2)</li> </ul>	<ul style="list-style-type: none"> <li>Together, create a mural that illustrates and describes some of the Egyptian gods. Include Scripture that counteracts the belief in each false deity.</li> </ul>	
	<ul style="list-style-type: none"> <li>Pharaoh (no one is sure which one he was)</li> <li>Moses</li> <li>Aaron</li> <li>Children of Israel, who at this time become a nation</li> </ul>				
GEOGRAPHY	<ul style="list-style-type: none"> <li>Finish your project of making a lapbook, poster, or short book of the common plants and animals Egyptians and Israelites might have seen. (Week 2 of 2)</li> </ul>		<ul style="list-style-type: none"> <li>If your teacher so directs, fill in a chart where you show which Egyptian deities were associated with the surrounding geography, especially wildlife. Plan to display this chart at your Unit Celebration.</li> </ul>		
		LOWER GRAMMAR	UPPER GRAMMAR	DIALECTIC	RHETORIC