

# Egypt & the Exodus

## UNIT 3



Pray with the students  
at the beginning  
of each Unit.

Enthusiasm and delight  
are the best way to capture  
a student's interest and  
jump-start motivation, so:

- **For the Auditory Students:** Consider playing dramatic music, such as, one of the songs from the soundtrack of *Prince of Egypt*, to capture their attention at the very beginning of class;
- **For the Kinesthetic Students:** Have the students warm up as class begins by doing some active movement that is fun (try doing a mirror exercise—in groups of two, facing one another, one leads the action and the other follows, then switch leaders);
- **For the Visual Students:** Bring a visual object to stimulate their interest in the new Unit, like a photo of the Great Pyramid;
- **For the hearts of all:** Pray with them at the beginning of the Unit, that God would help them discover what He has for each one to learn in this Unit.

## Learning Style Emphasis

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.

	<b>Week 1: Feeler</b>	<b>Week 2: Thinker</b>	<b>Week 3: Sensor</b>	<b>Week 4: Intuitor</b>
	Students will be introduced to Genesis 39–50, the book of Exod ancient Egypt. You may follow this suggested schedule or adapt it to meet your students' us, and the history of needs.	Students will explore topics of interest through research and reporting, learn new vocabulary, and construct a timeline relating to Genesis 39–50, the book of Exodus, and ancient Egypt.	Students will gain cultural understanding through sensory activities as they explore interrelated subject areas relating to Genesis 39–50, the book of Exodus, and ancient Egypt.	Students, through creative self-expression, using one or more creative activities, will present some aspect of what they have learned in the past three weeks relating to Genesis 39–50, the book of Exodus, and ancient Egypt. Areas of expression include linguistics, art, music, drama, movement and conceptual design.
Monday	Informally discuss the Key Concepts Listen to the <i>What in the World?</i> audio recording(s)	Choose topic and begin research	Create a map and discuss the issues in teams	Choose an area of expression and begin work either individually or in teams
Tuesday	Read the article Listen to the rest of the audio recording(s) Read the internet articles Read the Scriptures		Examine and discuss art masterpieces & architectural structures	
Wednesday	Recap the material with an activity Talk together	Practice vocabulary	Do an art project*	
Thursday	Conduct class discussion	Construct the timeline	Do a science project or field trip**	
Friday	Choose books of interest/Internet search Conduct a review and evaluation	Complete research projects and share in class or hand in Conduct a review and evaluation	Listen to and discuss the music Cook the food listed in the recipe, if desired Conduct a review and evaluation	

\*Art project will need to be planned ahead of time to acquire materials.

\*\* Field trip will require extra planning time.

# Egypt & the Exodus

UNIT **3**



The Egyptian Sphinx

**Key Concepts**

- Ancient Egypt & God's plan
- Joseph's life
- Moses & The Exodus
- Possible routes

**Let my people go . . .**

Go and gather the elders of Israel together, and say to them, "The Lord God of your fathers, the God of Abraham, of Isaac, and of Jacob, appeared to me, saying, 'I have surely visited you and seen what is done to you in Egypt; and I have said I will bring you up out of the affliction of Egypt to the land of the Canaanites and the Hittites and the Amorites and the Perizzites and the Hivites and the Jebusites, to a land flowing with milk and honey.'" Exodus 3:16-17

**E**gypt. Land of mystery and antiquity, the scene of biblical refuge and tyrannical slavery, home of the pharaohs and the pyramids, a place where the complex process of mummification was extended even to crocodiles . . . one of the most fascinating places on earth. Geographically unusual, Egypt is a long, narrow strip of rich, dark earth in northeastern

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## 🗨 Informally discuss the Key Concepts with your students

### KEY CONCEPTS Background Information

These are the main objectives of the unit. As you proceed through the four weeks, your students will be given various ways of understanding each of these objectives. Explanations of these Key Concepts follow.



While some teachers will wish to prepare for the Key Concepts discussion through reading the article and scriptures and through hearing the recordings before class, it will be more valuable to consider ways to engage the interest and curiosity of the students. It will be the task of the students to read, to listen, and to learn. The teacher is invited to read, to listen, and to learn as well, as much as time permits.

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Africa bordered by the unrelenting dryness of the desert, drawing its life from the annual flooding of the Nile River. Ham's son Mizraim founded Egypt (still called Mizraim in Hebrew) after the dispersion at the Tower of Babel.

Beauty, wealth, medicine, mathematics, technology, military might, vast trade networks—this was the culture of ancient Egypt. But, along with all of its wonders, Egypt at this time embraced a polytheistic (many gods) religion, in which even the lowly cat was seen as divine. This brought a terrible bondage and darkness to the Egyptian people, and eventually, as we shall see, it brought a catastrophic confrontation between the Creator of the Egyptians and the gods of the Egyptians.

But that's jumping ahead! Let's return to the journey of Abraham and bring the story up to speed. God had promised that He would make of

Abraham a great nation and through him "all the families of the earth would be blessed" (Genesis 12:1-3). So Abraham and his wife, Sarah (called Abram and Sarai until God changed their names at the time of His covenant with them—Genesis 17), moved lock, stock, and barrel to the area of Canaan, located between the Jordan River and the Mediterranean Sea. During a local famine, Abram and Sarai traveled to the bountiful land of Egypt. Genesis 12 gives a fascinating description of Abram's unusual encounter with the reigning pharaoh. Ussher's chronology sets this encounter in the year 1921 BC. Using the new Egyptian chronology suggested by David Rohl (see the end of this article for more information), it is possible to theorize that Abram's brief sojourn in Egypt was toward the end of the time period known to

historians as the "Old Kingdom."

The Old Kingdom is also known as the Pyramid Age, since it was the time that the most magnificent pyramids were built. When the Nile was in flood and the farmers could not work the land, the pharaohs had them work alongside craftsmen to build these gigantic tombs. It has been estimated that perhaps as many as 100,000 men labored for twenty years (four months at a time) to build each one of the pyramids. That's a LOT of manpower! The Old Kingdom was also known for its intellectual achievements in medicine, engineering, mathematics, and astronomy. Toward the end of this kingdom, the pharaohs lost increasing amounts of tax revenue and governmental power over the outlying "nomes," or districts. After several years of insufficient flooding of the Nile, many nomarchs (or governors of nomes), declared themselves kings, and Egypt slid into the chaos of the First Intermediate Period.

When Abram and Sarai returned to Canaan, they took matters into their own hands concerning what God had told Abram about becoming the father of descendants more numerous than the stars of heaven.

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To get an informal discussion started on this Key Concept, ask a simple, leading question, such as, "What do you know about ancient Egypt that would give a clue about God's purposes for it?"

## Ancient Egypt & God's plan—EXPLANATION

Often students are taught about ancient Egypt from a viewpoint which does not include the God of the Bible. They learn about mummies, pyramids, divine cats, pharaohs, the cycle of the Nile, Egyptian tomb painting, etc. These are all part of understanding the culture of ancient Egypt, but they do not give us insight into Egypt's true place in history. It is only as we gain God's perspective, through the Scriptures, that we begin to understand how Egypt was

designed to function as a nation, and how far they fell from that design at the time of Moses. It is critical to give our students the understanding of Egypt as a place of refuge (Abraham, the sons of Jacob, Joseph with Mary and baby Jesus), and the way that it became a place of enslavement (the Hebrew people up to Moses). As the Egyptians became mighty, as the pharaohs became rich and powerful (thanks in part to Joseph's management), they became proud of heart, which has devastating consequences, according to Scripture (Proverbs 16:18).

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After a sticky relational mess between Abraham, Sarah, and Sarah's maid resulted in a son named Ishmael (the beginning of the Arab nation), God told Abraham that, despite his and Sarah's advanced age, they would, indeed, bear a son to fulfill the promise God had given. When Sarah heard this, she laughed. Thus her son, born the following year, was given the name "Isaac," which means laughter! From this son and his son, Jacob, the nation known as Israel was born. Isn't it amazing that from Abraham came two mighty nations, and the source of three world religions—Judaism, Christianity, and Islam! What do you think would be the impact on the world today if Abraham and Sarah had trusted God's timing for a son, rather than trying to help bring about the promise of an heir through Hagar, Sarah's maidservant?

### Joseph's Life

Fast forwarding through the next several chapters of Genesis, we meet Joseph, Jacob's favored son. Joseph—the dreamer of dreams, the wearer of a many-colored coat, the hated of his brothers—was secretly sold as a slave to traders heading to Egypt (Genesis 37). Ussher dates this event in Joseph's life to 1728 BC, which corresponds to the end of the Eleventh Dynasty or the beginning of the Twelfth Dynasty using the new Egyptian chronology.

Egypt began to recover from the confusion of the First Intermediate Period when Mentuhotpe reunited the country in the Eleventh Dynasty. By far the most important dynasty of the Middle Kingdom, however, was the Twelfth. It began when the vizier Amenemhet took the reigns of power and made himself Pharaoh. He moved the capital from Memphis to Itjawy (whose site is not certain, but may be in the Nile Delta). There is not agreement between Bible scholars concerning which pharaoh was the pharaoh who elevated Joseph from a prisoner to the position of vizier (second in command of the kingdom). However, several candidates have been proposed by Bible scholars, among them Sesostris II (Associates for Biblical Research) and Amenemhet III (David Rohl).

*Joseph was secretly sold as a slave to traders heading to Egypt.*

In Genesis 41 we are told that one night this pharaoh had a disturbing dream about cows. No one in his retinue of magicians and wise men could interpret the dream, which made him very angry. Suddenly, his chief butler remembered his fellow prisoner who had correctly interpreted a dream.

Then Pharaoh sent and called Joseph, and they brought him hastily out of the dungeon; and he shaved, changed his clothing, and came to Pharaoh. Genesis 41:14

Isn't the Bible great in its details? Not only are we told that Pharaoh called for him, but we get a glimpse of the great commotion this caused the

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One thing to remember is that Scripture indicates that there were non-Hebrews that came out of Egypt at the time of the Exodus (Exodus 12:38). Were some of these people Egyptians who had been convinced of the reality of the God of the Hebrews and chose to follow Him? Were there others who remained in Egypt yet became believers in this all-powerful God? It is interesting to consider that Akenaton, the Pharaoh who removed all the other Egyptian deities except for the god of the Sun, went against all the religious systems of his culture. Was his departure from

the norm a trickle-down effect of the Exodus? No one knows for sure, but it may give some clues to the impact made upon the Egyptians by the plagues and the Exodus.

Prayerfully share with your students the importance of a nation walking humbly before God. We can learn much from the example of ancient Egypt regarding the effects upon nations when leaders fail to heed the voice of God, and the need for God's people to beseech Him on behalf of our nations (2 Chronicles 7:14). This truth can transform our nations, but only as we humble ourselves before Him. Perhaps your students will be inspired to begin praying faithfully for the leaders of their nation, and seeking God for His merciful transformation of the culture.



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jailers. You can almost see them falling all over themselves, trying to find Joseph a razor (the Egyptians liked to be clean-shaven!) and some decently fitting clothes appropriate for an audience with an angry pharaoh.

When Joseph appears, Pharaoh tells him that he has a reputation of being able to interpret dreams. Listen to Joseph's reply:

"It is not in me; God will give Pharaoh an answer of peace."  
Genesis 41:16

Who receives the glory from that statement? How is that attitude different from the builders of the tower of Babel (Genesis 4:11)? How is it different from those today who want to get close to someone who is powerful or famous? Joseph was not into promoting Joseph, he was into glorifying God. And that was so amazingly refreshing to the pharaoh, that when he heard Joseph's interpretation of the dream and his recommendation to prepare for the famine during the time of plenty, he decided to make Joseph—a thirty-year old Hebrew foreigner and former slave/prisoner, his vizier—second-in-command throughout the land of Egypt!

"You shall be over my house, and all my people shall be ruled according to your word; only in regard to the throne will I be greater than you. . . . See, I have set you over all the land of Egypt." Genesis 41:40–41

During the time of tremendous plenty, Joseph oversaw the gathering of grain, which was stored in the cities. There was such an overabundance that, according to the Bible, they finally stopped counting the grain since it was as the sand of the sea—without number! It is interesting to note that discoveries have been made of Egyptian art showing government officials overseeing the gathering of a huge grain harvest into storehouses.

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As the time of famine came, and the people began to cry out, Joseph opened the storehouses of grain and sold it to the Egyptians. As the famine worsened, people from the surrounding nations also came to Egypt to buy grain. That was the motivation for Joseph's brothers to come from Canaan to Egypt in 1707 BC, but it brought about a far greater result than a few loaves of bread! You can read one of the most amazing stories ever recorded, about the reunion of these brothers with one they thought lost forever, in Genesis 42–45. Only God Himself could have worked such good from such evil: the dramatic salvation of a family through the vicious enslaving of a hated brother.

The seven years of famine resulted in Pharaoh owning all of the money, livestock, land, and people of Egypt (except for the priests and their land). Normally, famines do not create great wealth, but, due to Joseph's administration, this was a significant exception. The famine also resulted in Joseph's entire family moving to Egypt, into an area known as Goshen, which the Bible describes as being the "best of the land." Most biblical archaeologists

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To get an informal discussion started on this Key Concept, ask a simple, leading question, such as, "What do you know about Joseph's life?"



Joseph faced such incredible difficulties and disappointments in his life, but God used them for good. Pray for your students, that they will discover God's faithfulness and His ability to work all things together for good in their lives as they follow Him (Romans 8:28).

## Joseph's life— EXPLANATION

Students may know the story of Joseph's life from Bible story books, from musicals, from Sunday school. He is often held up as a model of good character traits and qualities, as well he should be. However, that can reduce him from being an actual human man living in a real moment of history to a fairy tale kind of character, like Rumpelstiltskin. It is, therefore, important to engage the students in a discussion of the reality of what Joseph went through in his lifetime, particularly so that the glory

of God becomes evident.

We also miss, at times, that Joseph became the second most important man in the most powerful nation of the time. Having the power of Pharaoh to enact legislation, the responsibility of providing food for an entire nation (plus all those who would come begging), and the necessity of building and overseeing the granaries of the cities were all part of his job description. Help the students to consider what it would be like to be the second most powerful political leader in one of the strongest nations of the world. That will help them comprehend Joseph's place in history.

would agree that Goshen is located in the Wadi Tumilat, in the northeastern part of the Delta (in Lower or northern Egypt). They remained there until the Exodus out of Egypt.

A fascinating clue to Joseph's presence in Egypt can be seen in an ancient canal known as the "Bahr Yusef" (or The Joseph Canal), which was built during the time of the Twelfth Dynasty, connecting the Nile River to Lake Moeris through 200 miles of canal. It is still used today in irrigation, as it has been for centuries. Doesn't it amaze you to discover a still-existing proof of Joseph's presence and prestige in Egypt?

After Joseph's death, the Bible tells us a chilling truth:

Now there arose a new king over Egypt, who did not know Joseph. And he said to his people, "Look, the people of the children of Israel are more and mightier than we: come, let us deal wisely with them, lest they multiply, and it happen, in the event of war, that they also join our enemies and fight against us, and so go up out of the land." Therefore they set taskmasters over them to afflict them with their burdens. And they built for Pharaoh supply cities, Pithom and Rameses. Exodus 1:8-11

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### **Moses and the Exodus**

The Hebrews, the descendants of Abraham, Isaac, and Jacob, were enslaved at this point by the ruling pharaoh. The Egyptians feared these descendants of Jacob (the "children of Israel"), and so not only increased their workload, but also commanded the Hebrew midwives to kill all of the baby boys born to the Hebrew women. In the midst of this oppression and suffering, Moses was born. Rather than obeying Pharaoh and throwing him to the crocodiles in the Nile, his mother fashioned an "ark of bulrushes" for him, and gently placed his basket in the reeds of the Nile. Pharaoh's daughter found the baby, recognized him as a Hebrew, and rather than obeying her father's command (Exodus 1:22), took him home to the palace to raise as her own son. Hebrews 11:24-26 tells us:

By faith Moses, when he became of age, refused to be called the son of Pharaoh's daughter, choosing rather to suffer affliction with the people of God than to enjoy the passing pleasures of sin, esteeming the reproach of Christ greater riches than the treasures in Egypt; for he looked to the reward.

Amazing as it may seem, this man who "had it all"—who was raised in the very lap of pharaonic luxury, who, according to Josephus (a first-century Jewish historian), successfully led an Egyptian army to war with Cush (Ethiopia), who was adopted kin of the most powerful ruler of that

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time—gave it all up to be identified with and suffer affliction with the children of Israel. At age 40, after murdering an Egyptian who was beating a Hebrew, Moses was forced to flee for his life from the wrath of the pharaoh and go to the land of Midian (in western Arabia). For forty years Moses tended sheep as God prepared him for his next role. Beginning in Exodus 3, we see how God takes this reluctant prince turned shepherd and turns him into a powerful leader, able to confront the might of Egypt with the power of the Lord.

Thus begins one of the most dramatic confrontations in human history. As Moses with his brother Aaron brought the word of the Lord to Pharaoh—“Let My people go”—Pharaoh hardened his heart, which brought, plague by plague, destruction and devastation to his nation. After the tenth and final plague, the death of the firstborn of both man and beast, the children of Israel were released from their enslavement, with their wages given in silver and gold by their Egyptian neighbors.

However, when Pharaoh realized that he had just lost a whole nation of slaves (estimates run up to three million people!), he changed his mind. Gathering his entire army, he chased after the fleeing Hebrews all the way to the Red Sea, which you might call his “Waterloo.” It was there that the Hebrews crossed safely to freedom, and with Pharaoh’s army drowned, God decisively ended the contest between the finite Egyptians gods and Himself, the infinite Creator of all. It was the final sign to the Egyptian people indicating who was really Lord. They had seen their pharaoh as divine, as a god, but now they understood who was truly reigning in heaven.

Again, there is not a consensus among scholars concerning which pharaoh drowned in the Red Sea with his army. The two most likely candidates, based on the new Egyptian chronology, are Amenemhet IV of the Twelfth Dynasty and Dudimose I of the Thirteenth Dynasty. It is interesting to note that, in favor of the first candidate, Amenemhet’s tomb was never found, and his widow reigned only a short time after his demise. From that point, Egypt enters into the Second Intermediate Period (13th to 17th Dynasties) under weak pharaohs and conquering foreigners known as the Hyksos.

After the Hyksos were driven out of Egypt, a new period, known as the New Kingdom, began. This was the time that the greatest expansion of Egypt beyond its borders occurred, and it lasted for approximately five hundred years. One of the most interesting pharaohs of this period was Akhenaton, who declared that there was only one god, the god of the sun. He built a new capital city, whose ruins today lie near Tell el Amarna. When he died, his beliefs were declared heretical by the priests, and everything went back to the old ways. His successor was Tutankhamon, the boy pharaoh who is believed to have been mysteriously murdered at about age

*This man . . . gave it all up to be identified with and suffer alongside the children of Israel.*

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To get an informal discussion started on this Key Concept, ask a simple, leading question, such as, “What happened during the Exodus?”

## The Exodus— EXPLANATION

The Exodus as an historic event is one of those issues which separates Bible-believing students from secular, since secular historians and archaeologists deny that it ever happened. They say that there is no evidence in the Egyptian writings nor in the archaeological records. In visiting most museums, especially in the U.S., you will discover a presupposition that the Hebrews did not even exist in the archaeological record of Egypt and Palestine until much later than the Bible indicates, and if they were ever

in Egypt, they drifted out peacefully without any commotion or any particular archaeological evidence. What do we do with this? I believe that we must not ignore it! Instead, we must answer it thoughtfully and carefully, much as creationists do in discussions with evolutionists.

Therefore, in this unit, students will have in the article an opportunity to read about the work of David Rohl, who is suggesting one of the best answers to the questions raised. He has challenged the conventional dates of the Egyptian chronologies through suggesting that, on many occasions,

**3****Exodus 14:19–31**

And the Angel of God, who went before the camp of Israel, moved and went behind them; and the pillar of cloud went from before them and stood behind them. So it came between the camp of the Egyptians and the camp of Israel. Thus it was a cloud and darkness **to the one**, and it gave light by night **to the other**, so that the one did not come near the other all that night.

Then Moses stretched out his hand over the sea; and the LORD caused the sea to go **back** by a strong east wind all that night, and made the sea into dry **land**, and the waters were divided. So the children of Israel went into the midst of the sea on the dry **ground**, and the waters **were** a wall to them on their right hand and on their left. And the Egyptians pursued and went after them into the midst of the sea, all Pharaoh's horses, his chariots, and his horsemen.

Now it came to pass, in the morning watch, that the LORD looked down upon the army of the Egyptians through the pillar of fire and cloud, and He troubled the army of the Egyptians. And He took off their chariot wheels, so that they drove them with

difficulty; and the Egyptians said, "Let us flee from the face of Israel, for the LORD fights for them against the Egyptians."

Then the LORD said to Moses, "Stretch out your hand over the sea, that the waters may come back upon the Egyptians, on their chariots, and on their horsemen." And Moses stretched out his hand over the sea; and when the morning appeared, the sea returned to its full depth, while the Egyptians were fleeing into it. So the LORD overthrew the Egyptians in the midst of the sea. Then the waters returned and covered the chariots, the horsemen, **and** all the army of Pharaoh that came into the sea after them. Not so much as one of them remained. But the children of Israel had walked on dry **land** in the midst of the sea, and the waters **were** a wall to them on their right hand and on their left.

So the LORD saved Israel that day out of the hand of the Egyptians, and Israel saw the Egyptians dead on the seashore. Thus Israel saw the great work which the LORD had done in Egypt; so the people feared the LORD, and believed the LORD and His servant Moses.

eighteen. With the Twentieth Dynasty, the power of Egypt dramatically waned, and it was soon under the control of foreign rulers.

When we look at the contest of power between the gods of the Egyptians and the Creator of the Egyptians during the Exodus, we need to discover God's heart from the Scriptures, lest we think wrongly of Him:

And the Lord will strike Egypt, He will strike and heal it; they will return to the Lord, and He will be entreated by them and heal them. In that day there will be a highway from Egypt to Assyria, and the Assyrian will come into Egypt and the Egyptian into Assyria, and the Egyptians will serve with the Assyrians. In that day Israel will be one of three with Egypt and Assyria, even a blessing in the midst of the land, whom the Lord of hosts shall bless, saying, "Blessed is Egypt My people, and Assyria the work of My hands, and Israel My inheritance." Isaiah 19:22–25

*The Egyptians were not the bad guys in the Exodus scenario. That role belonged to Pharaoh.*

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more than one pharaoh was ruling in Egypt (sometimes as many as four). This shrinks the traditional Egyptian chronology by more than three hundred years and allows archaeologists and Egyptologists to search for clues of the Hebrew presence in Egypt much earlier than previously recognized. And, as we might expect, there is a tremendous amount of evidence for the presence of the Hebrews, both in Egypt and in Palestine, during the revised time frame given by Rohl.

Though we will examine the Hebrew presence in Palestine more in depth in the next chapter, suffice it to say

that there are issues raised about the Exodus by archaeology, and there are answers now being discovered, which verify the veracity and validity of the Biblical record.

Help your students gain a heart perspective on the Exodus far beyond a mere mental understanding of the facts and figures which would allow them to converse knowledgeably with nonbelievers. Instead, pray that, through examining this historic event, they receive a revelation of God's goodness and His ability to deliver His people out of bondage. As they grasp the reality of this, it will change their lives and enable them to trust God in a much deeper way. He really does hear our cry!





To get an informal discussion started on this Key Concept, ask a simple, leading question, such as, “What does the Bible tell us about where God parted the waters during the Exodus?”



The main objective I have in presenting this information to students is to help them discover that the Exodus was a cataclysmic event that really occurred in history. Help them to recognize that it is not a small thing, not an insignificant event that does not matter. Instead, as one of the great miracles of world history, it powerfully demonstrates God’s interaction, immanence, and care for His people.

## Possible Routes— EXPLANATION

The traditional route of the Exodus takes the Hebrews to the Sinai Peninsula, to receive the Ten Commandments at Mt. Sinai and to wander forty years in the wilderness of the Sinai. It was accepted that they crossed the Red Sea in this endeavor. In the last century, a new idea was circulated which said that the Hebrews went through the Sea of Reeds instead of the Red Sea. (There are some difficulties with the translation and the original language, but it is not necessarily solved through use of “Sea of Reeds.”) Most of the scholars promoting this notion believe that the Sea of Reeds was actually the Bitter Lakes region of Egypt. There are several problems with this view, not the least of which

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The Egyptian people were not the bad guys in the Exodus scenario. That role belonged to the pharaoh. But God did use the plagues and the Exodus to demonstrate to the people of Egypt who was worthy of their worship. This nation, which many centuries later would be a haven to Joseph, Mary, and Jesus at the time of Herod’s rampage, was intended by God to be a blessing and a safe place of refuge, not a place of enslaving others or being enslaved by false religions. As we know, however, pride goes before destruction and a haughty spirit comes before a fall (Proverbs 16:18), and the pharaohs of ancient Egypt had a tremendous amount of pride. In fact, the book of Ezekiel describes the pride of a later pharaoh:

Behold I am against you, O Pharaoh king of Egypt, O great monster who lies in the midst of his rivers, who has said, “My River is my own; I have made it for myself.” Ezekiel 29:9

He thought he had made the Nile River? By himself? What a foolish delusion. That is what happens when you think you are a god.

### Dating the Exodus

With all of the specific biblical information about the Hebrews’s time in Egypt (Goshen, Joseph’s viziership, Hebrew enslavement, supply cities built of mud and straw bricks, the destruction of Pharaoh’s army in the Red Sea, etc.), you would think the Egyptologists, archaeologists, and historians would be shouting to the world, “Here!” “Here!” “Over here!” as they found verification of the biblical events in Egyptian relics and digs. Perhaps you may have noticed the silence instead? Perhaps you may have wondered about the silence, or even, the vocal dissent which dismisses the biblical record, all the way from creation through the time of David and Solomon, as myth and legend. Let’s consider the problems and the possible solutions.

In the third century BC, Manetho, an Egyptian priest, compiled a history of Egypt, including a list of the pharaohs, divided into thirty-one dynasties. (This list was reconstructed by the priests from memory because Cambyses had destroyed all the written records of Egypt in 526 BC. Manetho’s list differs from the list the priests had given Herodotus about two hundred years earlier.) That seems fairly simple and straightforward, doesn’t it? A list of kings, grouped into families—everything made nice and tidy. This was more or less accepted for many years as the standard by which to date the various pharaohs and their reigns. The problem for Bible believers is that, as the pharaohs march through time, one by one, the years and events of their reigns do not correspond with biblical events and people—not in recovered documents of the time nor in the dating of archaeological debris. In the *traditional* chronology, the Exodus (which Ussher lists as 1491 BC, and many

*Neither of these choices is a good one for those who believe the Bible describes accurately the events of its time.*

is that the Bitter Lakes does not fit the Biblical description of the Exodus. However, those holding to this view tend to not accept the Bible as 100% historically accurate, so it has not been an issue for them.

For those who believe that the Bible is, in fact, absolutely correct in what it states, there are some other options than the Sea of Reeds. Though there is tremendous controversy on all sides of the issue, there are some researchers with compelling evidence who believe that the Hebrews traveled down the west side of the Sinai Peninsula (the “desert road”), crossed over into Arabia on a land bridge normally under shallow water near the

southernmost point of the Peninsula, and went on to receive the Ten Commandments at a mountain inside of Saudi Arabia. It is valuable, again, for older students to be made aware of the possibilities, the evidences, and the problems of each point of view. They can then make an informed decision about what they believe. The main point is that the Hebrews did, in fact, flee Egypt, the Egyptian army followed hard on their heels, the Red Sea parted, the Hebrews were saved, and the Egyptian army drowned. Beyond that, students have the opportunity to become detectives piecing together the best clues to determine where it actually occurred.

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scholars who follow the errors of Edwin Thiele, have set at 1446 BC) falls during the New Kingdom. However, since there are some *serious* difficulties with this time period, including the capital city of the 18th Dynasty being located 475 miles from Goshen (a long daily walk for Moses as he confronts Pharaoh), another suggestion was made to date the Exodus to the 19th Dynasty under Rameses II since his capital city was in Goshen. The problem with this choice is that, under the traditional chronology, Rameses II ruled Egypt from 1290–1224 BC, which does not agree with the biblical date for the Exodus. So, neither of these choices is a good one for those who believe the Bible describes accurately the events of its time.

A new wave of archaeologists and Bible believers have begun to question the accepted chronology of Manetho. You see, it is not clear from the archaeological record whether the pharaohs lived one at a time, shared their reign, or reigned over only a portion of Egypt while another dynasty (or two, or three) ruled over other parts of Egypt. And, to make it more difficult, when archaeologists uncover a monument with a list of pharaohs, the years of their reign are often not included or obliterated through the aging, so, along with pottery fragments, isolated hieroglyphic inscriptions, and surviving documents, the information needed for creating an accurate timeline is scanty at best. Even though this forms—along with wrong assumptions made by early Egyptologists—the shaky foundation of Egyptian chronology,

*Decisions have been made in the last sixty years . . . to throw out the veracity and historicity of Scripture.*



Egyptian Papyrus Painting

Egypt & the Exodus 91

The article for Unit Three is designed to help students think about the reality of the historical events and people recorded in Genesis and Exodus, and the implication for people today. The topics covered in the audio recordings in *What in the World?* are different than those covered here, yet the material in both are of equal importance. Supplementary information from the *True Tales* and *Digging Deeper* recordings expands the understanding of the issues. Along with introducing the basic understanding of history, we are also bringing in the biblical worldview.



**Read the article**

**Listen to the audio recording(s) in Listen to This**

- The main concepts and chronological flow are contained in *What in the World?*
- Interviews with Ken Ham and Bodie Hodge of Answers in Genesis is found in *True Tales*.
- A description of the incredible design of the Great Pyramid is found in *Digging Deeper: The Seven Wonders of the Ancient World*.

You may choose to have your students read the article first and then listen to the audio recordings, or vice versa.



## 3

decisions have been made in the last sixty years in academic circles, in museums, universities, and scholarly journals, to throw out the veracity and historicity of Scripture because the Egyptian artifacts have not lined up with the names, dates, and events of the Bible.

That is, until the mid-1990s. In 1995 David Rohl, working on his doctoral thesis at University College in London, released his book, *A Test of Time: The Bible From Myth to History*, which has brought about a flurry of new ideas. Basically, through the research Rohl has done with existing documentation, he has theorized that the Third Intermediate Period of Egyptian history is 200 years shorter than previously thought, due to parallel dynasties. That, along with other adjustments in the chronologies, results in a reduction of 345 years in the ancient Egyptian timeline. David Down, field archaeologist and author of *Unwrapping the Pharaohs*, agrees with a reduction in the Egyptian chronology, though he would differ slightly from Rohl's dates.

Rohl thinks that Rameses II, rather than being the pharaoh of the Exodus, is actually the pharaoh who ransacked the temple in Jerusalem in 971 BC (called "Shishak" in 1 Kings 14:25)—and, not surprisingly, there is good archaeological evidence for this event! Ussher calls this pharaoh Sefonchis, and Isaac Newton says it was Sesostris, also called Bacchus. This scenario puts Joseph and the Exodus in the Twelfth (and possibly the Thirteenth) Dynasty. Amazingly, in 1987 a statue was discovered in a palace in Goshen, which had a most un-Egyptian face, with red hair and a coat of many colors. Could it be a statue of Joseph? Rohl thinks the answer to that question would be "Yes!"

Tremendous research is taking place, since the Egyptian chronology has been adjusted, to discover whether there is now, in the right places, all the evidence for the Hebrews that was previously missed. We will consider some of the new evidence from old discoveries in the next chapter. With all that's happening, with all the discoveries opening up the evidence of the Bible's accuracy for all to see, it is an exciting moment to be a student! ◀

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The other helpful verses listed contain much insight about God's heart towards the enslaved Hebrews (Deuteronomy 32:1–12), about the importance of remembering what God has done (Psalm 66, 78), about God's incredible mercy (Psalm 136), about prophecies concerning Egypt (Isaiah 19, Ezekiel 29–32), and the perspective of faith (Hebrews 11:8–29). There is much to thoughtfully discuss with your students, if you are willing.

## Read the online articles in Look at This

These online articles focus on biblical or historical material that is relevant to the time period being studied.

## Read the Scriptures in Read For Your Life

The Scriptures are central to our understanding, our character, and our decisions. Therefore, we must give the greatest weight possible to them. Help your students gain this perspective as they watch you

handle the Scriptures with reverence and awe.

You might choose to have the students read the Main Story verses either corporately or privately.

# Phase 1

## ► Listen to This

### What in the World? VOL. 1

#### DISC TWO:

- » Historical Chronology (track 1)
- » Problems with Chronology (track 2)
- » Egyptian History (track 3)

### True Tales VOL. 1

#### DISC TWO:

- » The Rosetta Stone (track 5)

### Digging Deeper VOL. 1

#### DISC TWO:

- » The Seven Wonders of the Ancient World: Introduction & The Great Pyramid (tracks 1–2)

## ► Look at This

- » The Mystery of Ancient Man ([www.answersingenesis.org/go/pyramids](http://www.answersingenesis.org/go/pyramids))
- » The Ten Plagues of Egypt: Miracles or “Mother Nature”? ([www.answersingenesis.org/go/ten-plagues](http://www.answersingenesis.org/go/ten-plagues))

## ► Read for Your Life

### The Holy Bible

- » The Main Story: Genesis 39–50, Exodus 1–15, Acts 7:1–38 (the short version of the story)
- » Helpful Verses: Deuteronomy 32:1–12; Psalms 66, 78, 95, 136; Isaiah 19, Ezekiel 29–32; Hebrews 11:8–29

### Key People

#### Menes

*First pharaoh to unite Egypt*

#### Khufu (Cheops)

*The Great Pyramid was built for his tomb*

#### Hatshepsut

*The best known woman pharaoh*

#### Tutankhamen

*His tomb was found intact*

#### Rameses II

*Fought the Hittites at Battle of Kadesh*

#### Joseph

*Hebrew vizier of Egypt*

#### Moses

*Leader of the Hebrews*

Egypt & the Exodus **93**

## 🕒 Recap the material with an activity

In different parts of the room, set up stations for the Eight Intelligences Recap Activities. Then allow students to work together in small groups to accomplish THEIR CHOICE OF ONE of the following suggestions. At the start of the next class, ask for 3–4 groups of volunteers to share. **For home-schoolers, rather than set up all eight stations, allow the student(s) to choose which of these activities they would most enjoy, and do that.**

### Recap Suggestions:

**SPATIAL:** In a small group, create a mind-map of what has been studied in this unit.

**BODILY-KINESTHETIC:** Use 4–5 pipe cleaners to make a representation of some aspect of the Exodus.

**INTERPERSONAL:** In groups of 2, take turns sharing the most interesting fact you have learned so far from the unit.

**MUSICAL:** In a small group, create a rhythmic chant about Joseph’s life.

**LINGUISTIC:** In a small group, debate Pharaoh’s hardness of heart. Do you think he had a concern for the best interests of the Egyptian nation?

**MATH-LOGICAL:** Analyze the impact on Egypt of having their pharaoh and their entire army drown.

**INTRAPERSONAL:** Consider and jot down whether the things you have heard in this Unit thus far conflict with what you already believe.

**NATURALIST:** Put together a list of items necessary in a survival kit for a trek into the desert. Then talk together about which of these items the Hebrews had as they fled Egypt.

**OR . . . Activity of Your Choice:** What would you like to have your students do for a review activity concerning this week’s introduction to the Egypt & the Exodus?

## ► Talk Together

### Opinion Column

- » What did you find to be the most interesting aspect, or the most fascinating person, you encountered in your introduction to Egypt and the Exodus?
- » *“You meant evil against me; but God meant it for good” (Genesis 50:20).* Knowing that God is always good—that His ways are always righteous and pure—explain why Joseph went through the difficult situations of being sold into slavery, being accused wrongly, and being thrown into prison. As you answer this question, consider the implications in your own life.
- » Honestly, thinking about the reality of the situation, why do you think Moses chose to identify with the Jews who were now slaves in Egypt, rather than to enjoy the pleasures of Pharaoh’s court?

### Critical Puzzling

- » From the Scripture readings and the audio recordings, what can you discover about the Egyptian culture in regard to their treatment of other peoples? What aspects of their culture would you consider to be warlike? Can you draw parallels to any modern cultures?
- » How did God demonstrate His love to both the descendants of Jacob and the Egyptians?
- » The article describes Egypt as intended by God to be a safe haven, a refuge. What examples of this do you find in Scripture?

## ► Resources for Digging Deeper

Choose a few books that look interesting, or find your own.

### THE EXODUS

#### Celebrate the Feasts

**Martha Zimmerman** • This book is filled with the why’s and how-to’s of celebrating the feasts of Israel. We learned so much about the meaning of the Last Supper, and the incredible picture of the Messiah depicted in the feast of Passover from this book—which also shows how to celebrate this and the other feasts. **AA**

#### The Story of Passover

**Norma Simon** • A beautiful children’s picture book teaches about the historic passover and how it has been celebrated both in history and currently. **E+**

#### Exodus

**Brian Wildsmith** • Filled with wonderful illustrations, this hardbound children’s book brings the story of the Exodus to life. **E+**

**Video: The Ten Commandments AA**

**Video: Prince Of Egypt AA**

**?** Why do you suppose that Abraham thought God needed help fulfilling the promise of an heir? What are the consequences even today of Abraham’s momentary lack of trust?

**?** The ten plagues of Egypt have been described as the toppling of each of the Egyptian sacred deities, which would have demonstrated to the Egyptians, as well as to the Israelites, that Jehovah God was the true God. What purpose do you think God would have in this? Why would He want the Egyptians to know who was the true God?

**?** What do you think was accomplished by God when Pharaoh and his army were drowned?

## 🗨️ Talk together

### Individual Preparation

After completing their recap activities, students may begin to consider the questions in the Opinion Column and Critical Puzzling.

### Class Discussion

Use the questions under Talk Together to get the students primed and to create a discussion environment in the classroom. You may also want to draw from the open-ended questions listed on this page.

## EGYPT

**Cultural Atlas for Young People** ANCIENT EGYPT

**Geraldine Harris** • The Cultural Atlas books are among the most informative, best laid-out history books for young people. Highly recommended! MS+

**Pyramid**

**David Macaulay** • An incredible look at the construction of a pyramid—you actually get the sense that you are inside a pyramid with the workers! AA

**Growing Up in Ancient Egypt**

**Rosalie David** • This is an excellent introduction to the many facets of living in ancient Egypt. Though it is written for children, the information and layout makes it valuable to all ages. E+

**The Pharaohs of Ancient Egypt**

**Elizabeth Payne** • Landmark books are always a good value, and this is no exception. Excellent for younger students. UE+

**Tut's Mummy Lost and Found**

**Judy Donnelly** • For elementary students, this book shows the fascinating adventure of Howard Carter who found King Tut in 1922. E+

**Look What Came From Egypt**

**Miles Harvey** • What a wonderful picture book of Egypt! Filled with photos and simple descriptions, this will be a great introduction for elementary students. E+

**Make it Work! Ancient Egypt**

**Andrew Haslam & Alexandra Parsons** • This is one of a series of the most incredible hands-on books of projects I've ever seen! It shows how to construct clothing, make jewelry, create instruments, even make a chariot! UE+

**The Riddle of the Rosetta Stone** KEY TO ANCIENT EGYPT

**James Cross Giblin** • An absolutely fascinating book about the man who deciphered the Rosetta Stone. AA

**Seeker of Knowledge** THE MAN WHO DECIPHERED EGYPTIAN HIEROGLYPHS

**James Rumford** • If you collect excellent children's books, this is one for your shelves. It is the story of Jean-François Champollion, told with exquisite style and illustrations. E+

**Hatshepsut—His Majesty, Herself**

**Catherine Andronik** • Another excellent children's book, this one is concerned with one of the most interesting and unusual pharaohs of ancient Egypt. E+

**Unwrapping the Pharaohs**

**John Ashton & David Down** • Ashton and Down provide fascinating information about the architecture, timelines, and culture of Egypt during the times of Moses, Joseph, "King Tut," and others. Discusses the "problem" of dating the Exodus and provides real solutions.

**Pharaohs and Kings**

**David Rohl** • Discover for yourself the compelling reasons for revising the traditional Egyptian chronology, and see how this affects the archaeological evidences for Joseph and Moses in Egypt. Fascinating! MS+

**Ancient Egypt—A Cambridge Junior History**

**Philip Cummins** • Cambridge University Press has published some of my favorite history books. This is an excellent introduction to ancient Egypt for pre-high school students. UE+

## Choose books of interest/internet search

A list of possible books for further reading is listed in the Student Manual. Encourage your students to look for books on a Biblical perspective of ancient Egypt, the current books on Egyptian chronologies, the Exodus and general information from

this list and from other sources. You may want to gather a selection of further resources prior to beginning Unit Three, or you may encourage the students to be treasure hunters seeking to find them on their own.

*Remember:  
Beware of Arrogance,  
Embrace Humility!*

**HISTORICAL FICTION**

**The Golden Goblet**

Eloise Jarvis McGraw • We really like this author! This book focuses on the intrigue and mystery of one orphaned boy's life. Another exciting means of making ancient Egypt come alive! UE+

**Mara, daughter of the Nile**

Eloise Jarvis McGraw • Riveting historical fiction! This is a wonderful way to make the ancient Egyptians, the

political intrigues, and the places of power come to life. UE+

**The Cat of the Bubastes**

G. A. Henty • A fascinating look at the religious life of the Egyptians, with a Judeo-Christian insight. Historical fiction at its best: includes Moses! MS+

**What books did you like best?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The Internet also contains a wealth of information about Egypt and the Exodus.

**What sites were the most helpful?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For more books, use these Dewey Decimal numbers in your library:  
Bible: #220  
Ancient Egypt: #932  
Ancient Palestine: #933  
Anthropology: #300  
Also, look for biographies on the key people listed.



The Internet has a wealth of information concerning Egypt & the Exodus, though the articles available vary widely in dependability, worldview and attitude. Help your students learn to recognize the differences.

## ► Student Self-Evaluation UNIT 3, PHASE 1

Dates and hours: \_\_\_\_\_

### Key Concepts

Rephrase the four Key Concepts of this Unit and confirm your understanding of each:

- Ancient Egypt & God's plan

\_\_\_\_\_

- Joseph's life

\_\_\_\_\_

- Moses & the Exodus

\_\_\_\_\_

### Tools for Self-Evaluation

Evaluate your personal participation in the discussions of this Phase. Bearing in mind that a good participant in a discussion is not always the most vocal participant, ask yourself these questions: Were you an active participant? Did you ask perceptive questions? Were you willing to listen to other participants of the discussion and draw out their opinions? Record your observations and how you would like to improve your participation in the future:

\_\_\_\_\_

\_\_\_\_\_

Every time period is too complex to be understood in one Phase of study. Evaluate your current knowledge of Egypt & the Exodus. What have you focused on so far? What are your weakest areas of knowledge?

\_\_\_\_\_

Based on the evaluation of this introduction, project ahead what you would like to study more of in the following Phases:

\_\_\_\_\_

in the introduction as a tool for assessing participation. The categories you will probably find most useful are "Introduction", "Process: Teamwork" and "Process: Originality". To help students develop good discussion skills, encourage them to participate actively, ask content-based questions, and stay focused on the discussion at hand. Students demonstrate a higher level of discussion skills when they incorporate comments and questions from others into their own questions, and draw out opinions or ask for points of clarification from others.

Do not critique the self-evaluation page your student completes and do not direct the answers the student gives to the questions. Instead, allow sincere and personal completion of the evaluation, then discuss the responses and incorporate those comments into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (this requires humility!).

## 🔍 Conduct a review and evaluation

In this Phase of Unit Three, your students should have had the opportunity to explore Egypt & the Exodus through reading, listening, thinking and discussing. They will have:

- informally discussed the Key Concepts;
- read the article;
- listened to the audio recording(s);
- read the Scripture listed in Read for Your Life;
- explored the recap activities;
- considered the Opinion Column

and Critical Puzzling answers on their own;

- participated in class discussion;
- chosen books of interest and/or searched the Internet;
- completed their self-evaluation for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student participation:

Create an evaluation system of your own, or refer to the evaluation rubric

# Phase 2

## ► Research & Reporting

Explore one or more of these areas to discover something significant!

### Hieroglyphics

Research and explain what hieroglyphic writing is, and how it was deciphered in modern times. (Look up the Rosetta Stone and Jean Francois Champollion.)

### Math

Research and report on the use of triangulation in surveying ancient Egypt. Why was regular surveying required? Is triangulation still used in surveying?

### Chronology

Compile a list of the major names, dates and accomplishments of Egypt's dynasties. Using David Rohl's research or Ted Stewart's research, how does this list compare with the events listed in the Bible?

### Egyptian History

- Summarize the factors that led to Egypt's far-reaching dominion and the factors leading to its decline. Be sure to include the impact of the Nile.
- Investigate the history of Egypt from the earliest times to the present. Report your finding.

### Bible

- Research the life of Joseph in the Scriptures.
- Research the life of Moses.
- Investigate the book of Exodus in the Old Testament. To whom did God speak? What were the messages? How did the people (both Egyptian and Israelite) respond? How did God deal with each of them?

### Wilderness Living

Research and report on the weather conditions

and ecosystems in Egypt and in Midian. How would this have affected the children of Israel as they wandered for forty years?

### Deserts

- Compare and contrast the desert in Egypt with other deserts, such as the Sahara or Mojave. How did the Nile River impact the desert of ancient Egypt? How is this different today?
- Using a recent cultural anthropology study or a missions resource, learn more about nomadic desert dwellers (like the Bedouins), their lifestyle, and how they care for their animals. Write a report showing the lifestyle of the desert dweller, then, extrapolate what we can learn from this in regard to the Israelites in the wilderness.

### Passover

Read Exodus 12. Now, using either *Celebrate the Feasts* or another book describing the Jewish feast of Passover, chart the similarities between the feast and the original historic event of Passover.

### Egyptian Afterlife

Why were the ancient Egyptians so concerned about the afterlife? What are some of the ways they demonstrated their concern? What scientific techniques used in mummification remain a mystery to us?

### Building the Great Pyramid

Discover how big the Great Pyramid is, and as much as is known about how it was built. What is the average weight of each stone? How much, approximately, does the Great Pyramid weigh?

## Choose topic and begin research

Allow the students the freedom to choose one or more of the topics listed, or to suggest their own area which they would like to research.

### Motivating Suggestions

Especially for non-linguistic students, and those who are not motivated by written or oral reports, here are suggestions for alternative ways of reporting what has been researched.

### Hieroglyphics

- Do a one-man show acting out Jean Francois Champollion's discovery.
- Create a diagram which shows how hieroglyphic writing works. Include the meaning of some of the symbols.

### Math

- Give a ten minute lecture explaining triangulation as used in surveying.
- Draw a picture showing an ancient Egyptian surveyor surveying the land with the aid of triangulation.

### Chronology

Make a chart showing the Egyptian dynasties. The student may choose to show both

- the traditional dating and David Rohl's dating of these dynasties.
- Create flash cards for each of the Egyptian dynasties, with the highlights of each dynasty written on the back of the card.

### Egyptian History

- Analyze the factors leading to Egypt's dominion, assign them a descending order of importance, then list them in this order on a chart. Do a corresponding chart showing the factors that led to the decline of Egypt. (Don't forget the Exodus!)
- Write a journalistic news piece on the history of Egypt.

### Bible

- Create a series of drawings or paintings showing the various stages of Joseph's life.
- Pantomime the four stages of Moses's life: prince of Egypt, shepherd of Midian, confronter of Pharaoh, leader of the Hebrews.
- Make a diagram showing the chronological events of the book of Exodus.

### Wilderness Living

- In the style of "The Crocodile Hunter," demonstrate what is necessary for survival in ancient Egypt and in ancient Arabia.

## ► Brain Stretchers

### Egypt & Israel

Compare and contrast the history of ancient Egypt and the history of ancient Israel. What cultural distinctives (i.e. religion, war, politics, class structure) continue in each nation throughout the centuries of antiquity?

### The Sinai

Find one of the books listed at the beginning of this unit, along with the encyclopedia or other history resource book, for basic information on what would be needed in a hot, dry climate to sustain life for people, flocks, and herds. Is it available on the Sinai Peninsula? Would it be available in the land of Midian (Arabia)? Make a chart listing the necessary requirements to sustain life, and show which of these requirements are fulfilled in each of these two locations. Keep in mind that God made miraculous provisions for the Israelites and that the climate is different today.

### Geography of the Exodus

Read Exodus and note the geographical descriptions of the flight from Egypt, the crossing of the Red Sea, and the route to and depiction of Mt. Sinai (reference Gal. 4:25 also.) Next, find a description of the traditional site of Mt. Sinai and the Sea of Reeds. In what way do these sites support or conflict with the biblical text? Write a report explaining what you discover.

### Create Your Own Research Topic

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- Listen to Keith Green's song, "So You Wanna Go Back to Egypt," and then create your own verses about wilderness living.

### Deserts

- Create a mural showing the Egyptian desert, the Sahara Desert, and the Mojave Desert. Be sure to visually show the differences between each.
- Use video clips from appropriate movies to show the lifestyle of the Bedouins. Then explain what similarities there would be to the ancient Hebrews living in the wilderness.

### Passover

- For a memorable report on the Passover, cook a passover feast and, with the help of a book such as *Celebrate the Feasts*, explain the significance of each item as it's being consumed.

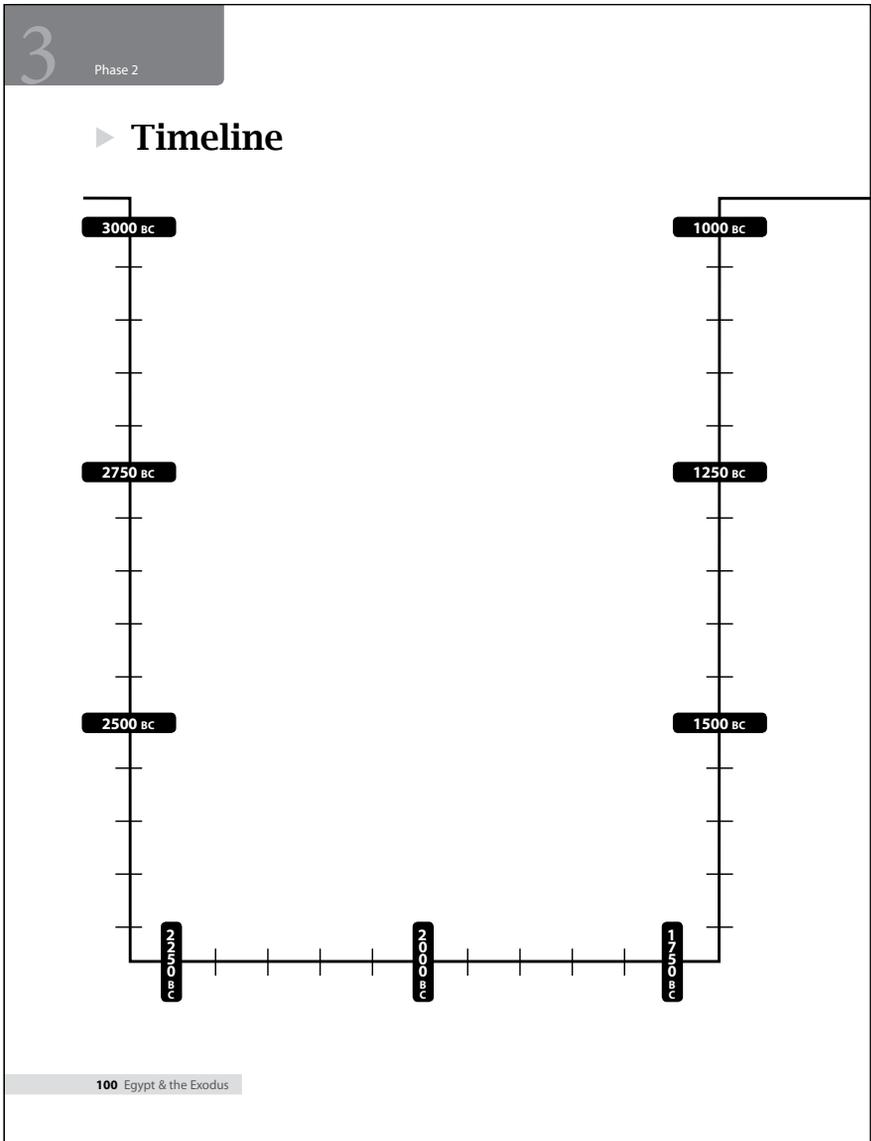
### Egyptian Afterlife

- With two students participating, have one interview the other before a "live audience." The student being interviewed needs to be an ancient Egyptian (costumes are optional) who can explain the Egyptian beliefs about afterlife, and the procedures done at death to ensure the best possible afterlife.

- Make a chart showing the step by step process of mummification.

### Building the Great Pyramid:

Create a miniature version of the Great Pyramid (out of LEGO bricks, papier mache, etc.) and use that as a prop while explaining the enormous dimensions of the Great Pyramid, how heavy the stones were, and any pertinent facts which have been discovered in the process of researching this wonder of the ancient world.



## 🗓️ Construct the timeline

Read the information listed with the Key Events. Dialogue with your students about the issues involved. Help them recognize that dating antiquity is not an exact science.

Find the dates for the key people and events listed. In this unit, as has already been discussed, the traditional date for Egyptian Chronology shows the Exodus occurring circa 1225 BC under Rameses II. The new Egyptian

Chronology has the Exodus in either 1491 BC (Ussher) or 1446 BC (Rohl). The dates of the later dynasties will also change accordingly. A student may choose to:

- Take the date listed in their Bible;
- Take the date listed in Bishop Ussher's chronology;
- Take the date listed in a resource book they are using;

Phase 2 **3**

**Key Events**

Joseph to Egypt

The Exodus

Early Dynasties

Middle Dynasties (especially Rohl's dates for the Twelfth Dynasty)

Late Dynasties

Be sure to include the people listed in Key People in Phase 1.

→ **Consider this for your timeline**

The Exodus is thought by many to have occurred approximately 1446 BC. Archbishop Ussher dates it to 1491 BC and David Rohl to 1447. Others believe that the Exodus took place much later, in the 1200s BC. Do your research and make your own decision.

The difficulty in pinpointing dates and pharaohs lies with the Egyptian chronologies. When we look back in history, we often expect to find a "digital clock" marking the exact moment when an event occurred. Unfortunately, especially in ancient civilizations, that is not the case. Instead, there are many educated guesses about the time frame in which certain key events and players happened.

Egypt & the Exodus **101**



Secular events of antiquity (before about 800 BC) are very difficult to date for many reasons, including the fact that ancient records are scarce and often conflict with one another. In addition, archaeological finds are difficult to interpret and, to make things even more murky, ancient civilization often expanded their king lists by thousands of years (granting outrageously long lives to certain kings, like 35,000 years for one king!). For that reason, it is important to recognize that there is NO certainty of exact dates. We have chosen to list Archbishop Ussher's dates here because he was a very careful, scholarly historian and chronologist, and he always looked at ancient chronologies in light of the scriptural account. Dates that are in question are followed by a question mark (?).

### Timeline Key

- Menes: c. 2100 BC ?
- Khufu (Cheops): c.1900 BC ?
- Hatshepsut: c. 980 BC ?
- Tutankhamen: c. 840 BC ?
- Rameses II: c. 790 BC ?
- Joseph: 1745–1635 BC
- Moses: 1571–1451 BC
- Joseph to Egypt: 1728 BC
- The Exodus: 1491 BC
- Early Dynasties (Dynasties 1–6): c. 2100–1750 BC ?
- Middle Dynasties (Dynasties 11–19): c. 1750–690 BC ?
- Late Dynasties (Dynasties 25–31): c. 690–330 BC

- Notate two different possibilities on their timeline, showing which version of the Egyptian chronology is used as the source;
- Have a debate in class about why one date should be chosen over another date (very good for developing critical thinking skills!).

### ► Words to Watch

Remember—The easiest way to learn a subject is to master its terms:

Midian	plague	Goshen	famine
sorcerers	Nile River	slavery	magicians
Mt. Horeb	exodus	pharaoh	Mt. Sinai
quota	hieroglyphics	petroglyph	Passover
irrigation	triangulation	survey	pyramid
mummification	afterlife	sphinx	

Other words you need to look up:

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Here is one idea for making vocabulary study interesting and fun: Start a dialogue between three people, seeing how many vocabulary words can be worked into a conversation. For real excitement, let the third person be someone who isn't aware of the vocabulary list—see how subtle the introduction of these words can be!

## 🎯 Practice vocabulary

You may find other words in this unit that are especially appropriate for younger children. Feel free to substitute another vocabulary list for the one provided.

## 🎯 Complete research projects and share in class or hand in

Create a safe environment for the presentations. Set ground rules prior to the presentations for all the students, so that they know each one will be honored and respected in their work by all those observing.

## ► Student Self-Evaluation UNIT 3, PHASE 2

Dates and hours: \_\_\_\_\_

### Research Project

- Summarize your research question:

\_\_\_\_\_

- List your most useful sources by author, title, and page number or URL where applicable (continue list in margin if necessary):

\_\_\_\_\_

Now take a moment to evaluate the sources you just listed. Do they provide a balanced view of your research question? Should you have sought an additional opinion? Are your sources credible (if you found them on your own)? Record your observations:

\_\_\_\_\_

Evaluate your research project in its final presentation. What are its strengths? If you had time to revisit this project, what would you change? Consider giving yourself a letter grade based on your project's merits and weaknesses.

\_\_\_\_\_

Letter grade: \_\_\_\_\_

You have just completed an area of specific research in the time of Egypt & the Exodus. Now what would you like to explore in the upcoming Phases? Set some objectives for yourself:

\_\_\_\_\_

to their evaluation of sources. Older students should learn how to make a "Sources Cited" list according to academic standards—refer them to English usage books or websites for formatting rules. Younger students should learn how to obtain a balanced view of their research subject: if they use more than one source, they will get a bigger picture of what was happening. Encourage your students to make use of their self-evaluations for their next research projects, in order to practice good research skills.

Do not critique the self-evaluation page your student completes in the Student Manual—spelling errors are not to be considered in such an exercise. Students should feel free to humbly evaluate themselves without that added complexity. Instead, discuss with them the intention of their written comments and incorporate those into your evaluation.

**Determine a final grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (this requires humility!).

## 🔍 Conduct a review and evaluation

In this second Phase of Unit Three, your students should have had the opportunity to explore Egypt & the Exodus through researching, thinking, and reporting. They will have:

- done a research project;
- learned the vocabulary;
- constructed a Timeline;
- created a project report on what was researched;
- completed their self-evaluation procedure for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student effort in the research and reporting projects.

Create an evaluation system of your own, or refer to the evaluation rubric in the introduction as a tool for assessing research and reporting. The categories you will probably find most useful are "Introduction", "Task", "Process: Teamwork" (if students are working together), along with Grammar, Format, and Spelling. As a tool for helping your students develop better research skills, pay attention



Encourage them to think for themselves, rather than parroting back information.



Answers for this map activity can be found in the back of the book on Appendix page C.

The Hands-On Week

## Phase 3

### ► Maps and Mapping

#### Physical Terrain

- » Color and label the Nile River in Egypt.
- » Color the flood plain of the Nile (which is the fertile area of Egypt).
- » Color the desert area of Egypt.
- » Color the Mediterranean and the Red Sea.

#### Geopolitical

- » Draw the boundaries of Egypt (including the area of their copper and turquoise mines).
- » Divide Egypt into Upper Egypt and Lower Egypt.
- » Label the cities of Memphis, Thebes, and the Valley of the Kings.
- » What modern day cities are close to these ancient cities?
- » Label the area of Goshen in the Nile delta.
- » Label and color the Sinai Peninsula.
- » Label the land of Midian.
- » What modern day country holds the land of Midian?

#### Explore

- » **Christian Outreach to Egypt and Saudi Arabia:** What is the status of Christian outreach to these countries in the Middle East? Discuss the difficulties facing Christians seeking to serve God in these nations, and brainstorm creative ways of overcoming these difficulties.
- » **God's Purposes in Earth's Geography:** How would the terrain and climate of Egypt, with the Nile River, the flood plain, the desert, and the Upper & Lower portions of Egypt all have affected the Egyptian culture and God's purpose for it?

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## ■ Create a map and discuss the issues in teams

The students each have an outline map in their manuals. They will be given assignments for drawing in rivers, mountains, cities, and regional boundaries. For details on where these things are, please consult a historical atlas, an encyclopedia, a study Bible, or any other source for geographic information.

**Upper elementary students** might be satisfied to accomplish only this portion:

- **Physical terrain:** This part of the mapping exercise will help stu-

dents locate and mark the geological dynamics of a region.

**Middle school students** might be satisfied to complete both the previous mapping exercise and this exercise:

- **Geopolitical:** This section of the mapping exercise will provide the students an opportunity to locate and mark the cities, nations and empires of history. It will require more digging, as this information may not be listed on current maps. For example, Goshen and Midian

will be a bit of a challenge to locate. The copper and turquoise maps of ancient Egypt were located on the Sinai Peninsula, in case that information is unavailable to your students.

**High school students** might be satisfied to complete both the previous mapping exercises and at least one exploration topic of this exercise:

- **Explore:** Discuss some selection from this portion of the mapping exercise in teams.

Phase 3

3



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### CHRISTIAN OUTREACH TO EGYPT AND SAUDI ARABIA.



If it is possible to either read a short biography of a missionary to Egypt or Saudi Arabia, such as *Borden of Yale* or to actually interview someone who serves the Lord in that region, students will be given realistic understanding of the issues involved.

### GOD'S PURPOSES IN EARTH'S STRUCTURE



If we recognize God as the Creator of Heaven and Earth, then we will begin to comprehend that just as He set the boundaries of the people groups (Acts 17:26), He also set geographical boundaries in locations. Discuss with the students the possible reasons God isolated and, at the same time, blessed Egypt with the desert, the Nile River, and their location at the top of Africa.

Consider committing with your students to pray for either Egypt or Saudi Arabia, or for a specific missionary in those countries. You may want to actually keep a prayer journal to remember what is prayed, so that you can rejoice exceedingly as you see the specific ways God answers these prayers.



## Examine and discuss art and architecture

### Art Appreciation

Locate either a copy of these art forms, or Internet sites for each of the items listed. Allow the students time to observe the art without any conversation, and then, when they are ready, engage them in some or all of the questions listed in the Student Manual or below.

#### The Deliverance of the Israelites by Bernardo Luini

Bernardo Luini was a student of Leonardo da Vinci. As da Vinci spent a lot of time in Milan employed in military engineering, Luini was often left to his own devices and to learning from the previous Florentine masters. Is there anything in this painting that seems reminiscent of da Vinci's work? (Consider: the Mona Lisa).

How would the students describe the scene? Is the sea turbulent? What aspect makes this a painting of dramatic deliverance?

#### Egyptian Tomb Painting

A certain sameness of perspective

**CONSIDER:**

Bernardo Luini (c. AD1480–1532) studied under Leonardo da Vinci, and was himself, a master artist. His style of painting was also influenced by the Florentine artists of an earlier time.

**CONSIDER:**

When it was originally built, the outside of this pyramid was covered with brilliant white Tura limestone, which would have made it even more impressive. Though most of it has been removed over the centuries, there is still enough in place that one can imagine the splendor of this architectural wonder of the world.

### ▶ Art Appreciation

**The Deliverance of the Israelites by Bernardo Luini**

- » Does the painting reflect what the Bible describes?
- » How does the painting differ from your own impression of God's deliverance?
- » Does Luini's painting convey the epic nature of the destruction of Pharaoh and his army?

**Egyptian Tomb Painting: Look in a book about Egypt, a book with historic art, or on the Internet for examples of Egyptian tomb painting.**

- » How would you describe the style of painting used by these Egyptian artists?
- » What kinds of scenes are depicted?
- » Does this style of painting make you think the Egyptian artists were sophisticated in their art? Do you consider them to be childish to the Western eye? Why do you think they painted in this style?

### ▶ Architecture

The Great Pyramid at Giza is one of the Seven Wonders of the Ancient World. It was probably standing when Abraham ventured into Egypt—a long time ago. It still stands today! It is believed to weigh five million tons, and has more than two million blocks of stone. Napoleon thought there was enough stone in this pyramid, along with two other pyramids nearby, to build a wall ten feet high and one foot thick all the way around France!

- » Look for a photo of the Great Pyramid of Khufu (or Cheops). What are some words that would describe this building?

and style was employed by the artists who created the Egyptian tomb paintings.

Ask the students what purpose might have been served by this conformity in art? How might the Egyptians have viewed art? How does this differ from artists today?

### Architecture

#### The Great Pyramid

Consider holding a class discussion about the questions listed in the Student Manual concerning the overwhelming size and architectural structure of the Great Pyramid. Here are some facts to get the discussion

started:

- 756 feet (230 meters) in length along each side;
- 450 feet (137 meters) tall;
- 2,300,000 blocks of stone, each averaging 2½ tons in weight;
- the average distance between the stone blocks in the pyramid is one-fiftieth of an inch (.5 millimeters), and in places, they are as close as one-five hundredth of an inch (.05 millimeters)!
- 4 sides line up almost exactly with true north, south, east and west.

How did the Egyptians do this?

## ► Arts in Action

Select one or more, and let your artistic juices flow!

### Imitation

Try imitating Luini, or the ancient Egyptian artists (trace, use colors, etc.)

### Sphinx Carving

Try carving a Sphinx out of soap. Remember Michelangelo's advice: just carve away anything that doesn't look like the Sphinx!

### Egyptian Portraiture

Sketch a simple portrait of yourself or someone else, in the style of the Egyptian tomb paintings. (Notice how they usually paint flat profiles.) Then make a dry plaster (a secco) painting: using very

smooth plaster of Paris, brush a  $\frac{1}{8}$ " layer of plaster over a piece of wood. When dry, lay your sketch over the wood and trace the outline with a nail. Use tempera to paint picture. Remember to keep it simple!

### Egyptian Jewelry

Egyptians liked to use jewelry in adorning themselves. (This came in very handy when the Israelites took their back wages out of the country!) Find a book showing the look of Egyptian jewelry, and try your hand at creating some. There are many, many possibilities for materials, colors, size, and shape!

## ► Science

### Brick Making

- » Using water, clay soil (or potter's clay), and straw, mix up a batch of "bricks." Make wooden rectangular forms to put the mixture into. Let it dry (it may take several days.) What's the difference between sun-dried brick and kiln-dried brick?

### Levers & Pulleys

- » Ancient Egyptians may have used levers and pulleys to build the pyramids. Construct a system of pulleys and ropes to try lifting a heavy object like a concrete block. Notice that **the more pulleys used, the easier it is to lift something.** Consult the library for more info (see also "block and tackle").

## 🍎 Do an art project

### Imitation

Have the students look again at Luini's painting. Then, with art supplies of colored pencils, pastels, or paint, try to recreate some aspect of Luini's work.

### Sphinx Carving

Students may choose to carve a sphinx out of soap. Obviously, this is an intricate and somewhat difficult carving to do, so for younger students, or those who would become frustrated by the delicacy of the small motor skills required, encour-

age them to do one of the other art projects.

### Egyptian Portraiture

Have your students study some of the ways Egyptian artists depict people—everyday people, pharaohs, slaves, etc. Then, encourage them to try creating a portrait in that same style. If they choose to work with the dry plaster mentioned in the student manual, it will give a very interesting texture to their work.

## Egyptian Jewelry

It will be necessary to observe some pictures of Egyptian jewelry in order to discover the unique look of this style of jewelry. From there, the students can decide how to go about fashioning "authentic" Egyptian jewelry.

## 🍎 Do a science project

Feel free to choose one of these projects. If students love science, they might want to consider doing all of them!

### Brick Making

If necessary, purchase some potter's clay to use with water (and straw, if available) to make the kind of bricks the Hebrews made. If your soil has clay qualities, it will be suitable for this exercise. Have the students discover how long it takes for the bricks to dry. How hard are they? How difficult is it to build a small wall (very small!) with these bricks? What are the challenges? How would they solve the challenges presented?

### FASCINATING FACT:

Many people in the world still make bricks in this way.



### Levers & Pulleys

There are books in the library describing simple machines and how to build them. If the library is not available to you, consider looking on the Internet for instructions. This is a really eye-opening experiment when students learn how great a weight can be lifted with the use of levers and pulleys.

## ▶ Music

In ancient Egypt, as we have seen in other early civilizations, people played various kinds of instruments, such as flutes, harps, and drums. But they were not the only ones in Egypt with instruments! Exodus 15 tells us that Moses' sister, Miriam, played the timbrels (tambourine) during the triumphant song of deliverance after Pharaoh and his army were drowned in the Red Sea. One of the five elements of music, rhythm is the distinctive pattern of long and short notes in each piece of music. Along with the pattern of notes is the underlying pulse, or beat, of the music. The beat can be slow or fast or medium. We use the term tempo to mean the speed of music. So, slow music, like a lullaby, has a slow tempo, and fast music, like a march, has a faster tempo.

### CONSIDER:

Have you ever listened to a tambourine? Sometimes it's played consistently and regularly on the beat, but sometimes the tambourine player will make different patterns: a long, held-out "shimmering" sound, or a series of short, quick taps. The performer is creating a pattern of sounds, some longer and some shorter.

### Listen

- » Find a recording of a percussion ensemble, such as the Lawrence University Percussion Ensemble (LUPE), or a recording of tribal drumming, to see just how creatively rhythm can be used.

### Try This

- » Recite these children's verses:  
"Pat-a-cake, pat-a-cake, Baker's man..."  
"Twinkle, twinkle, little star..."  
"Hot cross buns..."
- » Now, try clapping (not saying) one of these verses. Can anyone guess which pattern you are clapping? That pattern is called the rhythm.
- » For a greater challenge, try clapping familiar tunes, such as Christmas carols or church songs.
- » Now, speed up the clapping, which changes the tempo. Next, slow down the clapping. Which speed allows the clearest presentation of the above verses?
- » Play a rhythm game where one person claps a short rhythm and everyone tries to repeat it. Take turns!

## 🎧 Listen to and discuss the music

### Try This

- It is quite challenging to listen to someone clap and try to discover what song they are clapping! You could set this up in relay teams, disclosing to the leader of each team a list of songs to present. Then, the first pair of students to properly guess which song is being clapped passes the "baton" to the next pair of students. First team to finish, wins!
- Speeding up and slowing down the tempo, and making decisions about what tempo is appropriate can be a fine source of heated debate among students! Enjoy the fun.

## ► Cooking

Since this unit looks at two different people groups, the Egyptians and the Israelites who fled Egypt, we will make two different recipes. Do you remember what the children of Israel complained about in the wilderness in regard to good ol' Egyptian food? (You may want to listen to Keith Green's "So You Wanna Go Back to Egypt.") Sample the following and see what they were talking about! (Be sure NOT to complain!!)

### Stewed Beef with Okra (Egyptian)

2 tbsp oil	½ tsp ground coriander
2 tbsp butter	1 pound tomatoes, peeled & sliced
1½ pound stew beef (or lamb) cubed	1 tbsp tomato paste
2 onions, chopped	2 10-oz. pkgs frozen okra
2 cloves garlic, minced	Salt & pepper

Heat oil and butter in casserole. Add meat cubes & saute until brown. Add onions, garlic, coriander, and fry for one minute. Add tomatoes, paste, seasoning. Cover stew with water, bring to boil, reduce heat, cover, simmer 1 hour. Add okra, cook 30 minutes more.

### Unleavened Bread (The Exodus)

4 cups unbleached flour 1 tsp salt  
1½ cup water, room temp

Combine flour and salt. Add enough water to make a dough that will clean sides of bowl and gather into a ball. Turn out onto lightly floured surface, knead 10 minutes. Shape into ball and cut in half. Cut each half into 8 pieces and form into 16 balls. Roll out each ball to form about a 7" circle. Place on ungreased baking sheet and bake in 500 degree oven for about 5 minutes. Makes 16.

## 🍳 Cook the food

### FASCINATING FACT:



A Christian school teacher in New Zealand once told me that she loved teaching geography in the kitchen, where she helped students learn about the different parts of a region from the local ingredients and ethnic recipes. This enabled even her skeptical, standoffish students to get enthused about learning—they got to eat the results!

## Conduct a review and evaluation

In this Phase of Unit Three, your students should have had the opportunity to explore Egypt & the Exodus through various hands-on and creative sessions. They will have:

- completed a Mapping section;
- observed and discussed Art & Architecture;
- worked on an art project;
- experimented with a Science Project or taken a field trip;
- listened to music;
- tasted a food related to this Unit;
- completed their self-evaluation procedure for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student involvement in the hands-on activities.

Create an evaluation system of your own, or refer to the evaluation rubric

3 Phase 3

### ▶ Student Self-Evaluation UNIT 3, PHASE 3

Dates and hours: \_\_\_\_\_

**Evaluate Your Projects**

- List which of the activities listed in this Phase you did:
   
\_\_\_\_\_
   
\_\_\_\_\_
   
\_\_\_\_\_
- Rate your enthusiasm: \_\_\_\_\_
   
Explain: \_\_\_\_\_
   
\_\_\_\_\_
- Rate the precision of your approach: \_\_\_\_\_
   
Explain: \_\_\_\_\_
   
\_\_\_\_\_
- Rate your effort toward the completion of the project: \_\_\_\_\_
   
Explain: \_\_\_\_\_
   
\_\_\_\_\_

Ask yourself what worked and what did not. What would you do differently in the future, and what would you repeat?

\_\_\_\_\_

How specifically did these hands-on activities enhance your knowledge of Egypt & the Exodus? What made them worthwhile?

\_\_\_\_\_

In the first three Phases of this Unit, what aspect of the time period has most captured your imagination? What would you like to creatively pursue to conclude your study?

\_\_\_\_\_

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in the introduction as a tool for assessing participation. The categories you will probably find most useful for evaluating their projects are “Task” and “Process: Teamwork”. Consider specifically the enthusiasm, the precision of approach, and the efforts towards improvement of skill and toward completion of the activity, rather than rating the project as compared against a masterpiece.

Do not critique the self-evaluation page your student completes in the Student Manual—it is acceptable for students to occasionally leave lines blank if a question does not apply. Instead, discuss with the student the intention of the written comments

and incorporate those into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials: what worked and what did not? Consider your time management. Were you able to recognize and respond to your students’ needs? Did you make your expectations clear? In what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (this requires humility!).

**The Expression  
Week****Phase 4****► In Your Own Way . . .**

In this unit we have seen how the descendants of Abraham entered Egypt, a biblical land of refuge. After God's powerful intervention through Joseph in what could have been utter devastation to both the Egyptians and the Hebrews, a generation arose who did not remember the past. Instead, they focused on the increasing might of the Hebrews, and out of fear for their own safety, they enslaved them. In one of the most powerful historic events of all time, God delivered the Hebrews, the descendants of Abraham, in the Exodus. In this, and through other Scriptures, we have discovered God's mercy and love to both the Egyptians and the Hebrews. Now, choose a selection of these activities, or create your own, which will best express what was most significant to you.

**LINGUISTICS****Playing with Words**

Make a pun about Egypt. Like this:  
*What do you call a pyramid that smells bad?  
A stynx!*

**Journalism**

- Be a newspaper reporter for the Palestine news daily, *The Patriarch*, and write the human interest story "Family Finds Long-Lost Son in Egypt"
- Imagine you were invited to a formal dinner at Nefertiti's palace. Write a detailed description of the guests, their outfits, and the food served for the magazine, *Lifestyles: Egyptian Royalty at Home*.

**Prose**

Write a fictional account of an Egyptian orphan who flees to a Hebrew family during the plagues, then comes with them on the Exodus.

**Poetry**

- Discover the connection these words have to the unit, and then write a rhyming poem using them: sea, flee, free; pharaoh, marrow, narrow; pulley, bully, fully; flood, blood, mud; slave, brave, save
- Write an acrostic poem from the Hebrew perspective describing the night of the first Passover.

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facts and the first-person sense of amazement in witnessing the splendor of royalty.

**Prose**

The student may wish to read a story about an orphan's experiences in order to gain insight into the kinds of issues important to orphans. This may be a very sobering account or it could be comical.

**Poetry**

Encourage students to discover what an acrostic poem looks like. (Definition of "Acrostic:" a word, phrase, or passage spelled out vertically by the first letters of a group of lines in sequence.) Have them explore the variety of presentations possible in shape and word usage.

Many styles of rhyming poetry exist

- such as nursery rhymes, couplets, and rondelets and odes. Have students interested in writing rhyming poetry examine some examples of these in order to decide what style of poetry they wish to write. (Ogden Nash wrote rhyming poems in a most unusual manner. I highly recommend studying his style for students who enjoy humor and playing with words!)

**Choose an area of expression**

Students may work either individually or in teams.

**Linguistics:****Playing With Words**

Help students understand the meaning of "pun," and then create one about Egypt.

**Journalism**

- Have the students who wish to write a journalistic piece look at several articles in newspapers and/or magazines to understand the framework for journalism. Encour-

age them to be as wildly imaginative as they wish to be, as long as their project conveys something of what has been learned in the unit.

- There are many magazine articles, newspaper articles and books concerning the lifestyles of royalty. Encourage students to read a few examples of this, along with descriptions of ancient Egyptian clothing and customs, so that they will have both the historical

## ART

**Painting/Drawing**

- Create a mural of the Great Pyramid, the Sphinx, and the surrounding Egyptian desert. If you have a current photo from which to draw, you might want to add the ubiquitous camels!
- Paint the scene from the Exodus where God sends a wind to part the Red Sea. You might consider making it abstract to focus on the overall experience.

**Graphic Design**

Design an ad for a real estate developer who has land for sale—just outside the flood plain of the Nile. Remember that the Egyptians described the land as either black (from the rich deposits of flooding) or red (the unrelieved desert ground).

**Cartooning**

As a political cartoonist, draw a cartoon for the *Mt. Sinai Herald*, showing the confrontation between Pharaoh and Moses.

## MUSIC

**Compose**

Exodus 15 contains the song that Moses and the children of Israel sang after their deliverance through the Red Sea. Select some portion of those verses and put them to music. If composing a melody is initially too overwhelming, start by creating a text-setting, which means setting a selection of text to rhythm. Try to get the most dramatic use of pauses and rhythmic emphasis.

**Performance Practice**

There is a tremendous amount of drama in this unit. With your teacher, select an appropriate dramatic piece, with great contrast, to play at the end of this unit. Explain to your audience the way that the music represents what you learned about Egypt and the Exodus.

**Art:****Painting/Drawing**

Many people have visited the Great

- Pyramid and have had their picture taken there. If a student can get a first hand description of the event, as well as a copy of the photo, it will prove invaluable. This is the time to start asking everyone you know whether they've been a tourist in Egypt!
- There are cinematic examples of the Exodus from Egypt (such as *Prince of Egypt*), as well as paintings (such as Arnold Friberg's *Parting of the Red Sea*). Students might look online to see examples of how other artists depict the drama of the event.

**Graphic Design**

Encourage students to look at real estate advertisements to discover what kind of photos are shown, what kind of words are used to describe properties, and how the ads are laid out.

**Political Cartooning**

The confrontation between Pharaoh and Moses must have seemed at first to be one-sided with the weight of power on Pharaoh's side. This was reversed by the end of their time. Remember that one man and God make a majority!

**Music:****Compose**

Students may wish to form a team to compose and perform a song, or they may wish to do this selection on their own. The composition would do very well as a song of worship to the God who delivered the Hebrews.

**Performance Practice**

For musical students, this selection may be a wonderful opportunity to express what they have learned. Make sure they have selected a piece that they have adequate time to prepare.

**DRAMA****Comedy**

Do a humorous skit about Moses explaining to his wife that the reason he was late for dinner was because God was talking out of a burning bush!

**Reality**

Act out the Exodus. Use your imagination to cre-

ate props, sets, and costumes. Be sure to include realistic fear, as well as rejoicing! Add appropriate songs and worship choruses.

**Puppetry**

Produce a puppet show on the life of Joseph. You could choose to begin with his time in prison. For inspiration, check out *Joseph and the Amazing Technicolor Dreamcoat*.

**Prop Needs**


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**Costume Ideas**


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**Role/Player**


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**Set Suggestions**


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**Drama:****Comedy**

Portraying Moses's wife as slightly hard of hearing will provide Moses some opportunities for humorous misunderstandings—especially when he tries to tell her that God was speaking out of a burning bush.

**Reality**

Bible scholars believe that between 300,000 and one million people fled Egypt during the Exodus. Since you won't have that many actors avail-

able, consider how you can create the effect of many people, of differing ages and conditions, traveling under somewhat terrifying conditions (at least, before the parting of the Red Sea).

**Puppetry**

Think about the main characters and main events in Joseph's life as you prepare the puppet show. What scenes might be appropriate to leave out without harming the overall story, and which need to remain?

**MOVEMENT**

**Pantomime**

- Pantomime Joseph's being called out of prison, cleaned up, and dressed, to appear before Pharaoh. Show how he listens to Pharaoh's dream, interprets it, and is then honored with responsibility for the entire land of Egypt. If two students wish to do this together, one could portray Joseph and the other Pharaoh.
- Pantomime the plagues of Egypt. Be sure to show how the Hebrews were saved out of them.

**Dance**

Dance the enslavement and bondage of Israel in the land of Egypt, showing how they cried out to God. Remember, after the Red Sea parted, Miriam danced to show her thankfulness to God.

**Action**

Perform a stylized action/dance of Pharaoh and his army chasing the Israelites to the Red Sea, with the tragic end for the Egyptians and the victorious deliverance for the Hebrews.

**CONCEPTUAL DESIGN**

There is a tremendous number of possible explanations as to how the pyramids were built, including poured concrete, the brute strength of slaves, and kite power. Design an imaginative (it doesn't have to work in real life) pyramid-building machine.

**CREATE YOUR OWN EXPRESSION**

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**Movement:**

**Pantomime**

Remember that Joseph had been in prison a long time, and was quite possibly not in the best shape. He may need to stumble or weave a bit, to indicate lack of food and exercise.

- Consider all of the plagues of Egypt. Encourage your students to determine how one pantomimes frogs, water turning to blood, locusts, or hail.

**Dance**

The soundtrack from *Prince of Egypt* contains some music which powerfully communicates the bondage of the Israelites. You might want to listen and see if there are any songs which would be appropriate for your dance.

**Action**

Remember that Pharaoh and many of his officers were riding in chariots.

How will you show the action of chariots? Consider what it was like for the Egyptian army to walk with the wall of water close to them—the wall of water which the Israelites had safely passed.

**Conceptual Design:**

Anything goes for a pyramid-building machine. Remember, however, that the pyramids were MASSIVE and precisely set into their places.

**Share creative expressions in class**

The same rules apply as suggested in the reporting section of Phase Two.

## ► Student Self-Evaluation UNIT 3, PHASE 4

Dates and hours: \_\_\_\_\_

### Evaluate Your Projects

- What creative project did you choose?  
\_\_\_\_\_
- What did you expect from your project, and how does the final project compare to your initial expectations?  
\_\_\_\_\_  
\_\_\_\_\_

- What do you like about your project? What would you change?  
\_\_\_\_\_  
\_\_\_\_\_

### In Conclusion

Revisit the three Key Concepts from the beginning of this Unit. Explain how your understanding of and appreciation for each has grown over the course of your study.

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Record your concluding thoughts on Egypt & the Exodus:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 🗒️ Conduct a review and evaluation

In this Phase of Unit Three, your students should have had the opportunity to express what they have learned about Egypt & the Exodus through one or more various creative selections of their own choosing. These include:

- Linguistics;
- Art;
- Music;
- Drama;
- Movement;
- Conceptual Design.

Record student hours: \_\_\_\_\_

### Assess student effort in the creative expressions, as individuals or as teams.

Create an evaluation system of your own, or refer to the evaluation rubric in the introduction as a tool for assessing participation. The categories you will probably find most useful for evaluating their projects are “Task”, “Process: Teamwork”, “Process: Originality”, and Grammar, Format, and

Spelling.

In this Phase especially, do not critique the self-evaluation page your student completes in the Student Manual—consider how the very soul of an artist has been exposed and vulnerable, so be encouraging and not belittling. Again, consider enthusiasm, precision of approach, efforts towards improvement of skill and toward completion of the activity, rather than rating the project as compared against a masterpiece. Instead, discuss with the student the intention of the written comments and incorporate those into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (this requires humility!).

Take a moment now to evaluate the whole Unit. What would you like to remember if you taught this subject again? What do you recognize that your students gained most—either as students of history or as creative individuals? What did you learn about Egypt & the Exodus, or about teaching?

