

EGYPT & THE EXODUS

Summary



LET MY PEOPLE GO...

Ancient Egypt, land of mystery, of pharaohs and pyramids, was a refuge for Abraham and Sarah—and became a place of enslavement for Jacob’s descendants. With rich, fertile land surrounded by desert, Egypt was known for its wealth, technology, military might, and extensive trade—and the worship of many gods.

The Old Kingdom, also known as the Pyramid Age, was when the most magnificent pyramids were built and, possibly, when Abraham and Sarah sought refuge in Egypt. The pharaohs of this period began to lose power over their outlying districts. Eventually, rulers of these districts declared themselves kings, and Egypt slid into the chaos of the First Intermediate Period.

JOSEPH’S LIFE

When the country was reunited by Mentuhotep, who founded the 11th Dynasty, Egypt entered the Middle Kingdom years. It was at the end of this dynasty (or, possibly, at the beginning of the 12th) that Joseph, great grandson of Abraham and Sarah, was elevated from being a prisoner in Egypt to vizier (second in command of the kingdom). Genesis describes this event:

“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

When Pharaoh heard Joseph’s interpretation of his troubling dream, he recognized that only this man in his kingdom had the wisdom to preserve the incoming bounty of the next seven years in preparation for the famine that would follow.

The God who works all things together for good not only provided food for the Egyptians during famine, but also reunited and reconciled Joseph to his brothers when they came from Canaan to buy grain.

Because of Joseph’s exceptional administration during the famine, the central government of Pharaoh once again grew strong. A fascinating clue to Joseph’s presence in Egypt may be seen in an ancient canal known as the “Bahr Yusef” (or The Joseph Canal), built during the 12th Dynasty and still used in irrigation today.

During the famine, Joseph’s entire family moved to Egypt, to what the Bible describes as being “the best of the land.” After Joseph’s death, however, things changed dramatically. Exodus tells of a new Pharaoh who did not know Joseph, one who began to enslave the Hebrew people—descendants of Abraham, Isaac, and Jacob.

MOSES AND THE EXODUS

The Egyptians feared these foreigners and sought, through unceasing labor and infanticide, to weaken them.

Though Hebrews were commanded to throw their baby boys into the Nile after birth, the mother of Moses set him, instead, into a small basket along the banks of the Nile. When Pharaoh’s daughter found and adopted him, he became part of the ruling family of Egypt. Yet, Hebrews 11:24-26 says that when he came of age, Moses chose to be identified with his own people, the Hebrew slaves. Fleeing Egypt after murdering an Egyptian, Moses settled as a shepherd in Midian. God called Moses, after 40 years of exile, to lead the Hebrew people out of captivity. In the ensuing confrontations between Moses and Pharaoh—and the plagues that followed—the heart of Pharaoh grew harder and harder. Though at last he released the Hebrew slaves, Pharaoh quickly changed his mind and hotly pursued them.

In the miraculous crossing of the Red Sea, the Hebrews gained their freedom when Pharaoh and his army drowned. From that point, Egypt enters into the Second Intermediate Period (13th to 17th Dynasties), with

KEY CONCEPTS

ANCIENT EGYPT & GOD’S PLAN

Studying ancient Egypt through Scripture gives insight into its place in history—a place of refuge which became, for a time, a place of enslavement.

JOSEPH’S LIFE

This Hebrew became, under Pharaoh, one of the most powerful leaders in one of the strongest nations in the ancient world!

MOSES & THE EXODUS

The chronology of ancient Egypt makes a difference in whether we find archaeological evidence for the Exodus.

POSSIBLE ROUTES

Though the location of the “Red Sea” Exodus is controversial, Scripture clearly states that the waters parted, the Hebrews came through, and the Egyptians drowned.

weak pharaohs and conquering foreigners known as the Hyksos.

The New Kingdom (18th-20th Dynasties) had the greatest expansion of Egypt beyond its borders, and lasted 500 years.

DATING THE EXODUS

Though the Bible clearly describes the Exodus, most archaeologists and historians regard the story as fiction. One of the major reasons is that archaeological finds and ancient documents do not appear to line up with Biblical chronology. One notable answer may be that the standard Egyptian chronology is incorrect by about 300 years. Please refer to pp 90-92 (Student Manual) for more information.

MONTH 3 AT A GLANCE

Timeframe: 4 weeks

PHASE 1



WEEK 9

Introduction

5TH TO 12TH GRADE

Discover the mysterious, ancient land of Egypt—and its profound significance in Scripture. We will not only learn about the various Egyptian kingdoms and about people the Bible names in Egypt, but also exciting new theories which provide evidence for the biblical description.

PRE-K TO 4TH GRADE

Your little ones will be gently introduced to ancient Egypt, —and the biblical stories of Joseph, Moses, the Passover, and the Exodus—through coloring, Bible stories, Fascinating Folks & Exciting Events, and sharing their thoughts with you.

PHASE 2



WEEK 10

Exploration

5TH TO 12TH GRADE

Your students each choose one of the suggested topics, like Building the Great Pyramid, Wilderness Living, or Passover, etc.—one that is personally interesting. Then watch what happens as they begin to discover something that fascinates them. You will be amazed when they share their discoveries from this amazing time!

PRE-K TO 4TH GRADE

Have fun playing with the words of this unit through a Word Scramble game, creating a simple timeline, making sock puppets to act out Moses and Pharaoh, and taking a nature walk to imagine crossing the Red Sea.

PHASE 3



WEEK 11

Hands-On

5TH TO 12TH GRADE

Our exploration of the geography and culture of the time takes us to the Nile River and the Egyptian Desert. See paintings about the Exodus, artwork from ancient Egypt, and the Great Pyramid of Giza. And, enjoy learning about levers and pulleys, the rhythm of music, and Egyptian cooking.

PRE-K TO 4TH GRADE

With your little ones, discover “Where in the World is...Egypt?”, make a sun clock you can actually use, and craft a musical instrument!

PHASE 4



WEEK 12

Expression

5TH TO 12TH GRADE

Students can choose to write a rhyming poem, a human interest story, create an advertising ad for real estate on the Nile River, perform dramatic music, put on a puppet show of Joseph’s life, mime the plagues of Egypt, design an imaginative pyramid-building machine, or something else—as they creatively express something they’ve learned about Egypt & the Exodus!

PRE-K TO 4TH GRADE

With your little ones, Sing “Plagues are Plaguings” to the tune of Camptown Races, play “The Hieroglyph-Charades” game, and create a masterpiece. What fun!

PLANNING YOUR WEEK

Books & Materials

BOOK LIST

(from pp 94-96 Student Manual)

- Cultural Atlas for Young People: Ancient Egypt*
by Geraldine Harris
- The Pharaohs of Ancient Egypt* by Elizabeth Payne
- Tut's Mummy Lost and Found* by Judy Donnelly
- Look What Came from Egypt* by Miles Harvey
- Make it Work! Ancient Egypt*
by Andrew Haslam & Alexandra Parsons
- The Riddle of the Rosetta Stone Key to Ancient Egypt*
by James Cross Giblin
- Seeker of Knowledge: The Man Who Deciphered
Egyptian Hieroglyphs* by James Rumford
- Hatsheput - His Majesty, Herself* by Catherine Andronik
- Unwrapping the Pharaohs*
by John Ashton & David Down
- * *Pyramid* by David Macaulay
- Pharaohs and Kings* by David Rohl
- Ancient Egypt - A Cambridge Junior History*
by Philip Cummins
- Celebrate the Feasts* by Martha Zimmerman
- The Golden Goblet* by Eloise Jarvis McGraw
- Mara, daughter of the Nile* by Eloise Jarvis McGraw
- The Cat of the Bubastes* by G.A. Henty
- Video: *The Ten Commandments*
- * *Growing up in Ancient Egypt* by Rosalie David
- * *Exodus* by Brian Wildsmith
- * *The Story of Passover* by Norma Simon
- * Video: *Prince of Egypt*
- * Appropriate for Pre K-4th grade

ON OUR BOOKSHELF

Which do we own? What similar titles do we own?
What can be borrowed? What might we purchase?

MATERIALS LIST FOR PHASE 1

- Poster board or construction paper
- Markers, crayons, or pens (for older & younger students)
- Pipe cleaners (for recap activity)
- Pipe cleaners and brown tissue paper (preK-4)
- Duplos or Legos for building pyramid (PreK-4)



WEEK 9 AT A GLANCE

Timeframe: 3-5 days

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Listen to CDs, p 93

Read Gen. 39-50

Pre K-4th

Color, p 24 EAB.

Listen to Gen. 41, p 25 EAB

TUESDAY

5th-12th

Read article, pp 83-92

Read Exodus 1-4

Pre K-4th

Make a Pyramid

Listen to Exodus 1-2, p 25 EAB

WEDNESDAY

5th-12th

Read Exodus 5-15, Acts 7:1-38

Recap Activity, p T93

Pre K-4th

Listen to Exodus 5-12, p 25 EAB

Nature Smart Recap activity

THURSDAY

5th-12th

Discuss one question, p 94

Rephrase Key Concepts, p 97

Pre K-4th

Make a basket for baby Moses

Listen to Exodus 12-15, p 25 EAB

FRIDAY

5th-12th

Choose topic for Phase 2, p 98

Library for Resources, pp 94-96

Optional: Self-evaluation, p 97

Pre K-4th

Listen to the Great Pyramid of Giza, p 26 EAB.

Go to the library

Watch "Prince of Egypt" video

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(NOT RECOMMENDED FOR K-4)

MONDAY

5th-12th

Listen to CDs, p 93

Read article, pp 83-92

Read Gen. 39-50

WEDNESDAY

5th-12th

Read Exodus 5-15, Acts 7:1-38

Recap Activity, p T93

Discuss one question, p 94

FRIDAY

5th-12th

Rephrase Key Concepts, p 97

Choose topic for Phase 2, p 98

Library for Resources, pp 94-96

Optional: Self-evaluation, p 97

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Research Topic for Phase 2: Hieroglyphics

Look in the library for books or DVDs that describe how the Rosetta stone was deciphered, and how hieroglyphics work.

Books on Hieroglyphics:

The Riddle of the Rosetta Stone by James Giblin

Seeker of Knowledge by James Rumford



DAILY LESSON PLANS

Timeframe: 5 days

MONDAY

5TH TO 12TH

- Provide Student Participation rubric to student, p 3 of RS.
- Listen to What in the World? Vol 1, Disc 2, Tracks 1-3, p 93 (36 min) *Option: Track 1 today (8.5 min), Track 2 on Tue. . (12 min), and Track 3 on Wed.. (15.5 min). For helpful insights, pp T84-90. NOTE: True Tales Vol 1 and Digging Deeper Vol 1 add more stories to this time period, p 93. Listen anytime during the unit.*
- People & Word Smart**
- Read Gen. 39-50. (30 min) **Self Smart**

PRE-K TO 4TH

- Color p 24 EAB while older students listen to CDs.
- Picture Smart**
- Read Gen. 41:1-57—Joseph and Pharaoh. (*Feel free to use a Children's Bible.*) Discussion, p 25 EAB.
- People & Word Smart**

TUESDAY

5TH TO 12TH

- Read article, pp 83-92. (30 min) OR, read Summary, p 38 LP. (5 min) Again, for helpful insights, pp T84-90.
- People & Word Smart**
- Read Ex. 1-4. (15 min) **Self Smart**
- Option: Track 2. (12 min)*

PRE-K TO 4TH

- Build a pyramid with Legos or other building materials. **Picture Smart**
- Read Ex. 1:1-2:25—Moses. Discussion, p 25 EAB.
- People & Word Smart**

WEDNESDAY

5TH TO 12TH

- Read Ex. 5-15 and Acts 7:1-38. (30 min) **Self Smart**
- Recap Activity, choose from 8 options, p T93 (30 min)
- 8 Smarts**
- Option: Track 3 (15.5 min)*

PRE-K TO 4TH

- Read Ex. 5:1-12:36—Egypt and the Passover. (*Feel free to use a Children's Bible.*) Discussion, p 25 EAB.
- People & Word Smart**
- Go around the house gathering up things they would need in a survival kit for life in the wilderness (or desert). Then have them explain why they selected the particular items chosen. Have fun!
- Nature Smart**

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THURSDAY

5TH TO 12TH

- Use a Talk Together prompt on p 94, or on p T94, to start a discussion with your students about Egypt & the Exodus. (30 min) *You facilitate the discussion—to keep it friendly and respectful.* **People & Word Smart**
- Using the Student Evaluation on p 97, have your students rephrase the four Key Concepts in their own words. (30 min) *Explanations on T84-90.* **Self Smart & Word Smart**

PRE-K TO 4TH

- Make a basket for baby Moses by weaving together brown pipe cleaners and brown tissue paper, or out of PlayDough. **Picture Smart**
- Read Ex. 12:37-15:21—the Exodus. Discussion, p 25 EAB. **People & Word Smart**

FRIDAY

5TH TO 12TH

- Choose a Phase 2 Research & Reporting projects, p 98. (15 min)
- Option: Student Evaluation, p 97. (15 min) **Self Smart**
- Go to the library. *Recommended Resources* on p 94-96 that might be interesting for your family—including the historical fiction books on ancient Egypt. These books can be read anytime during Unit 2. **Word Smart**
- Evaluate: use rubric, p. 3 in RS.

PRE-K TO 4TH

- Read the Great Pyramid of Giza, p 26 EAB. **People & Word Smart**
- Visit the library to look for appropriate books for younger students (marked with * on p 40 LP.) **Word Smart**
- Watch “Prince of Egypt” with the whole family. **People Smart**

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 1

NAME	HISTORY ACTIVITIES	HOURS	BIBLE READING	HOURS	RUBRIC

PLANNING YOUR WEEK

Questions & Materials

BOOKS:

What extra books & resources are needed for this topic?

RESEARCH:

Ask your student for three "how?" or "why?" questions on this topic.

PRESENTATION:

How does the student want to present the research?

MATERIALS LIST FOR PHASE 2

- Poster board or construction paper
- Markers, crayons, paint, or pens (for older & younger students)
- 3x5 cards for flash cards (optional)
- Easel sheets for charts (optional)
- Food for Passover feast (optional)
- Legos or papier-mâché for Great Pyramid (optional)
- Stick that can be used as a walking stick (optional) (Pre K-4th)
- Sock puppets (or make your own with socks, googly eyes, and felt) (Pre K-4th)



WEEK 10 AT A GLANCE

Timeframe: 3-5 days

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Research chosen topic from p 98
Consider how to present it (p T98-99)

Pre K-4th

Do Word Scramble p 27 EAB.
Make a walking stick and decorate it

TUESDAY

5th-12th

Continue research on topic
Optional: Fill in Timeline, p 100-101(T101)

Pre K-4th

Create a simple Timeline

WEDNESDAY

5th-12th

Finalize work on research project
Optional: Do vocabulary activity, p T102

Pre K-4th

Make sock puppets of Moses and Pharaoh
Act out "Let My People Go"

THURSDAY

5th-12th

Prepare presentation

Pre K-4th

Walk and talk about crossing the Red Sea

FRIDAY

5th-12th

Finalize prep, give presentation
Optional: Self-evaluation, p 103

Pre K-4th

Prep and share this week's projects

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(NOT RECOMMENDED FOR K-4)

MONDAY

5th-12th

Research chosen topic from p 98
Consider how to present it (p T98-99)

WEDNESDAY

5th-12th

Continue work on research project.
Optional: Fill in Timeline, p 100-101

FRIDAY

5th-12th

Finalize prep, give presentation
Optional: Self-evaluation, p 103

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

**Use either of these 2 Motivating Suggestions
for presentation of Hieroglyphics:**

1. A drama-loving student could do a one-actor show acting out Jean François Champollion's discovery.
2. Create a diagram which shows how hieroglyphic writing works. Include the meaning of some of the symbols.



DAILY LESSON PLANS

Timeframe: 5 days

MONDAY

5TH TO 12TH

- Verify Phase 2 topic has been chosen, p 98
- Choose presentation style. Creative suggestions p T98-99. (15 min) **8 Smarts**
- Begin researching. (30 min.) **Word & Logic Smart**

PRE-K TO 4TH

- Word Scramble game, p 27 EAB. If they are able to recognize letters of the alphabet, even if not yet reading, they can enjoy this game with your help. After they find the vocabulary words, explain what the words mean. **Word Smart**
- Choose a stick that can be a walking stick on the Exodus (your nature walk on Thursday). Let your younger students decorate the stick with paint, string, feathers, beads, etc. **Body Smart**

TUESDAY

5TH TO 12TH

- Continue work on research topic. (45-60 min)
- Optional: Timeline, p 100-101—dates listed on T101 (15 min) **Logic Smart**

PRE-K TO 4TH

- Make a simple timeline (or continue the previous one). Using blank paper, draw a line across the top, then add these dates: Make a timeline (or continue the previous one): 2,000 B.C., 1,500 B.C., 1,000 B.C.
- Draw the Great Pyramid, Joseph (with his colorful coat), Moses, and the Exodus, or use magazine pictures to represent these people/events. Then, cut out pictures and place the Great Pyramid at approximately 2,000 BC, Joseph in between 2,000 and 1,500 BC, and Moses and the Exodus at approximately 1500 BC **Logic & Picture Smart**

WEDNESDAY

5TH TO 12TH

- Provide Research Presentation rubric to student, p 5 of RS.
- Continue research. If ready, begin working on presentation. (45-60 min) *Ask whether any materials will be needed for presentation.*
- Optional: Vocabulary game, p T102. (15 min) **People & Word Smart**

PRE-K TO 4TH

- Make sock puppets using socks, gluing on felt for eyes and mouth (or use googly eyes), and yarn for hair. The puppets are Moses and Pharaoh—Pharaoh should look like an Egyptian king. **Picture Smart**
- Once the puppets are completed, have younger students take turns acting out the drama of Moses delivering God's message to Pharaoh, "Let My people go!" **Body Smart**

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THURSDAY

5TH TO 12TH

- Work on presentation for tomorrow, including props & other materials. Provide assistance as needed. (60 min)

PRE-K TO 4TH

- Take a nature walk with your kids with the decorated walking stick! Ask your children to imagine what it would have been like to follow the cloud by day, resting safely by the column of fire at night. Ask what they think it would have been like to cross the Red Sea on dry ground! **Nature & Self Smart**

FRIDAY

5TH TO 12TH

- Finalize Phase 2 presentation, then give presentation to a gathered audience. (60 min.) *An evening or weekend presentation may be a better time for the presentation. Be prepared to applaud and congratulate! To gently offer a critique, read "Complete research projects" at the top of p XVII in Teacher Guide.*
- Optional: Self-Evaluation, p 103. **Self Smart**
- Evaluate: use rubric on p. 5 of RS.

PRE-K TO 4TH

- Help younger student prepare to share what has been learned and created this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 2

NAME	TOPIC/PRESENTATION	SOURCES	HOURS	RUBRIC

PLANNING YOUR WEEK

Choicess & Materials

MAPPING:

Which suggestions in the Student Manual are appropriate for your student's interest and skill level?

ART & ARCHITECTURE:

Which of the suggested questions (Student Manual & TG) would be most appropriate and interesting?

CULTURAL PROJECTS:

Considering the culture of the time—art, science, music, and cooking—which projects do we want to do?

MATERIALS LIST FOR PHASE 3

- Poster board construction paper
- Markers, crayons, or pens (for older & younger students)
- Soap for carving (optional)
- Plaster of Paris, smooth wood for portrait (optional)
- Materials for crafting Egyptian jewelry (see Pinterest for ideas (optional)
- Clay, straw and wood for "bricks" (optional)
- Clothesline, 2 pulleys, bucket (optional)
- Ingredients for Stewed Beef with Okra and Unleavened Bread p 109
- Clay flowerpot, pebbles or marbles, 1/4" dowel, 12 inches long (Coil Pot for Pre K-4th)
- Paper plates, fifty pennies, stapler, washers of several sizes (from hardware store), yarn, scissors, hangar (Tambourine for Pre K-4th)



WEEK 11 AT A GLANCE

Timeframe: 3-5 days

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Mapping p 104-105

Filled-in map, T Appendix C

Pre K-4th

Where in the World is Egypt?, p 29 EAB.

TUESDAY

5th-12th

View Art/Architecture, p 106

Pre K-4th

Join in viewing Art/Architecture

WEDNESDAY

5th-12th

Choose Art project, p 107

OR Science project, p 107

Pre K-4th

Make a sun clock, p 28 EAB.

THURSDAY

5th-12th

Choose Science project, p 107

OR, continue Art project

Pre K-4th

Make a tambourine, p 28 EAB.

FRIDAY

5th-12th

Music (listen & try), p 108

OR continue Art or Science Project

Present project.

Optional: Make Stewed Beef & Unleavened Bread, p 109

Optional: Self-evaluation, p 110

Pre K-4th

Join older students in Music (listen & try)

Prep and share this week's projects

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(NOT RECOMMENDED FOR K-4)

MONDAY

5th-12th

Mapping p 104-105 (T Appendix C)

View Art/Architecture, p 106

WEDNESDAY

5th-12th

Choose Art project, p 107

OR Science project, p 107

OR Music, p 108

FRIDAY

5th-12th

Finalize and present project.

Optional: Make Stewed Beef & Unleavened Bread, p 109

Optional: Self-evaluation, p 110

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Make it delightful for your children AND simple for yourself by limiting the projects to items you have on hand:

- Colored pencils for mapping
- Make viewing Art & Architecture and listening to music simple by using Online Resources
- Look at Art projects on p 107 to see which will work with supplies you have. Find suggestions for how to carve soap, make dry plaster paintings, and make Egyptian jewelry at Online Resources.
- Find how to do both science projects online at Online Resources.
- Knead the dough for Unleavened Bread in a Kitchen-Aid, CuisineArt, or bread machine to save time.



DAILY LESSON PLANS

Timeframe: 5 days

MONDAY

5TH TO 12TH

- Provide Mapping Project rubric to student, p 6 of RS.
- Geography: pp 104-05. Choose two or more points from Physical Terrain and/or Geopolitical. (Option: *Explore requires research.*) See T-Appendix C (60 min) **Picture Smart** Consider God's purposes, p T105. What possible reasons might there have been for Egypt's geographical isolation and its rich farmland along the Nile? Lively conversation at the dinner table!

PRE-K TO 4TH

- Color "Where in the World is Egypt?", p 29 of EAB. **Picture Smart**

TUESDAY

5TH TO 12TH

- Art/Architecture to view, p 106. Online Resources, More info & questions, p T106. (30 min) **Picture Smart**
- If student has not finished mapping project, another 30 min. could be spent today.

PRE-K TO 4TH

- Younger students may also enjoy looking at the art/architecture for this unit. (See Online Resources) Help your children get a sense of the vast size of the Great Pyramid: 756' long on each side, 450' tall, more than 2 million blocks of stone, averaging between 2.5 to 15 tons each! **Picture Smart**

WEDNESDAY

5TH TO 12TH

- If doing an art project, provide Art Project rubric, p 7 of RS.
- Arts in Action: 4 different art projects from which to choose, p 107. Helps on p T107 and Online Resources (60 min) **Picture Smart** Work either Wed. on art, Thursday on science, and Friday on music OR work on art all 3 days.

PRE-K TO 4TH

- Make a sun clock, p 28 EAB. **Logic Smart**

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THURSDAY

5TH TO 12TH

- If student is doing a science, music, or cooking project, provide Other Cultural/Science Projects rubric, p 8 of RS.
- Science: Make bricks or build a pulley system. Helps listed on p T107 and Online Resources. (60 min) **Logic Smart Work** either Wed. on art, Thursday on science, and Friday on music OR on science all 3 days.

PRE-K TO 4TH

- Make a tambourine, (can be used on Friday), p 28 EAB. **Music Smart**

FRIDAY

5TH TO 12TH

- Music: Learn about the rhythm of music, listed on p 108 (Online Resources). Then, try clapping the rhythms of common children’s nonsense rhymes, p 108. (45 min) **Music Smart Work** either Wed. on art, Thursday on science, and Friday on music OR work on music all 3 days.
- Finalize this week’s Hands-On project(s), then present to family and friends.
- Optional: Make Stewed Beef with Okra and Unleavened Bread, p 109. **Nature Smart**
- Optional: Self-Evaluation, p 110. **Self Smart**
- Evaluate with rubrics on p 6-8 of RS.

PRE-K TO 4TH

- Join older students in listening to a recording of rhythmic drumming (Online Resources). Then, try this:
 - Recite in rhythm the children’s verse, “Pat-a-cake, pat-a-cake, Baker’s man...” And, “Twinkle, twinkle, little star...” And, “Hot cross buns, hot cross buns...”
 Now, try clapping (not saying) one of these. Can anyone guess which pattern you are clapping? That pattern is called the “rhythm.” **Music Smart**
- Prepare and present Hands-on projects from this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 3

NAME	SUBJECT(S)	PROJECT(S)	HOURS	RUBRIC

PLANNING YOUR WEEK

Facilitation & Materials

BRAINSTORM:

On Monday, when can you set aside a brief uninterrupted time to listen to your student's brainstorming for Creative Expression? What initial ideas were presented?

LENDING ASSISTANCE:

On Tuesday or Wednesday, when can you set aside a brief uninterrupted time to hear the development of the Creative Expression plan? What assistance is needed to finalize the plan?

THE AUDIENCE:

What is the date, time, location of the presentation? Who will be invited? What would make this a time of celebration and fun?

MATERIALS LIST FOR PHASE 4

- Art paper, watercolor or pastel paints (optional)
- Props for acting out the Exodus (optional)
- Puppets (optional)
- Crayons or colored pencils (Pre K-4th)



WEEK 12 AT A GLANCE

Timeframe: 3-5 days

FIVE DAY PLAN

30 MINUTES TO 1 HOUR PER DAY

MONDAY

5th-12th

Choose project from p 111-114
Plan project timeline, gather materials, begin work
Pre K-4th
Draw a picture of crossing the Red Seap 30 EAB.

TUESDAY

5th-12th

Continue working on project.

Pre K-4th

Sing "Plagues are Plaguing" p 31 EAB.

WEDNESDAY

5th-12th

Continue working on project.

Pre K-4th

Practice "Plagues are Plaguing" with tambourines

THURSDAY

5th-12th

Continue working on project

Pre K-4th

Play "The Hieroglyph-Charades" game, p 31

FRIDAY

5th-12th

Finalize creative self-expression project.

Present to audience.

Optional: Self-evaluation, p 115

Optional: Unit Test

Pre K-4th

Prepare and share the week's activities

THREE DAY PLAN

1.5 TO 2 HOURS PER DAY
(NOT RECOMMENDED FOR K-4)

MONDAY

5th-12th

Choose project from p 111-114
Plan project timeline, gather materials, begin work.

WEDNESDAY

5th-12th

Continue working on project.

FRIDAY

5th-12th

Finalize creative self-expression project.

Present to audience.

Optional: Self-evaluation, p 115

Optional: Unit Test

OVERWHELMED THIS WEEK? MAKE IT SIMPLE!

Encourage your student's creativity AND simplify things for yourself by using the suggestions p T111-114 for the specific project chosen. Such as:

- Look at examples of journalistic writing about royalty
- Different styles of rhyming poetry
- Look at real estate advertisements to get idea
- Think about portraying Moses' wife as hard of hearing
- Since Joseph had been in prison a long time, how would he move at first?



DAILY LESSON PLANS

Timeframe: 5 days

MONDAY

5TH TO 12TH

- Choose a creative expression, p 111-114, and begin working. (60 min) **8 Smarts**
- Provide appropriate Phase 4 rubric, pp 9-14 of RS. *Helps listed on pp T111-114. This is a fun, creative project—and can include the whole family (or friends).* **8 Smarts**

PRE-K TO 4TH

- Draw your own masterpiece— crossing the Red Sea during the Exodus! **Self & Picture Smart**

TUESDAY

5TH TO 12TH

- Continue work on creative expression. (60 min) *It may be helpful to talk through the creative process, especially if they are uncertain what to do next.*

PRE-K TO 4TH

- Sing “Plagues are Plaguing” to the tune of “Camptown Races”, listed on p 31 EAB. **Music Smart**

WEDNESDAY

5TH TO 12TH

- Continue work on creative expression. (60 min)

PRE-K TO 4TH

- Practice “Plagues are Plaguing” with homemade tambourines from Week 3, listed on p 31 EAB. **Music Smart**

Unless otherwise noted, all pages listed refer to the Student Manual.

T = Teacher Guide EAB = Elementary Activity Book LP = Lesson Planner RS = Rubrics Set

THURSDAY

5TH TO 12TH

- Finalize the creative expression and prepare presentation. (60 min)
- Optional: Review Key Concepts for Unit Test, listed on p T84-90.

PRE-K TO 4TH

- Play the "Hieroglyphs-Charade" game, p 31 EAB.
People & Body Smart

FRIDAY

5TH TO 12TH

- Prepare to share creative expressions with an audience today, this evening, or this weekend.
- Evaluate with appropriate rubric from p. 9-14 of RS.
- If you are giving your student the Unit Test today, plan to allow 1-2 hours for completion.
- Grade test, if given.
- Optional: Self-Evaluation, p 115. **Self Smart**

PRE-K TO 4TH

- Prepare and share activities from this week.

RECORD KEEPING FOR HIGH SCHOOL CREDITS - PHASE 4

NAME	SUBJECT	PROJECT	HOURS	RUBRIC	TEST