JULIE ETTER

HISTORY
Transition Guide

VOLUME ONE

CREATION *through* THE REFORMATION

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Pages of History

This book may also be used as a comprehension study guide for *Pages of History: Secrets of the Ancients.* Discussion questions and comprehension questions are found in each weekly section. Other sections may be skipped. Children typically read one chapter of *Pages of History* per week, but you may easily change the pace to suit your own needs.

To my dad, who spent my fourth grade year taking me to every Virginia historical site, igniting my love for history, which continues to inspire me today. I love you, Dad!

Workbook by Julie Etter
Design by Ned Bustard

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Resources

The following materials (available from Veritas Press) will be covered in the two volumes, which are designed for a full school year of study:

HISTORY TRANSITION GUIDE, VOLUME ONE
Pages of History: Secrets of the Ancients
Old Testament and Ancient Egypt Flashcards
New Testament, Greece and Rome Flashcards
Middle Ages, Renaissance and Reformation Flashcards
Adam and His Kin
Augustine: The Farmer Boy
Beowulf
The Boy's and Girl's Herodotus
The Children's Homer
God King
King Arthur and His Knights of the Round Table

HISTORY TRANSITION GUIDE, VOLUME TWO
Pages of History: Blazing New Trails
Explorers to 1815 Flashcards
1815 to Present Flashcards
Alone Yet Not Alone
Children of the Covered Wagon
First Voyage to America
The Hiding Place
Johnny Tremain
Of Plymouth Plantation
Sergeant York and the Great War
With Lee in Virginia

LESSON I SESSION 1

Discussion

Read chapters 1 and 2 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. Imagine life without the knowledge of God in *all* things. How would it be different? (Session 1)
2. Lance called James "dumb" for believing in God. In general, do non-believers think of Christians this way? Why or why not? (Session 2).
3. *Pages of History* mentions the familiar phrase "the truth shall set you free." What is the real truth, and what kind of freedom does it bring? (Session 2)
4. Have you ever suffered the consequences, or reaped the rewards for, someone else's actions? Did you feel it was fair? (Session 2)
5. How do we know God takes His covenants seriously? Do we follow God well in this example to take our covenants/promises seriously? Why or why not? (Session 4)
6. God could have wiped out the entire world with the flood. However, he chose not to. What did this have to do with Him keeping a covenant promise? (Hint: Think of Genesis 3:15.) (Session 4)

Comprehension

Answer the following comprehension questions from chapters 1 and 2 of Pages of History: Secrets of the Ancients.

1. Why were James and Lance in the Library of Congress?
2. What were the religious beliefs of James and Lance?
3. What was The Cleansing?
4. What did the key that the boys found unlock?
5. Where were the boys when they woke up?
6. Who spoke to James and Lance in the Garden?
7. What did Adam and Eve do that brought sin into the world?
8. What did the dove tell them about God's plan to save mankind after Adam and Eve sinned?
9. Who was this Seed?
10. What story is similar to that of the Flood in Genesis?

LESSON 1 SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 1–3. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. Where can we find the story of Creation in the Bible? List the book, chapter, and verses.
2. How many days did it take for God to create the world, and what was created on each day?
3. What does Genesis mean?
4. Why did Eve disobey God and eat the forbidden fruit?
5. What was man's relationship with God like after the fruit was eaten?
6. Who was the "Seed" that God promised to send who would crush Satan?
7. Where is the story of Cain and Abel found in Scripture?
8. Who was the world's first murderer, and why did he murder?
9. What was God's judgment on Cain?

Literature

Read chapters 1–3 of Adam and His Kin *and answer the following questions.*

1. From what did God create the heavens and the earth?
2. Chapter 1 refers to "the three in one." What, or who, is that referring to?
3. Why is it important that Genesis 1:27 uses the word *us?*
4. While reading the description of Eden in chapter 2, can we really understand how perfect it was?
5. After Eve ate the fruit, what does the author tell us happened to her spirit?
6. In chapter 3, we are told Adam and Eve now understood both good and evil. Do they experience the happiness they thought they would when eating the fruit?
7. Review the last page of chapter 3. Describe life without the promise of the Seed.

LESSON I SESSION 3

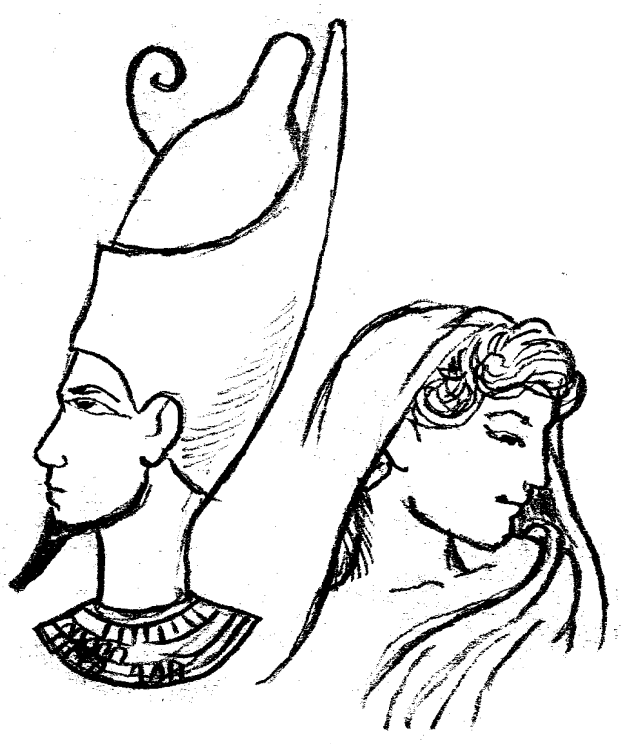
Discussion

1. Some people, even some who call themselves Christians, say that the Bible is full of made-up stories. They will claim that the biblical account of creation cannot be true or that Adam and Eve's sin in the Garden of Eden is meant to prove a point, but that it did not really happen. They may even say there *was* no Adam or Eve. Discuss this question: What is the "disconnect" of claiming Christianity, but not holding to the truth of Scripture?
2. Through the years many stories have been passed down about Creation. These are known as "creation myths." Read the creation myths found on page 24 of *Pages of History: Secrets of the Ancients* and write a paragraph describing what is meant by the term "creation myth." Be sure to include an example of one of the myths.

Literature

Read chapters 4–6 of Adam and His Kin *and answer the following questions.*

1. What did Cain do to Abel? Why?
2. Why did God put a mark upon Cain's head?
3. Why did Adam and Eve lose both sons?
4. Did Cain's descendants learn from the mistakes that Cain made before them?
5. Discuss: Should the descendants of Adam, Eve, and Cain have behaved differently with sin than you and I do because they had first- hand knowledge of God's judgment?
6. What does the name Seth mean?



LESSON 1 SESSION 4

Flashcards

Read Old Testament and Ancient Egypt history cards 4 and 5. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. Where is the story of the Flood found in Scripture?
2. Why did God flood the earth?
3. Who found grace in the eyes of the Lord?
4. What covenant sign did God send after the Flood? What did it mean?
5. Where is the description of the Tower of Babel found in Scripture?
6. What did God cause to happen while the people built the Tower of Babel?
7. What do some archaeologists believe may be the ruins of the Tower of Babel?

Literature

Read chapters 7–10 of Adam and His Kin *and answer the following questions.*

1. Who was the Redeemer that would come through Seth's line?
2. What did the name Methuselah mean?
3. After reading about the impatience of the people waiting for judgment when Methuselah dies, have a discussion about the lack of patience society has to be faithful and see things through until the end.
4. What was special about Enoch?
5. What was the world like that Noah lived in?
6. The author speaks of some fear and anxiety in Noah and his family while on the ark. Yet, we know they had complete faith in God. Can you think of a time when you knew God would see you through and had complete control, but you were still anxious and maybe fearful to go through the experience?

LESSON 1 SESSION 5

Optional Project

Complete the Briars and Weeds *worksheet on the next page.*

Did You Know . . . ?

1. Many scholars believe the Garden of Eden may have been located at the head of the Tigris and Euphrates rivers in present-day Iraq.
2. The first time the word "sin" appears in the Bible, it is referring to Cain.
3. There have been people who tried to recreate the ark. It is quite fascinating. Do some Internet research on the following names: Johan Huibers, Rodolfo Almira.
4. Did you ever wonder how the Native Americans came to North America? Many believe it was after the Tower of Babel when everyone was dispersed to different parts of the world.

Briars and Weeds

Read Genesis 3. Write a paragraph describing what is happening in this picture.

LESSON II SESSION 1

Discussion

Read cead chapter 3 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so as they read they may be thinking them through and developing thoughts. The suggested sessions in which to discuss them are indicated with each question.*

1. Look at the list of Egyptian gods on pages 40 and 41 of *Pages of History*. What does the worship of so many gods say about the Egyptians' trust or faith in their gods? (Session 1)
2. What is idolatry? What are Gods thoughts on it? (Session 1)
3. What is the Egyptian's idea of a *ka?* What is the difference between this and the Christian's idea of a soul? (Session 2
4. Pay careful attention as you study ancient Egypt. The people and events that you study walked the earth and took place at many of the same times and places as those events you read about in the Bible. The Bible is our "History."
5. What is the difference between how the Old Testament saints looked at Christ and how we do today? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 3 of Pages of History: Secrets of the Ancients.

1. Where were James and Lance when they woke up in chapter 3?
2. Who woke them up?
3. What did the Egyptians think of cats?
4. Who was Bastet, and what did she have to do with cats?
5. What has man, since the first sin of Adam and Eve, decided to worship instead of God?
6. Is there any group of people who do not practice the most heinous of sin, idolatry?
7. What kind of Pharaoh was Menes?
8. What was *The Book of the Dead* to the Egyptians?
9. Which famous man in the Bible lived during the First Intermediate Period?
10. What did God call Abraham to do?
11. What plan was God putting into place through Abraham?

LESSON II SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 6 and 7. Read the Bible passages listed on the cards to go with the events. Answer the following questions.

1. Who was the first known Egyptian pharaoh? At what age did he become pharaoh?
2. What important feat did he accomplish?
3. What is the age known as when pyramids were being built?
4. Why were so many pyramids able to be built during this time?
5. How long did it take to build the Great Pyramid of Giza?

Literature

Read chapters 11–14 of Adam and His Kin *and answer the following questions.*

1. What was the world like when Noah and his family came off the Ark?
2. What was Noah's concern about his grandchildren?
3. Why did God curse Ham?
4. How did people begin to spread over the land?
5. Who was Nimrod?

UNIFICATION OF UPPER AND LOWER EGYPT BY PHARAOH MENES

THE OLD KINGDOM IN EGYPT

LESSON II SESSION 3

Book of the Dead vs. the Bible

Read the following and answer the questions below.

The Egyptians were a sinful people who did not worship the living God of Scripture. The Egyptian Book of the Dead was a collection of over 200 magic spells for their religion. Each spell was a prayer intended to help the person on their journey to the afterlife.

During the Old Kingdom the spells were inscribed on the walls of the pyramids. Later they were painted inside coffins and eventually on papyrus.

Standing before Osiris, the god of rebirth, the soul must prove himself worthy to be sent on by saying these typical words from the Book of the Dead:

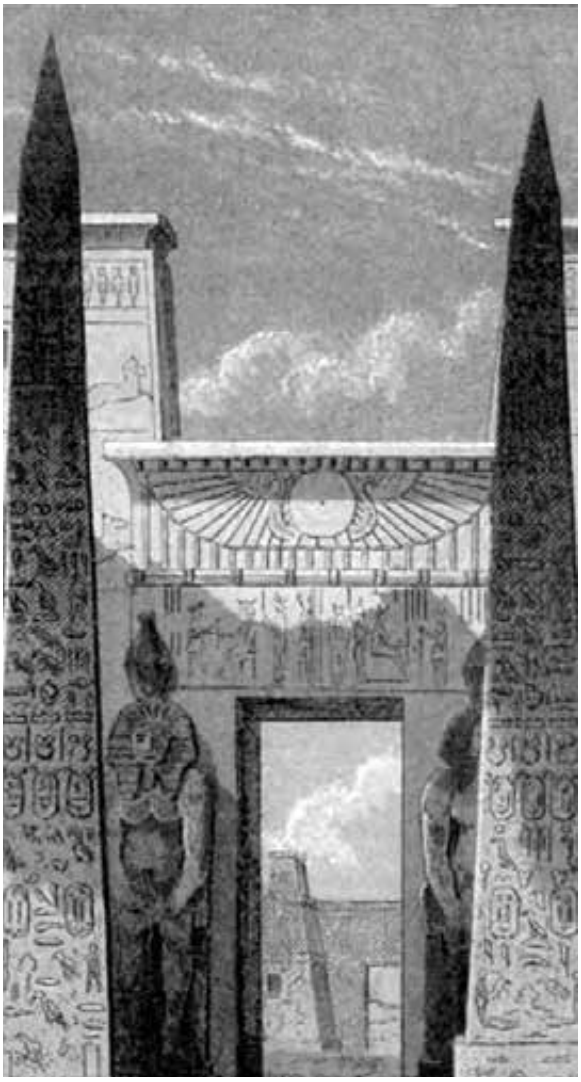
O ye lords of truth,
I have not secretly done evil
against mankind;
I have not told falsehoods;
I have not made the laborer do
more than his daily task;
I have not been idle;
I have not been drunk;
I have not caused hunger;
I have not murdered;
I have not stolen;
I have not cheated the weight of
the balance;
I have not slandered anyone.

1. Describe the similarity between the words above and the Ten Commandments in Exodus 20.
2. How do we actually secure life after death?

Literature

Read chapters 15–17 of Adam and His Kin *and answer the following questions.*

1. What circumstance angered Nimrod? What did he do about it?
2. How were different languages spread throughout the world?
3. What did Nimrod's people make him into after his death?



LESSON II SESSION 4

Flashcards

Read Old Testament and Ancient Egypt history cards 8–11. Read the Bible passages listed on the cards to go with the events. Answer the following questions.

1. What was so strange about God's promise to Abram about his descendents?
2. Where did God have Abram settle?
3. What did God promise to do with this land?
4. What was God's promise to Abraham?
5. What sign did God later give to Abraham?
6. Who was Ishmael?
7. What did Sarah ask Abraham to do with Hagar and Ishmael?

Literature

Read chapters 18–19 of Adam and His Kin.

1. What began to happen to the stories that had been passed down through Adam and Noah's descendants?
2. What kind of land did God call Abram from?
3. Who was Terah, and whom did he worship?

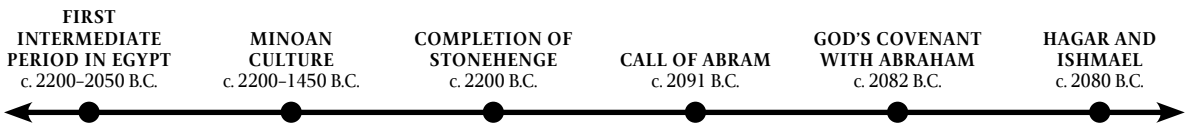
LESSON II SESSION 5

Optional Project

Complete the Hagar and Ishmael *worksheet on the next page.*

Did You Know . . . ?

1. Many historians believe Menes may have been a grandson of Noah's through Ham.
2. It was only during the Old Kingdom that pharaohs were buried in pyramids. After this time they realized pyramids were too easy to spot, and therefore rob, and so they began using hidden tombs instead.



Hagar and Ishmael

Read Genesis 16 and 21. Write a paragraph describing what is happening in this picture.

LESSON III SESSION 1

Discussion

Read chapter 4 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. Abraham and Sarah tried to "take fate into their own hands," as *Pages of History* tells us. What is meant by this term and can you name a time in your life when you have tried to do that? (Session 1)
2. Why does God ask us to sacrifice things/people that we love or allow us to go through difficult times? (Session 2)
3. How did God prove Himself different from the false gods Abraham had worshipped in the past? (Session 2)
4. Why does jealousy cause us to do such wicked things? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 4 of Pages of History: Secrets of the Ancients.

1. What words did James read in the notebook?
2. What did Abraham and Sarah do when they were tired of waiting on God for a child?
3. Which child of Abraham's did the Seed come from?
4. Which two nations came from Isaac and Ishmael?
5. Why was Isaac given a name which meant "laughter?"
6. What is Lance's opinion of God as the dove tells him about Sodom?
7. Why did God ask Abraham to sacrifice his son, Isaac? Did Abraham pass the test? Did he have to go through with sacrificing Isaac?
8. What was a vizier in ancient Egypt?
9. What discovery finally helped the Egyptians understand hieroglyphics?
10. Which Bible story happened during the time of the Middle Kingdom in Egypt?

LESSON III SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 12–13. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. Who was the one righteous man God found in Sodom and Gomorrah?
2. When the cities of Sodom and Gomorrah were destroyed, what happened to Lot and his family?
3. How was God's promise of a great nation finally fulfilled through Abraham?
4. How did God test Abraham's faith?
5. Why did an angel of the Lord appear to Abraham?

LESSON III SESSION 3

Project

1. Read about Old Testament sacrifices on the next two pages, then write a paragraph describing one of them. Remember to include why it is no longer necessary to offer sacrifices of this kind to God.
2. List the events you have studied on the history flashcards so far in chronological order. Be sure to include dates and Bible references.

SODOM AND GOMORRAH
c. 2080 B.C.

BIRTH AND SACRIFICE OF ISAAC
c. 2066 B.C.

Old Testament Sacrifices

A sacrifice was the method used in the Old Testament to ask forgiveness for sin or to give thanks and praise to God. Scripture teaches that God is holy and cannot overlook sin, but that sin must be punished. Before Christ, sacrifices of animals and grain were offered to God to atone for sin. However, these sacrifices were imperfect and pointed toward the perfect sacrifice of Christ on the cross.

Altars were made of unhewn stones and later from hewn stones and metal. An altar was not only a place to offer a sacrifice. The word altar means "to approach." Consequently, stepping up to the altar was symbolic of communion with God and an act of remembering His covenant.

Only "clean" animals were allowed as sacrifices. These generally included sheep, goats, cattle, or doves. A grain offering (usually offered with an animal sacrifice) consisted of wheat flour mixed with olive oil, incense, and salt. It was mixed, then baked, fried, or cooked. It symbolized the person's dedication to God.

The "first fruits" were offerings of grain from the first harvest of the year. These offerings differed from other grain offerings in that they were full green heads of grain roasted on the fire. The first fruits were offered to God to give thanks for what He had provided.

Old Testament Sacrifices *continued*

Burnt Offering

The whole animal less the skin was burned, symbolizing the total giving of one's self to God.

Grain Offering

Wheat flour mixed in olive oil, incense and salt. The mixture was then cooked and symbolized the worshipper's dedication to God by giving God of his goods.

Peace Offering

The fatty parts of the animal were burned as a sign of fellowship with God. It was unusual in that the priest and the family ate much of the remaining meat.

Sin Offering

An animal was killed. Its blood was sprinkled on the altar as an atonement for one's sin.

Trespass Offering

Similar to the sin offering, this offering was for sins of omission, inadvertence or rashness. The fatty parts of the animal were burned and the priests kept the remaining meat. The poor were permitted to offer flour.

LESSON III SESSION 4

Flashcards

Read Old Testament and Ancient Egypt history cards 14–15. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. After Amenemhet seized the throne, what did Egypt enjoy once again?
2. What cultural advances were made during the Middle Kingdom?
3. Who was sold into slavery during this period?
4. Who was the most important king of the 12th dynasty and why?
5. Why did Joseph's brothers envy him?
6. What did Joseph's brothers do to him?
7. Who was Potiphar?

LESSON III SESSION 5

Optional Project

Plan a field trip to a local archaeological or Ancient Egyptian Museum. If there is not one in your area, visit this website for a virtual tour: www.TourEgypt.net/museum

Did you know . . . ?

1. The Middle Kingdom was the "golden age" for Ancient Egypt.
2. Tombs were hidden so well during the Middle Kingdom that there are probably many that have yet to be discovered.
3. The Egyptian name that Pharaoh gave to Joseph meant "savior."

THE MIDDLE KINGDOM IN EGYPT
c. 2050–1800 B.C.

JOSEPH AS A SLAVE
c. 1898 B.C.

LESSON IV SESSION 1

Discussion

Read chapter 5 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. God used Joseph to save Egypt during the famine. He was once again fulfilling a promise. What was it? (Hint: Think Genesis 3:15.) (Session 1)
2. Did Joseph have to welcome his brothers back into his life? What do you think your reaction would have been? Have you ever had to forgive someone for a serious offense against you? (Session 2)
3. Why do we need laws? (Session 4)
4. What tends to happen when people are ruled strictly by law with no grace? (Session 4)
5. How is God's law different from man's law? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 5 of Pages of History: Secrets of the Ancients.

1. Why were James and Lance being chased?
2. What did Joseph do that helped him gain favor with the Pharaoh?
3. What did Joseph save Egypt from?
4. What were the rulers like during the time of the Second Intermediate Period?
5. What did the Code of Hammurabi do for the Babylonian Empire?
6. What did the dove tell the boys about the reason there is a need for laws, and what Scripture reference did he use to prove his point?
7. What did the dove say is our standard as to what is good or bad?
8. What are the differences between the reasons behind God's law and the Code of Hammurabi?
9. What event was happening at the same time as the rise of Hammurabi?
10. How long did the Hyksos rule Egypt?

LESSON IV SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 16–18. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. Whose dreams did Joseph interpret in prison?
2. What was the meaning of Pharaoh's dream?
3. What job did Joseph do for Pharaoh?
4. What eventually happened to Joseph and his family?
5. What promise did God make to Abraham?
6. Who were the Patriarchs?
7. To what did God change Jacob's name? How many sons did Jacob have?
8. Who were God's chosen people?
9. What was the character of the rulers during the Second Intermediate Period?
10. What areas did the local princes control?
11. Of what major sites did Egypt gain control?

Literature

Read chapters 1–3 of God King *and answer the following questions.*

1. What did the Egyptians think about the crocodile?
2. What was the tabu, and how did Taharka break it?
3. Why was it so strange that Taharka was named the next pharaoh on his father's death bed?
4. Describe why Taharka saw his appointing as a punishment.
5. Discuss the difference between the tabu and all that Taharka had to do, or not do, for things to fall into place for everyone. Does the one true and living God have to be bound by rules in order to bring about His will?
6. Who was Shepnuset?
7. What did they do to make it appear the god Amon was talking through them?
8. Who was Shabataka? What was he trained to do?

FAMINE IN EGYPT
c. 1878–1871 B.C.

THE TWELVE TRIBES OF ISRAEL
c. 1860 B.C.

SECOND INTERMEDIATE PERIOD IN EGYPT
c. 1800–1570 B.C.

LESSON IV SESSION 3

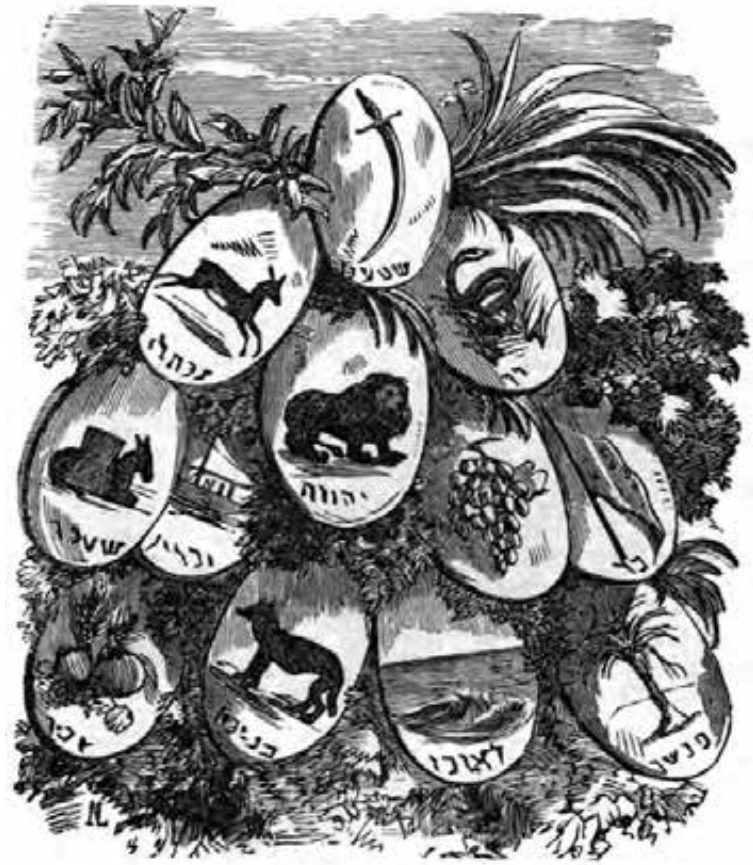
Project

Construct a Family Tree poster of the Twelve Tribes of Israel. Conduct some research to determine the heritage of men like Moses, David, Christ, etc. and add them in the correct line of the tree. Let your creative side show and make this colorful and lively.

Literature

Read chapters 4–6 of God King *and answer the following questions.*

1. What was Taharka spending the summer preparing to do?
2. What did Shabataka become?
3. What did Taharka think when he first saw Shepnesut?
4. Why did Taharka turn the food away that Shepneset had brought to him?
5. Why was Taharka sad about the circumstances surrounding his marriage to Shepnuset?
6. How was Taharka's life saved through Shepnuset?



THE EMBLEMS ON THE STANDARDS OF THE TRIBES.

LESSON IV SESSION 4

Flashcards

Read Old Testament and Ancient Egypt history cards 18–20. Answer the following questions.

1. What did the laws contain that Hammurabi established?
2. What was the approximate date of the Code of Hammurabi?
3. What influence did the Hyksos have on the way Egyptians fought future battles?
4. For how many years did the Hyksos rule Egypt?

Read the Code of Hammurabi worksheet on the next page and follow the instructions.

Literature

Read chapters 7–9 of God King *and answer the following questions.*

1. Why was Amos not afraid to walk in to Taharka and look him in the eyes?
2. What did Amos need from Taharka?
3. Why did Amos believe it was in the best interest of Taharka to help them?
4. What event occurred that caused a desire to help Amos?
5. Who described the Assyrians to Taharka and Amos?
6. What do you believe the difference may be between Amos's obvious knowledge that Taharka was not a god and Talos's not being quite so sure?
7. Why did Taharka leave?
8. What was his new name?

SECOND INTERMEDIATE PERIOD IN EGYPT
c. 1800–1570 B.C.

CODE OF HAMMURABI
c. 1792–1750 B.C.

HYKSOS INVASION OF EGYPT
c. 1730–1570 B.C.

BEGINNING OF SHANG DYNASTY
c. 1600 B.C.

Code of Hammurabi

We have learned that Hammurabi the ruler of Babylon wrote the Code of Hammurabi in order to protect his people. Can you think of something that sounds similar in your life?

What about the Ten Commandments or any of the instruction that God has given to His people? Hammurabi lived before the Exodus of the people of Israel. Hammurabi's kingdom was the earliest one established after God spread all the people on the earth at the tower of Babel. The sad thing was these people did not worship God. They were pagans. But people who do not believe in God still need to have laws in order to get along with one another.

Draw a line from the biblical law to the code that matches it most closely.

Laws of Moses

Exodus 22:14 "And if a man borrows anything from his neighbor and it becomes injured or dies, the owner of it being not with it, he shall surely make it good."

Exodus 21:15 "And he who strikes his father or mother shall surely be put to death."

Exodus 21:36 "Or if it was known that the ox tended to thrust in time past, and its owner has not kept it confined, he shall surely pay ox for ox, and the dead animal shall be his own."

Exodus 21:24 ". . . eye for an eye, tooth for tooth, hand for hand, foot for foot . . . "

Exodus 21:16 "He who kidnaps a man and sells him, or if he is found in his hand, shall surely be put to death."

Code of Hammurabi

Hammurabi 251: "If an ox be a goring ox, and it is shown that his is a gorer, and he do not bind his horns, or fasten the ox up, and the ox gore a free-born man and kill him, the owner shall pay one-third of a mina."

Hammurabi 14: "If anyone kidnap the man or son of another, he shall be put to death."

Hammurabi 195: "If a son strike his father, his hand shall be hewn off."

Hammurabi 196: "If a man put out the eye of another man, his eye shall be put out."

Hammurabi 246: "If a man hires an ox, and he breaks its leg or cut the ligament of its neck, he shall compensate the owner with ox for ox."

LESSON IV SESSION 5

Optional Project

We see God's people continually forget His law throughout the Old Testament. In Deuteronomy 6:1–9, God tells the Israelites to meditate upon His words and to be careful to not forget. This is a good reminder for us to learn from the mistakes of the Israelites. They forgot His words. Consider memorizing this passage in Deuteronomy as a reminder to keep God's words in your heart and not make the mistake of forgetting like those who came before us.

Did you know . . . ?

1. Cats were the most popular animal the ancient Egyptians preserved as mummies. In fact, there were so many that people later bought them as fertilizer. In the 1800s one company in England bought 38,000 lbs. of cat mummies to sell as fertilizer.
2. Because he was reared during his childhood as a pharaoh, Moses was given the same education and lifestyle as any other royal child.
3. The name Moses means "drawn out," because he was drawn out of the water.

LESSON V SESSION 1

Discussion

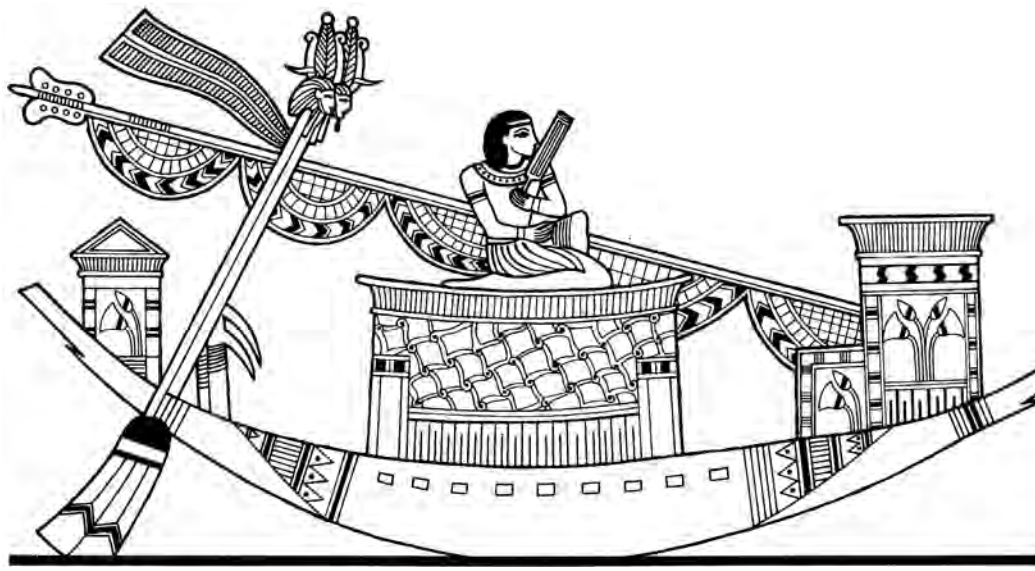
Read chapter 6 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. What is the difference between how the Egyptians saw God's creation and how Christians see it? How can we apply that to modern day? (Session 1)
2. Why did the Pharaoh require the enslavement and even death of the Israelites? (Session 2)
3. Moses grew up with many benefits from being part of the royal family. Why was it necessary for the one who was going to lead God's people out of Egypt to have experienced royalty? (Session 2)
4. What was Lance's reaction to the Ten Commandments when he first heard them? Do you believe this is common for unbelievers? Why or why not? (Session 4)
5. Explain what is meant by "the spirit of the law." (Session 4)
6. According to *Pages of History,* what should looking in the "mirror" of the Ten Commandments force believers to do? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 6 of Pages of History: Secrets of the Ancients.

1. What animal met James and Lance on the Nile?
2. Why was Hatshepsut ruling behind the scenes?
3. Who did the Egyptians believe was the mightiest of gods?
4. How many people did Abraham's family eventually grow to be? Which promise of God did this fulfill?
5. Which Israelite princess was likely to have drawn Moses from the river?
6. Why did Moses flee Egypt?
7. What did God ask Moses to do through a burning bush? Did Moses go quickly and obey?
8. Did the Pharaoh let them go?
9. Why did God give His people the Ten Commandments?
10. What are the similarities between Jesus and Moses?



LESSON V SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 21–22. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. How do Moses and Hatshepsut relate to one another?
2. Who was the first woman pharaoh?
3. Who may have been the pharaoh of the Exodus?
4. Who were Amon and Aton?
5. Why did the new pharaoh fear the Israelites?
6. What was Moses safe from because he lived as the son of a princess?
7. When Pharaoh refused to listen to what Moses said, how did God punish the Egyptians?
8. What was the relationship between the plagues and the Egyptian gods?

Literature

Read chapters 10–12 of God King *and answer the following questions.*

1. Why was Taharka able to hide so well among the people?
2. What did Taharka do to make some income? How was he able to do this?
3. Who arrived earlier than expected in Thebes?
4. Who came in as the king?
5. What did Taharka realize about Sabataka?

EARLY NEW KINGDOM IN EGYPT
c. 1570–1300 B.C.

MOSES' BIRTH
c. 1525 B.C.

MYCENAEAN CULTURE
c. 1450–1200 B.C.

LESSON V SESSION 3

Project

Think about the plagues which struck Egypt. They obviously brought destruction to Egypt, but more than that they displayed proof of the incompetence of the Egyptian gods. If God were to send something to bring about destruction in the idols of our culture today, how and what do you think He would send? Write a 200- to 300-word paragraph answering this question.

Literature

Read chapters 13–15 of God King *and answer the following questions.*

1. How did Taharka escape from the city?
2. What did Shepnuset do to cause a problem with the wedding taking place?
3. Taharka became very angry to find that tax collectors were being dishonest. What were they doing? Was this any different than the tax collectors that we read about in the New Testament?
4. What happened to change the chief's mind that the men could travel with his group?
5. What did the man that Taharka continued to see have that distinguished him?
6. What event was Amos referring to about his people wandering in the dessert?

LESSON V SESSION 4

Flashcards

Read Old Testament and Ancient Egypt history cards 23–25. Be sure to read the Bible passages listed on the cards as well. Answer the following questions.

1. What was the tenth plague?
2. How were the Israelites spared from the tenth plague?
3. How did God keep the Israelites from being taken captive by Pharaoh again?
4. Where did God reveal the Ten Commandments to Moses?
5. List the Ten Commandments.

Project

Pretend you are a child who has survived the Passover. Write a letter to your grandparents or another family member describing what has happened. This family member does not live near you. You may choose to be a Jewish child or an Egyptian.

Literature

Read chapters 16–20 of God King *and answer the following questions.*

1. What happened when the group finally made it to Gaza?
2. What group of people did Taharka and Amos find themselves surrounded by?
3. What was the Rab Ahaka?
4. What did the Assyrian king say that made Taharka so angry?
5. There was a purpose for the Assyrian king forcing Taharka, Amos, and Sabi to watch the destruction of the city and its people. What was it?
6. Which of the three did the Assyrians not permit to leave?
7. The Assyrians treated Taharka very well. Why?
8. The Rab Shaka told the people of Jerusalem not to listen to their king when he told them that God would deliver them. Which God was he speaking of?

PLAGUES IN EGYPT c. 1446 B.C. — **THE EXODUS** c. 1446 B.C. — **TEN COMMANDMENTS** c. 1445 B.C. — **THE TABERNACLE AND ARK OF THE COVENANT** c. 1444–1435 B.C. — **ISRAEL GIVEN THE PROMISED LAND** c. 1400–1350 B.C.

LESSON V SESSION 5

Optional Project

1. Read the article below about Michelangelo's statue of Moses. Summarize the story behind the horns he puts on Moses.
2. Write a contrast and comparison essay (500 to 800 words) on Moses and Jesus.
3. Create a poster, scrapbook, or lap book explaining the ten plagues. Include information such as the gods which they attacked, the difficulties they brought to the Egyptians, etc.

Did you know . . . ?

1. Thutmose III ordered Hatshepsut's name removed from anything that named her pharaoh.
2. Hatshepsut wore a fake beard to show power.

The Horns of Moses

Michelangelo's magnificent statue of Moses, now in the Church of S. Pietro in Vincoli at Rome, portrays the stammering man of God as a veritable god. The near-perfect man is seated, his head turned, the tablets of the Law held protectively, and—rising from his brow—two small horns! This strikes the modern viewer as odd. Is Michelangelo saying that Moses is a devil?

No, the sculpture was made thus for the same reason the artwork on the flash card shows Moses with what appear to be searchlights shining out of his skull. From the twelfth century, Moses was occasionally depicted with horns due to the Latin Vulgate's mistranslation of Exodus 34:29 and 35 that reads, "And when Moses came down from the mount Sinai, he held the two tablets of the testimony, and he knew not that his face was horned from the conversation of the Lord." "And they saw that the face of Moses when he came out was horned, but he covered his face again, if at any time he spoke to them."

St Jerome had translated the Hebrew verb for "shine" as "horned," since those words were so similar in the language from which he was translating.

LESSON VI SESSION 1

Discussion

Read chapter 7 of Pages of History: Secrets of the Ancients. *Give the following questions to the students ahead of time so they may be thinking them through and developing thoughts as they read. The suggested sessions in which to discuss them are indicated with each question.*

1. The dove in *Pages of History* explained monotheism and polytheism to James and Lance. How does polytheism (worship of more than one god) show a lack of faith in the one God? (Session 1)
2. What should monotheism (worship of one god) look like? What does the dove say the difference is between worshipping the Creator and the creation? Can you think of some ways Christians may be guilty of this? (Session 2)
3. What sets apart a wise man from a foolish man? (Session 4)

Comprehension

Answer the following comprehension questions from chapter 7 of Pages of History: Secrets of the Ancients.

1. What was a quirk that James accepted about Lance?
2. Define polytheism and monotheism.
3. Whom did Amenhotep IV marry?
4. What animal met James and Lance in the tomb?
5. Whose tomb were the boys in with Naja?
6. What does 1 Corinthians 10 tell us about the identity of false gods in some circumstances?
7. Who was the most important pharaoh during the Later New Kingdom in Egypt?
8. Did Ramses II win in battle against the Hittites? What would you think from looking at artwork from that time? Why?
9. Who became the second, and most important, king of Israel?
10. What did Solomon ask of God in his prayer at the dedication of the Temple? How do we know that God was already planning to grant him his request?

Amenhotep IV and his queen Nefertiti playing "Senet." The most controversial figure in Egyptian history, Amenhotep IV changed his name to Akhnaton after transferring his worship from the many national gods, headed by Amon-Re, to Aton, the solar disk, in a nearly exclusive cult.

LESSON VI SESSION 2

Flashcards

Read Old Testament and Ancient Egypt history cards 26–28. Answer the following questions.

1. Who was the wife of Amenhotep IV?
2. Why did Amenhotep decree Aton to be the only god?
3. To what did Amenhotep change his name?
4. How old was Tutankhamon when he ascended the throne, and how long did he reign?
5. What was the largest archeological find in history, made on November 4, 1922, and who made the discovery?
6. How old was Tutankhamon when he died?
7. Why was his name changed during his life?
8. Why was the discovery of his tomb so important?
9. What gains did Egypt make during the Later New Kingdom?
10. What is the most depicted event in Egyptian history?
11. Who led Egypt in the battle of Kadesh?

Literature

Read chapters 21–23 of God King *and answer the following questions.*

1. Who showed up to help Taharka escape?
2. How did Taharka and Amos get into the city?
3. Why did the secret passage curve and not continue in a straight path?
4. What did Taharka think of King Hezekiah when he heard the story of his healing?
5. What gave Hezekiah faith that he would not serve the Assyrians? Do you often remember to hold on to the promises of Scripture when dealing with difficult things?
6. How was Jerusalem delivered from the Assyrians?

THE JUDGES OF ISRAEL c. 1389–1050 B.C. · **AMENHOTEP IV AND MONOTHEISM** c. 1361–1344 B.C. · **REIGN OF TUTANKHAMON** c. 1333–1323 B.C. · **LATER NEW KINGDOM IN EGYPT** c. 1300–1090 B.C. · **TROJAN WAR** c. 1200 B.C. · **PHOENICIAN CIVILIZATION AND THE ALPHABET** c. 1200–1000 B.C.

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