

Pillars of History, Part I



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Pillars of the Hebrew Nation, Part I

Overview

Part I

1. God Creates the World
2. The First People
3. Adam and Eve Disobey God
4. Cain and Abel
5. Noah Found Grace
6. Tower of Babel
7. Job
8. Abraham, Man of Faith
9. Isaac, Son of Promise
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Pillars of History, Part I



Introduction

The Old Testament is a treasure trove of exciting history stories for you to explore with your students. *Pillars of History* is a unique, highly effective program that is easy to use for teachers as well as students. This book contains 24 lessons. Activities, questions, clear directions, and pictures are included to help facilitate learning. Each lesson will take one to five days to complete, depending on the setting.

The program utilizes highly effective methods of learning. Students not only gain knowledge of the Jewish Nation, but will see how to apply this knowledge.

Specially designed *3D Graphic Organizers* are included for use with the lessons. These organizers review concepts while adding to your students' understanding and retention of the subject matter.

This *Pillars of History* book is divided into four parts:

1. Following this *Introduction* you will find the *How to Use This Program* section. It contains all the information you need to make the program successful. The *How to Use This Program* section also contains instructions for Dinah Zike's *3D Graphic Organizers*. Please take the time to learn the terms and instructions for these learning manipulatives.
2. In the *Teacher's Section*, the numbered lessons include the Scripture, memory work, and activities that reinforce the concepts. Each activity includes a list of materials needed, directions, pictures, questions, written assignments and other helpful information for the teacher.

The *Teacher's Section* also includes instructions for ongoing projects, as well as enrichment activities, entitled *Experiences, Investigations, and Research*.

3. *Graphics Pages*, listed by lesson numbers, provide pictures and graphics that can be used with the activities. They can be duplicated and used on student-made manipulatives, or students may draw their own illustrations. (Common Sense Press grants permission for you to photocopy the *Graphics Pages* for your students.)
4. The *Appendix* includes directions for making a set of *Keys to the Past* books, hosting a *Palestine Party*, constructing a *Hebrew Village*, and building a *Model Tabernacle*. (Common Sense Press grants permission for you to photocopy the *Keys to the Past* and *Model Tabernacle* patterns for your students.)





Pillars of History, Part I

How to Use This Program

This program can be used in a single level classroom, multi-level classroom, homeschool, co-op group or Sunday School. You will find Scripture passages to read, verses to memorize, and projects for your students to make. These are meant to be the framework for your study, while you elaborate on concepts that are important to you. This is up to each parent or teacher. The Scripture will be your guide, as you teach each story and character.

First, look through the entire book. Become familiar with the *Teacher Pages* and *The Graphics Pages*.

Teaching the Lessons

Teacher preparation time for each lesson is minimal. Begin by reading through the Scripture. Then choose the activities your students will complete and gather the materials needed.

Introduce the lesson to the students by reading the Scripture together. Discuss the characters and what happened to them in the story. Talk about the lessons the people in the story learned. Then follow the directions for the *Graphic Organizers* and *On-Going Projects*. Choose an activity or two from *Experiences, Investigations, and Research*. Your week might look something like this:

- Monday:** Read the Scripture and discuss.
- Tuesday:** Make the *Graphic Organizer*.
- Wednesday:** Work in *Timeline Book, Map Book, and/or Prayer Journal*.
- Thursday:** Choose from *Experiences, Investigations, and Research*.
- Friday:** Say memory verse. Choose from *Experiences, Investigations, and Research*.


Remember, this is only a suggested plan and should be adapted to suit your situation. If you find you have extra time, you may have a review day, or choose an extra project from the *Experiences, Investigations, and Research* section.


How to Use the Multi-Level Approach


The lessons in this book include basic content appropriate for grades K-8 at different mastery levels. For example, throughout the teaching process, a first grader will be exposed to much information but would not be expected to retain all of it. In the same lesson, a sixth grade student will learn principles at a deeper level, be able to communicate them in writing, and apply the principles to life.

The Scripture, which embodies the lesson, may in some cases be too lengthy for your younger students to pay attention to. Let them draw while you read, since your older students need to hear the whole passage. You may skim over the passage, reading excerpts appropriate for your student's listening ability. In some cases, you may substitute a children's story book, explaining that the story book is based on a real adventure taught in the Scripture.

In the Activities sections, icons are used to designate the levels of specific writing assignments.

This icon  indicates the Beginning level, which includes the non-reading or early reading student. This level applies mainly to kindergarten and first grade students.

This icon  is used for the Primary level. It includes the reading student who is still working to be fluent. This level is designed primarily for second and third graders.

This icon  denotes the Intermediate level, or fluent reader. This level of activities will usually apply to fourth through eighth grade students.

If you are working with a student in seventh or eighth grade, we recommend using the assignments for the Intermediate level, plus at least one *Experiences, Investigations, and Research* activity per lesson.

No matter what grade level your students are working on, use a level of written work that is appropriate for their reading and writing abilities. It is best for students to review data they already know, learn new data and concepts, and be exposed to advanced information.



Experiences, Investigations, and Research

At the end of each lesson in the *Teacher's Section* is a category of activities entitled Experiences, Investigations, and Research. These activities expand upon concepts taught in the lesson, provide a foundation for further study of the content, or integrate the study with other disciplines. The following icons are used to identify the type of each activity.



Scriptures



Computer



Hands On



Writing



History



Literature



Research



Reading



Prayer Journal

Using 3D Graphic Organizers

The *3D Graphic Organizers* provide a format for students of all levels to conceptualize, analyze, review, and apply the concepts of the lesson. The *3D Graphic Organizers* take complicated information and break it down into visual parts so students can better understand the concepts. Most *3D Graphic Organizers* involve writing about the subject matter. Although the content for the levels will generally be the same, assignments and expectations for the levels will vary.

Beginning students may dictate or copy one or two “clue” words about the topic. These students will use the written clues to verbally communicate the Scripture lesson. The teacher should provide various ways for the students to restate the lesson. This will reinforce the lesson and encourage the students in their reading and higher order thinking skills.

Intermediate students may write several sentences or a paragraph about the topic. These students are also encouraged to use reference materials to expand their knowledge of the subject. As tasks are completed, students enhance their abilities to locate information, read for content, compose sentences and paragraphs, and increase vocabulary. Encourage these students to use the research skills to enhance their understanding of the Bible lesson.

Illustrations for the *3D Graphic Organizers* are found on the *Graphics Pages* and are labeled by the lesson number and a letter, such as 5A. Your students may use these graphics to draw their own pictures, or cut out and glue them directly on their work.

Several of the *3D Graphic Organizers* will be used over a series of lessons. For this reason, you will need a storage system for each student's *3D Graphic Organizers*. A pocket folder or a reclosable plastic bag works well. See page viii for more information on storing materials.

Ongoing Projects

Memory Work

Students have a memory verse each week. Say it together daily. Older students may write their verses on 3" x 5" cards that have been cut in half. For younger children, make verse charts by writing the verse for them on a quarter sheet of poster board. Let the children decorate the chart, or use illustrations. Punch a hole in the corner and keep all charts on a metal ring. At the end of the lesson, have the students say their verse from memory. As you work through the unit, review all verses for better retention.

Map Books

Map Books are designed to closely follow what happens in the Scripture stories. Map Book 1 is constructed in Lesson 1 and will be used through Lesson 10. Map Book 2 is constructed in Lesson 11 and will be used through Lesson 24. As children use an atlas to plot points on the map, they begin to see the reality of the Scriptures. Ask someone who visited the Holy Land to tell your students about their adventures.

TimeLine Book

In Lesson 2 an Accordion Book is made for a Timeline. This gives students a feel for what was going on in the world at the time of their Bible stories. In most lessons instructions are given for adding to the Timeline Book. The timeline figures are located in the *Graphics Pages*. Each timeline figure is numbered to match the corresponding lesson. Students glue the figure in the appropriate place, then draw a line from the picture to the correct time on the line. Encourage students to complete independent research and add other archaeological finds to the Timeline Books. Archaeology books and websites are excellent sources.

Passport Book Cumulative Project

Students construct a Passport Book to store the Graphic Organizers made during the studies. Do not overlook this project, as it provides immeasurable benefits for your student. Students will review all the content as they create the project. Each student organizes the material, providing an opportunity for authentic assessment and reinforcing the context in which it was learned. This project creates a format where students can make sense of a whole study in a way that cannot be accomplished otherwise.

Keys to the Past

Keys to the Past are twelve small books your students make to enhance this study. Students may work together to make a set for the family or each student may want his own set. Photocopy the pages or use the pages right out of the book to make your books. *Keys to the Past* may be constructed as you move through the study or all at once at the beginning of the study. Students will enjoy making their own reading and reference material.

Keys to the Past are not used for every lesson. Note the following chart:

Lesson Title

Lesson 3.	Adam and Eve Disobey God
Lesson 4.	Cain and Abel
Lesson 5.	Noah Found Grace
Lesson 7.	Job

Keys to the Past Titles

The Books of Moses - <i>Keys #1</i>
How the Torah Came to Us - <i>Keys #2</i>
Ancient Architecture - <i>Keys #3</i>
Seasons of the Year - <i>Keys #4</i>

Continued on next page



Lesson 10. Jacob, Man of Two Names
Lesson 11. Joseph the Dreamer
Lesson 14. Moses the Deliverer
Lesson 15. Pharaoh Meets the One True God
Lesson 18. God Gives Ten Commandments
Lesson 19. A Tabernacle for God
Lesson 21. Rahab Saves Two Spies
Lesson 22. Two Wicked Cities

Nomadic Life - *Keys #5*
Travel and Trade - *Keys #6*
Ancient Hebrew Clothing - *Keys #7*
Egyptian gods - *Keys #8*
Ancient Hebrew Food - *Keys #9*
Feasts of the Lord - *Keys #10*
A Woman's Life - *Keys #11*
History Books - *Keys #12*



Timeline Figure Summary

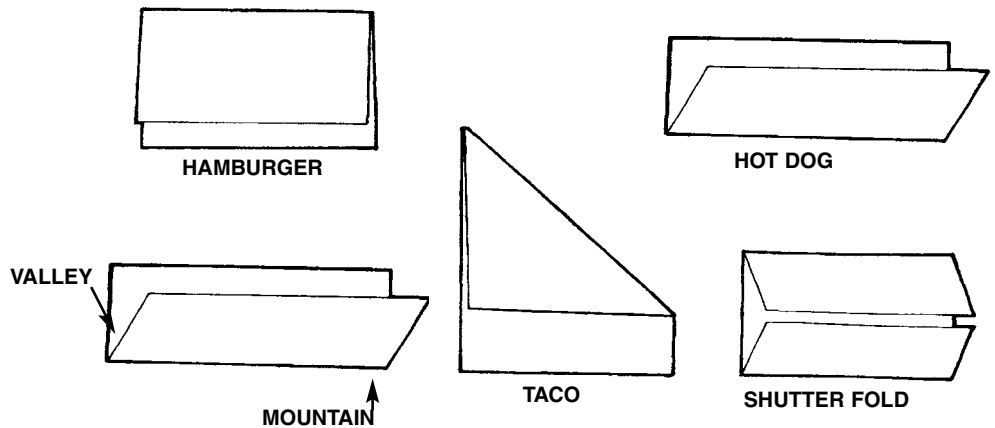
Lesson/Graphic:	Timeline Figure:
1	None
2	Make the Timeline Book
3	None
4C	Creation
4D	First People
4E	Adam and Eve Leave the Garden
4F	First Murder
5E	Worldwide Flood
5F	8000 B.C. Cave painting in France
5G	2400 B.C. Worldwide Flood "Myth," Sumer
6	None
7K	2000 B.C. Job
7L	5000 B.C. Early Pottery, Turkey
8B	2000 B.C. Ox-Cart Model, Pakistan
8C	5300 B.C. Ziggurat, Sumer
8D	2000 B.C. Abraham
8E	5000 B.C. City of Ur Established
9B	3500 B.C. Early Jewelry: Gold Necklace
9C	5650 B.C. Early Sculpture: Idols, Catal Huyuk
9D	1896 B.C. Isaac Born
10B	1836 B.C. Jacob
11G	4000 B.C. Cylinder Seal, Sumer
11H	2500 B.C. Trade Routes, Crete
11I	1745 B.C. Joseph, Palestine
12A	3118 B.C. History Records: List of Kings, Egypt
12B	2600 B.C. Pyramids, Egypt
13C	1300 B.C. Moses' Birth, Egypt
13D	4000 B.C. Paper Making, Egypt
14C	3000 B.C. Irrigation, Egypt
14D	1300 B.C. Library at Amarna, Egypt
15	None
16E	1200 B.C. The Exodus, Egypt
16F	1670 B.C. Hyksos Chariot
17	None
18B	4000 B.C. Cuneiform, Sumer
18C	3000 B.C. Heiroglyphics, Egypt
19M	3000 B.C. Stonehenge, Britain
20C	8500 B.C. Jericho Founded
20D	2500 B.C. Town Planning, Pakistan
21E	6000 B.C. Scythe, Jordan
21F	6000 B.C. Spear, France
22B	8000 B.C. Jericho Wall Built, Canaan
22C	1800 B.C. Civilization begins in China
22D	3300 B.C. Civilization begins in India
23A	2100 B.C. Ur-Nammu writes earliest Code of Laws, Sumer
23B	1700 B.C. Hammurabi's Code
23C	1491 B.C. Mosaic Code, Mt. Sinai
24A	2100 B.C. Ancient Chinese Star Chart
24B	2100 B.C. Astronomy in Babylon



These 3D Graphic Organizers are used throughout Pillars of the Hebrew Nation, Part I.

Fast Food and Fast Folds

“If making the manipulatives takes up too much of your instructional time, they are not worth doing. They have to be made quickly, and they can be, if the students know exactly what is expected of them. Hamburgers, Hot Dogs, Tacos, Mountains, Valleys, and Shutter Folds can be produced by students, who in turn use these folds to make organizers and manipulatives.”– Dinah Zike



Every fold has two parts. The outside edge formed by a fold is called the “**Mountain.**” The inside of this edge is the “**Valley.**”

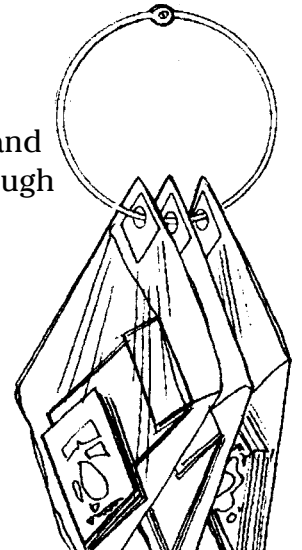
Storage – Book Bags

One-gallon reclosable plastic bags are ideal for storing ongoing projects and books students are writing and researching.

Use strips of clear, 2” tape to secure 1” x 1” pieces of index card to the front and back of one of the top corners of a bag, under the closure. Punch a hole through the index cards. Use a giant notebook ring to keep several of the “Book Bags” together.

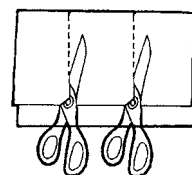
Label the bags by writing on them with a permanent marker.

Alternatively, the bags can be stored in a notebook if you place the 2” clear tape along the side of the storage bag and punch 3 holes in the tape.



3 Tab Book

1. Fold a sheet of paper in half like a Hamburger or Hot Dog. Fold it into thirds. Cut up the inside folds to form three tabs.

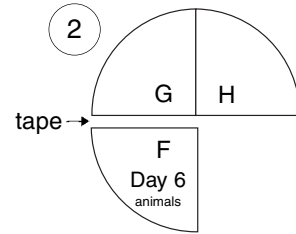
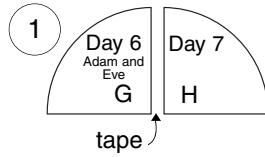


Pizza Book

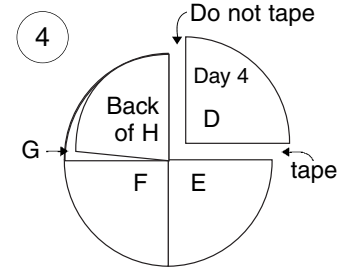
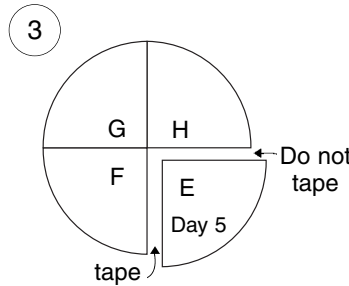
Glue Graphic 1A-1H to sheets of card stock. Cut the card stock along the edge of each graphic.

Using clear packaging tape, tape together as follows:

- Place H and G next to each other with H on the right. Tape the seam between them, leaving 1/8" gap. Leave this gap between each page as you tape, or the book will not shut properly.

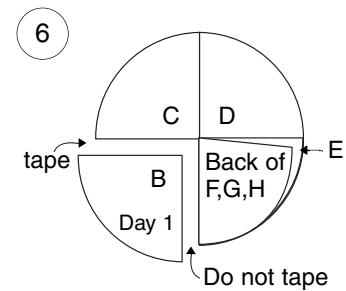
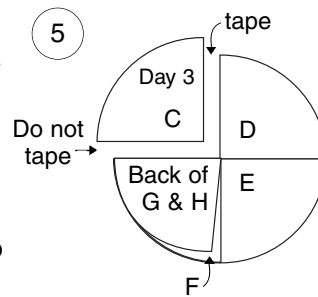


- Place F to the left of G. Tape the seam.



- Place E to the right of F and tape the seam between E and F only.

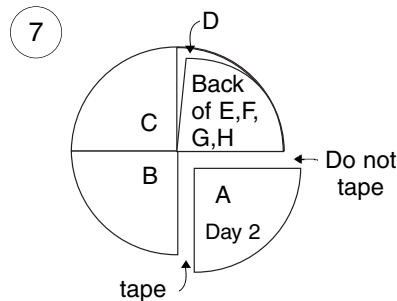
- Fold H over G to get it out of the way, then place D to the left of E and tape the seam of D and E only.



- Fold H and G over F. Place C to the left of D and tape the seam.

- Fold H, G, and F over E. Place B to the left of C and tape the seam.

- Fold H, G, F, and E over D. Place A to the right of B and tape the seam.

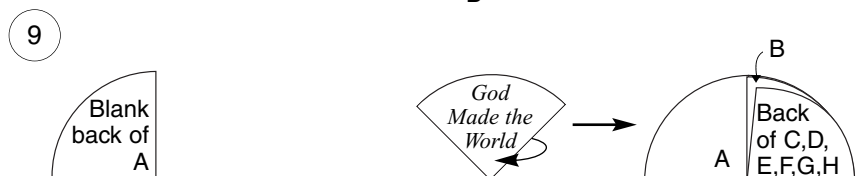
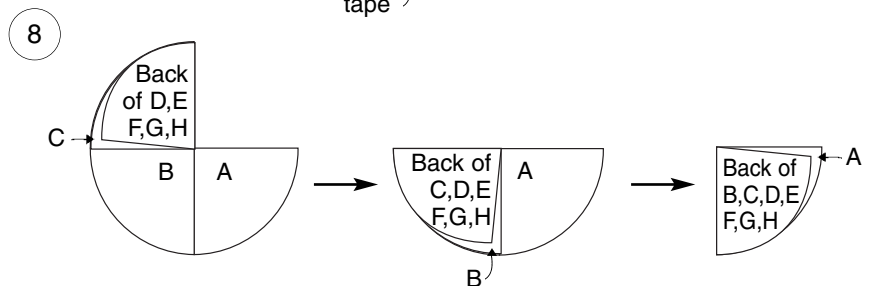


- Fold H, G, F, E, D, C, and B over A.

- Flip the whole book over and title it:

God Made the World.

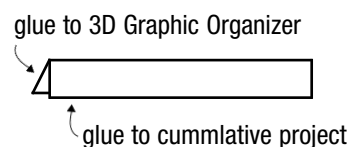
(The title will be on the back of Graphic A. All other pages are blank on the back.) Now the book may be opened to reveal the student's work, beginning with Graphic A. Close the book in a spiral fashion.



Paper Hinges

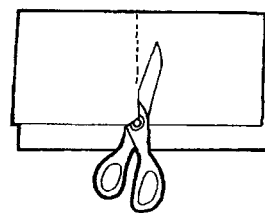
A paper hinge is a method for securing 3D Graphic Organizers into the cumulative project. Hinges make it possible to layer 3D Graphic Organizers. Top ones can be lifted so student's work underneath may be viewed.

Cut a 1.5" strip of card stock or heavy paper, the same length as the width of the 3D Graphic Organizer to be secured. Fold the strip in half lengthwise. Glue one side of the "mountain" to the 3D Graphic Organizer, and the other side to the cumulative project.



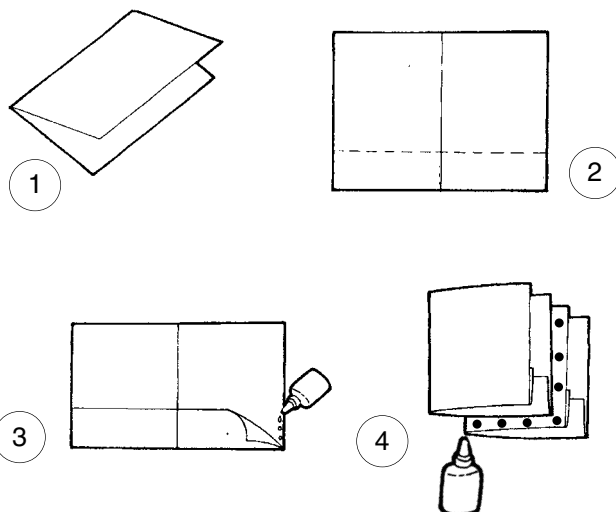
Large Question and Answer Book

1. Fold a sheet of paper in half like a Hamburger. Fold it in half again like a Hamburger. Make a cut up the Valley of the inside fold, forming two tabs.
2. A larger book can be made by gluing Large Question and Answer Books "side-by-side."



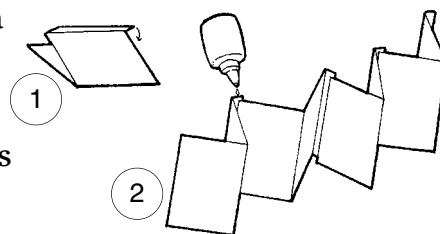
Pocket Book

1. Fold a sheet of paper in half like a Hamburger.
2. Open the folded paper and fold one of the long sides up 2 1/2" to form a pocket. Refold along the Hamburger fold so that the newly formed pockets are on the inside.
3. Glue the outer edges of the 2 1/2" fold with a small amount of glue.
4. Make a multi-paged booklet by gluing several Pocket Books "side-by-side."
5. Glue a construction paper cover around the multi-paged pocket booklet.



Accordion Book

1. Use five sheets of paper 12"x18". Fold one end of each sheet into a 1" tab. Sheets are now 12"x17", excluding this tab.
2. Fold each 12"x17" sheet into a Hamburger. Fold again into a Hot Dog. There should be four "pages" measuring 4 1/4"x12". Refold as needed to form an Accordion Book section as shown.



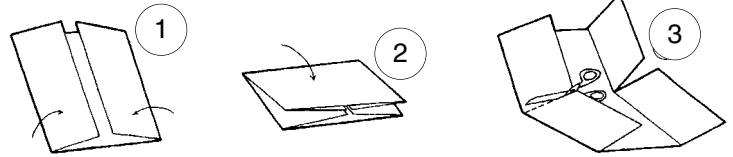
3. Glue sections together to make an Accordion Book by gluing a straight edge of one section into the tab-valley of another section. Cut off the extra tab at one end of the Accordion Book.

Note: Stand the sections on end and form an accordion with them before gluing. (See illustration.)



4 Door Book

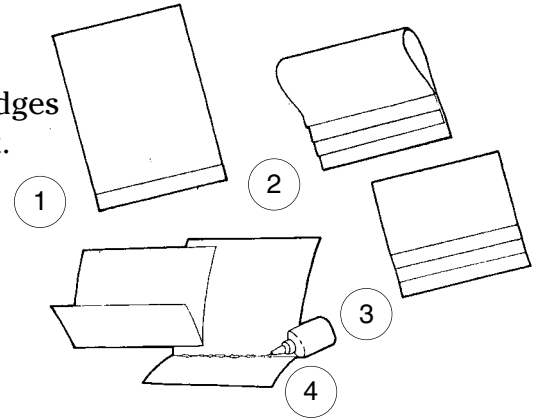
1. Fold a sheet of paper into a Shutter Fold.
2. Fold it into a Hamburger.
3. Open the Hamburger and cut the Valley folds on the Shutters only, creating four tabs.



Refold it into a Hamburger, with the fold at the top.

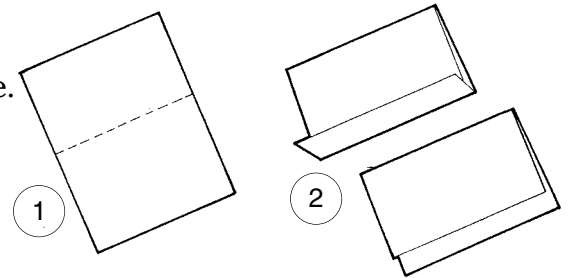
Layered Look Book

1. Stack two sheets of paper and place the back sheet one inch lower than the front sheet.
2. Bring the bottom of both sheets downward and align the edges so that all of the layers or tabs are the same distance apart.
3. When all tabs are an equal distance apart, fold the papers and crease well.
4. Open the papers and glue them together along the Valley/center fold.



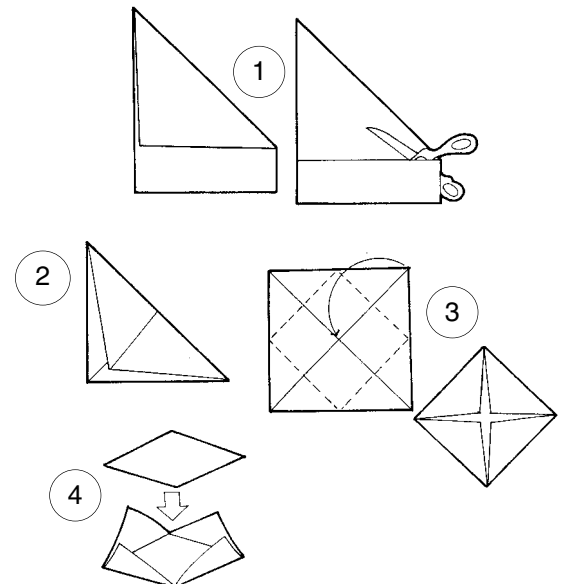
Matchbook

1. Fold a sheet of paper like a hamburger, but fold it so that one side is 1/2 to 1 inch longer than the other side.
2. Fold the one inch tab over the short side forming a matchbook-like fold.



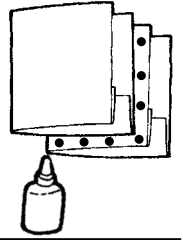
Envelope Fold

1. Fold a sheet of paper (8 1/2" x 11") into a taco forming a square. Cut off the excess paper strip formed by the fold.
2. Open the folded taco and refold it the opposite way forming another taco and an X fold pattern.
3. Open the taco fold and fold the corners toward the center point of the X forming a small square.
4. Cut 1" off of each point.



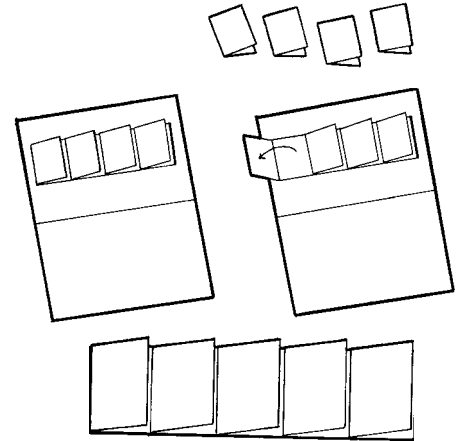
Side-by-Side

Some books can easily grow into larger books by gluing them side-by-side. Make two or more of these books. Be sure the books are closed, then glue the back cover of one book to the front cover of the next book. Continue in this manner, making the book as large as needed. Glue a cover over the whole book.



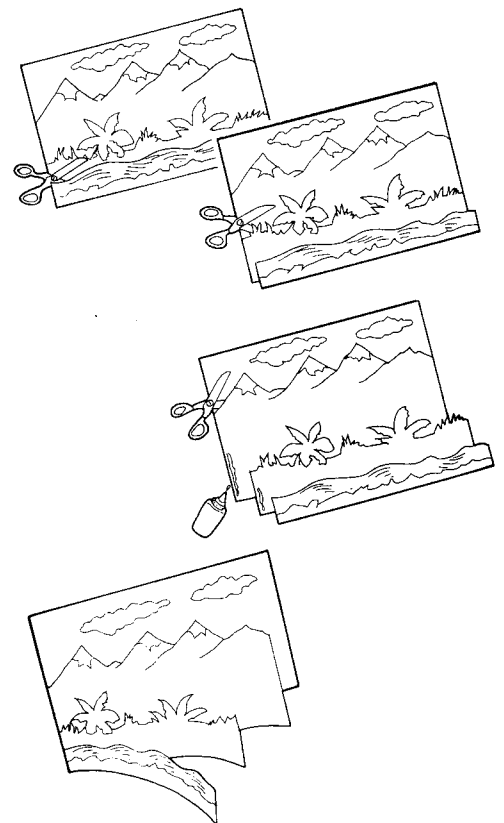
Billboard Project

1. Fold all pieces of the same size of paper in half like *hamburgers*.
2. Place a line of glue at the top and bottom of one side of each folded billboard section and glue them edge-to-edge on a background paper or project board. If glued correctly, all doors will open from right to left.
3. Pictures, dates, words, or symbols go on the front of each billboard section. The base, or the part glued to the background, is a good place for more in-depth information or definitions. Use for timelines or sequencing data.



Panorama Projects

1. Think of a scene, setting, or an object that is representative of the project.
2. Determine what will be to the foreground, midground, and background of your scene, setting, or object.
3. Using four pieces of paper or poster board, draw the foreground on one and cut around it. Draw the midground on another and cut around it. Draw the background on the last sheet and cut around it. Place all three cut sheets on top of the remaining whole sheet.

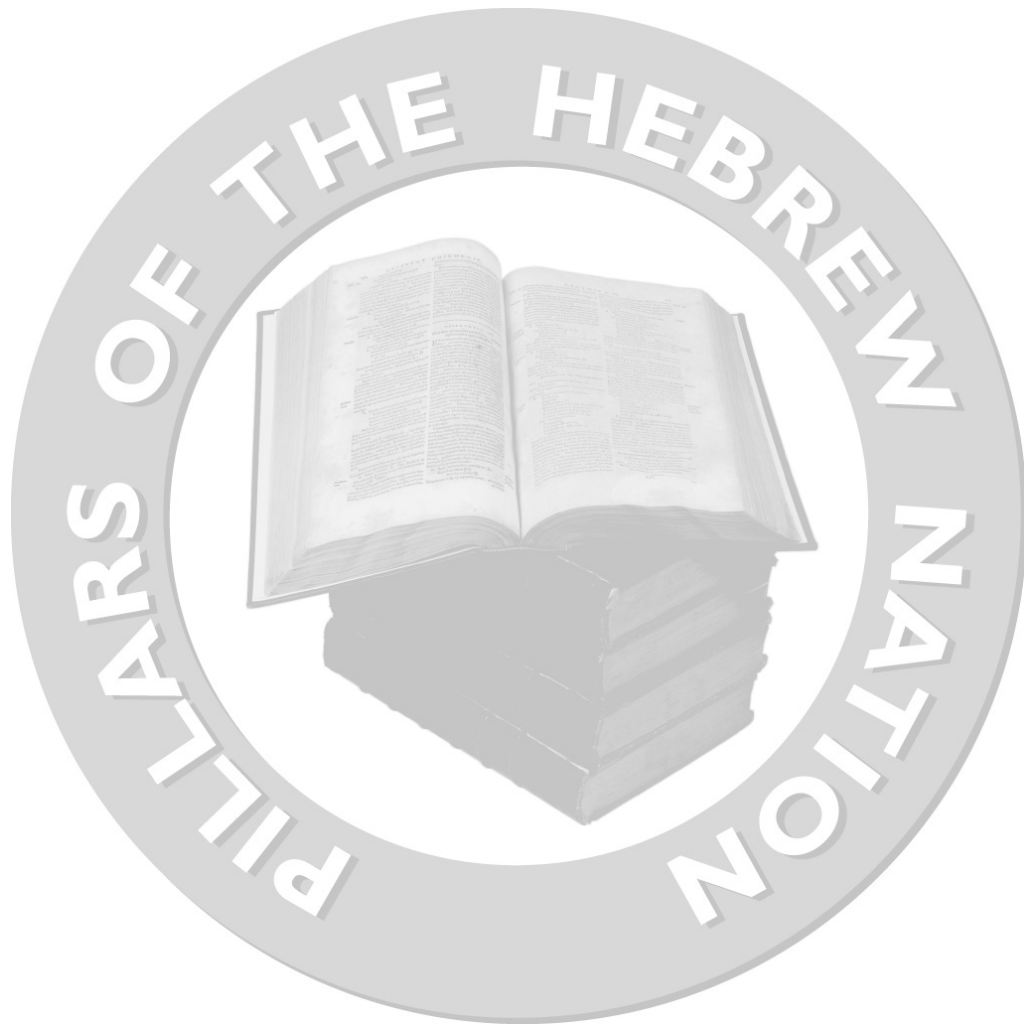


Note: *If you are drawing a scene or setting, draw the foreground toward the bottom of the first sheet of paper. Cut this out. Since the midground needs to be drawn above the foreground, place the foreground illustration on top of the midground paper before drawing. Cut out the midground. The background should be drawn above the foreground and the midground, so place both the foreground and midground illustrations on the final page before drawing the background.*

4. Along the left side, staple or glue the three sheets of paper onto the solid sheet of paper so that they open like a book.
5. Glue data, illustrations, essays, short stories, poems, maps, etc., inside the project so they do not show when the project is closed. Information can also be glued onto the back sheet.



Teacher's Section



Internet Search Engines are used in Pillars of History as a gateway to investigation and research. Due to the changing nature of the Internet, we encourage teachers to preview the websites prior to assigning them to students.

The authors and publisher have made every reasonable effort to ensure that the experiments and activities in this book are safe when performed according to the book's instructions. We further recommend that students undertake these activities and Internet research under the supervision of a teacher, parent, and/or guardian.





Pillars of History, Part I

Lesson 1

God Creates The World

Scripture Reading: Genesis 1

Memory Verse: Genesis 1:1 or Ecclesiastes 3:11
 Isaiah 48:13

Activities:

Creation

Focus Skills: sequencing, describing stages

Paper Handouts: 8 sheets of 8.5" x 11" card stock a copy of Graphics 1A-H
clear packaging tape

Graphic Organizer: Make a Creation Pizza Book. Glue Graphics A-H on card stock. Cut on the dotted lines. Assembly directions on page ix. Title the book *God Made the World*.

Copy or dictate clue words along the top curve of each page such as: *Light, Water and Air, Land and Plants, Solar System, Birds, Sea Animals, Man and Woman, Animals Rest*. Color the pictures.

Write clue words along the top curve of each page, such as: *light out of nothing, God spoke, firmament, atmosphere, dry land, plants that reproduce with seeds, after their own kind, solar system, birds of the air, undersea animals, man from the dust, woman from man, breath of life, in His own image, etc*. Color the pictures.

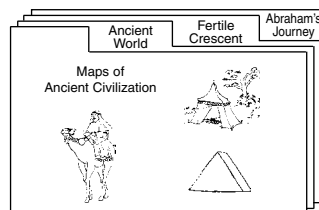
Write a short summary at the top of each page using three or four sentences. List a key Scripture reference for each day of Creation.

Ongoing Project - Maps Top Tab Book 1: Ancient Civilizations

Focus Skill: following directions

Paper Handouts: a copy of graphics 1I-L

Graphic Organizer: Cut Graphics 1I-L. Stack and staple to form a Top Tab Book. With the Top Tab Book closed, write/copy the title *Maps of Ancient Civilizations* on the front. Label the first tab *Map Book 1*. Label the second tab *Ancient World*. Label the third tab *Fertile Crescent*. Label the fourth tab *Abraham's Journey*.



Teacher's Note: Store this project for future use.



Experiences, Investigations, and Research

Select one or more of the following activities for individual or group enrichment projects. Allow students to determine the format in which they would like to report, share, or graphically present what they have discovered. This should be a creative investigation that utilizes your students' strengths.



1. Make a man of clay.



2. Cut out magazine pictures of things God made. Glue to posterboard and write your Scripture verse at the bottom.



3. Look up the definition of *ex nihilo*. Compare with man's artistic (or electronic, architectural, musical, mathematical and scientific) creations.



4. Research the canopy theory. Where was it located? How might a canopy have affected man's life span?



5. Think about the order of the Creation week. Write a paragraph explaining why you think God created the world in the sequence He did, using several examples. Glue the paragraph to the back of your Pizza Book.



6. Research world religions to find out their beliefs about the origin of life.





Pillars of History, Part I

Lesson 2

The First People

Scripture Reading: Genesis 2

NOTE: Help your children see the beautiful harmony that existed between these three beings (Genesis 3:8). Discuss God's one rule for Adam and Eve (Gen 2:16-17).

Memory Verse: Genesis 1:27

Activities:

God, Adam and Eve

Focus Skill: explaining functions

Paper Handouts: 2 sheets of 8.5" x 11" paper a copy of Graphics 2A-B

Graphic Organizer: Make two Hot Dog Books. (See instructions on page viii.) Make each fold on the left. Cut one into a 3 Tab Book. Turn the book so the fold is on the left. Glue Graphic 2A and 2B to the top and middle tabs of the 3 Tab Book. Work will continue on these in the next lesson.

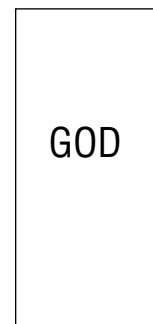
Hot Dog Book:

- ✂ Write *GOD* in the front center of the Hot Dog Book. Use gold pen or decorate as desired with glitter. Inside, write *Creator*.
- ✂✂ Complete ✂. Inside, write the description of the Creator. Clue words: *creates out of nothing*.
- ✂✂✂ Complete ✂. Open the Hot Dog Book. On the left side, one word above the other, write *TIME*, *SPACE*, and *MATTER*. On the right side, use Genesis 1:1 to write a phrase across from each word showing that God created each: *In the beginning, God created the heavens, God created the Earth*.

3 Tab Book about Adam and Eve:

- ✂ Write the names beneath each picture. Under Adam's tab, draw a picture of the Garden of Eden. Under Eve's tab, draw a picture of Eve with Adam.
- ✂✂ Complete ✂. Inside, below your drawing of Adam, write *of the ground*. Below your drawing of Eve, write *Mother of all living*. These are the meanings of their names. Write about the special way they were created by God.
- ✂✂✂ Write the names beneath the pictures. Under Adam and Eve's tabs, write a description of the creation of each, as well as a "job description" for each. For Adam, see Genesis 3:8—*fellowship*, Psalm 29:1-2—*worship and praise*, Isaiah 43:7—*for My Glory*, and Genesis 1:28—*to replenish the earth and subdue it*. For Eve, see Genesis 1:27—*equality, image of God* and Genesis 2:18—*helper and companion*.

Teacher's Note: Store these books for use in the next lesson.



Hot Dog Book



3 Tab Book

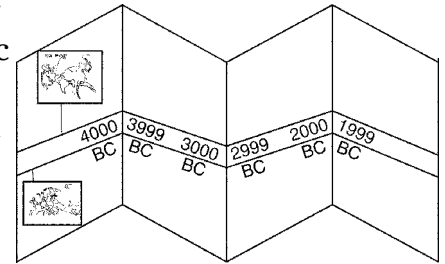


Timeline Book

Focus Skill: following directions

Paper Handouts: 5 sheets of 12" x 18" paper a copy of Graphics 2C-2L

Graphic Organizer: Make an Accordion Book (See page x) using 6 sheets of paper. This is the Timeline Book. Glue Graphic 2C on the middle of the first page of the Accordion Book. Glue 2D at the middle of the second page of the Accordion Book. Continue with Graphics 2E-N on the remaining pages. Each 1000 year time period will use two time line strip graphics. Store this project for future use.



Teacher's Note: *Experts have different opinions about dates, and archaeologists keep learning more. All dates given on timeline graphics are an approximation.*

Maps Book 1: The Ancient World

Paper Handouts: Map Book 1

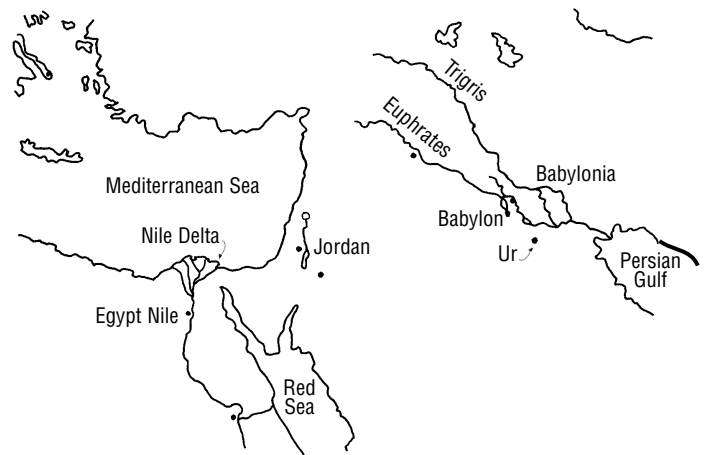
Graphic Organizer: Color the cover as desired. Use an atlas to locate the following. Label each on the *Ancient World map*:

Rivers: Tigris, Euphrates, Jordan, Nile, Nile Delta

Cities: Babylon, Ur

Region: Babylonia, Egypt

Seas: Mediterranean Sea, Red Sea, and Persian Gulf



Experiences, Investigations, and Research

Select one or more of the following activities for individual or group enrichment projects. Allow students to determine the format in which they would like to report, share, or graphically present what they have discovered. This should be a creative investigation that utilizes your students' strengths.



1. Look at wedding photos from your parent's wedding. Interview them about how they met and what life was like as newlyweds.



2. Draw a picture of your family. List things you are thankful for about your family.



3. Explain what you think it means that "man is made in God's image". (Genesis 1:26) Write several paragraphs explaining your position. Include Genesis 9:6.



4. Research the treatment of women in other countries, especially in the Middle East and China.

