

WISDOM WONDER PROJECT™

Primary History & Literature
Collection

Ancients
Month 01



We make the
power, magic,
and mystery
of learning
accessible to
our modern
world.



Jennifer Perneel

Jenn has been teaching first and second graders for eighteen years, and has been with SLO Classical Academy almost from the beginning, since 2006. She holds a B.S. in Child Development as well as a Multiple Subject Teaching Credential, and has also taught summer camps and other extracurriculars. She's a lifelong reader, loves mentoring and supporting others, and is constantly astounded by her own children and her students. "I have the luxury," she says, "Of being surrounded by the best wonderers."

One night in 2006, I was searching job websites and looking at the available jobs near our new home. I came across a job posting for a teaching position at a new "classical" school. My initial thought was, "I have no musical background!" I clicked on the link anyway and I am so happy I did! I quickly realized a classical education was NOT music based, but an educational philosophy based on the development of a child and teaching through history and good literature. I had been a 1st grade classroom teacher for six years by this time and had never taught those subjects as deeply or as richly as I had dreamed that I would when I was in college. Everything about classical education made sense to me. It sounded like those dreams that spurred me to want to teach while in college. I immediately applied and have had my dream job for over a decade. And now, in getting to share this way of teaching with homeschool families and groups, I hope that it fulfills the dreams that you have for your child's education.

Children are insatiable learners. They are sponges who soak in everything we have to offer. By teaching at a classical school, I have had the opportunity to implement content subjects that plunge deep into the core of the matter, such as history, literature, and science -- and I have been able to do so while intertwining foundational skills, such as reading, spelling, grammar, and writing. Through these rich and deep lessons, I have seen even the most reluctant of learners light up and become passionate about their education because of the fascinating content and books through which I was able to teach. I have been around classical education long enough to see my young students, and my own children, grow up to be well-spoken, well-rounded tweens, teens, and young adults. They are able to think critically and engage in conversations about a multitude of subjects, and, most importantly, they continue to love learning.

In this collection, you will find units that my colleagues and I have spent hundreds of hours putting together and refining as we have honed our craft as classical educators. I am so very excited to have a platform from which I get to share this with you! My wish for you is to enjoy this precious time with your children while engaging in a rich, fulfilling, and exciting education.

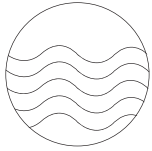
Enjoy the journey,

—Jennifer Perneel



EQUIPPING YOU:

a message to the educator



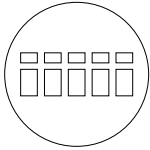
Flow & Scheduling

The Wisdom Wonder Project Primary History/Literature Collection was created to give home and school educators a rich offering of readings and activities rooted in classical education. This collection, like all of the Wisdom Wonder Project curricula, is about creating a love of learning. The collection is intended to take you deep into the history and literature materials, yet to keep within what is developmentally appropriate for the age of the children. It will walk you through each week, creating time for you and your child(ren) to read, learn, and create together. Enjoy and engage in these primary years however it best fits for your situation.



Finding Success in the Journey

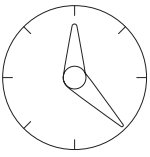
1. Read through the monthly unit.
2. Create your vision for teaching the unit to your child.
3. Read the books yourself.
4. Look at your calendar and plan out your weeks (see a sample schedule below).
5. Gather the necessary materials.
6. Engage in the feast of activities and ideas.
7. Enjoy the wonder of the primary years.



Sample Schedule

M	T	W	Th	F
Read History 01, Corresponding History Review Questions, Recitation	Read Literature 01, Corresponding Literature Discussion Questions, Copywork & Illustration 01	Review History 01, Read History 02, Corresponding History Review Questions, Narration, Recitation	Review Literature 01, Read Literature 02, Corresponding Literature Discussion Questions, Copywork & Illustration 02	Re-read a Favorite Section from History or Literature, Enrichment activities, Timeline Piece, Recitation

This schedule is meant to serve as a guide. Please feel free to make adjustments as you see fit.



Time Period: The Ancients

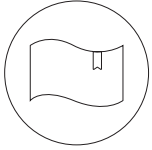
The focus of this entire collection is Ancient History. We will begin in 7000 BC when the Nomads roamed the Fertile Crescent. From there, we will travel through the early days of civilizations all over Europe, Asia, and Africa with a focus on Ancient Egypt, Ancient Greece, and Ancient Rome.

The essence of a classical education is studying history and literature together, as the intertwined web that they are. That is how this collection is structured, and it will bring an incredible depth and richness to your child's education



Focus Overview

Each week's focus outlines the connection between the history reading and literature reading. Whenever possible, the literature selection supports the history learning, and vice versa, to give children a full and rich snapshot of what this time period might have been like.



History Readings

The Story of the World will be the "spine" of our history lessons. This four-book series takes a global view of the most foundational events in world history, from the ancient time period all the way through to the modern era. The layout of *The Story of the World* is not a typical history textbook. It is written in short chapters, more like a story. Most children connect with the age appropriate vocabulary and stories about history.

Each week, there will be 1-2 chapters to be read during the week. The suggested break down of the reading will be listed here as well. While this history book is written with a young child in mind, some of the topics might be a little too vivid or too sensitive for your child(ren). Please summarize a section in your own words or leave a section out in order to present the materials in a way that is best for your child.



History Reading Summary

Ideally, you will be able to read the assigned chapter prior to reading with your child so that you can plan ahead, research interesting topics, or just be ready to answer questions. We get it- life happens! This section will give you a short summary of the week's reading to introduce you and to use as a quick reference when needed.



History Comprehension Questions

The comprehension questions are designed to be just as they seem, a reading comprehension check for your child. However, they also serve as an inquisitive start to deeper discussion and even further research.

One you have read the chapter to your child, ask them the corresponding questions from this section. If your child cannot answer the question, ask them to pay extra attention to the information that might answer that question and reread the section that includes the answer. Then, ask the question again. If they still cannot answer the question, provide support by giving them key words or asking leading questions to help them to know the answer. Always guide the children to answer in complete sentences. The



history comprehension questions in this section are intentionally chosen to lead into the narration exercise.

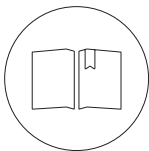
The answers to the questions that are also included are an approximate of the responses you can expect to receive from your child, and where you want to lead them for proper comprehension. If your child had grasped some deeper understanding or is especially interested in particular aspects, always support them in digging deeper and delving into the more complicated answer.



Narration

Narration is a building block to becoming a good writer. As a child narrates out loud, they are actually practicing the first part of the writing process: putting ideas into their own words. Narration gives them the opportunity to express themselves with words without the requirement of having to generate the original ideas, all the while being trained to grasp the central ideas of what is read.

There are many different approaches to narration. Our suggested method is that after you have read the assigned reading, ask your child the History Comprehension Questions. Encourage your child to answer in full sentences. Follow that up by asking the suggested narration question, again supporting your child to answer in complete sentences. As they narrate, and while they are watching, write down their words in the journal. This example of putting their thoughts to paper further serves to begin to build the concepts of the writing process for your child.



Literature Readings

This section holds the literature readings for the week. Through research, reading and critique we have found pieces of literature that have the potential to touch hearts and ignite imaginations. By reinforcing history with relevant literature, it makes both the history and the literature come alive for the children.

As with the history readings, some of the literature books might be a little too vivid for your particular child(ren) or touch on a subject that is especially sensitive. It is good to push children, but you know yours best. Use your judgement to know when to alter, summarize, or leave out sections of the readings whenever you need to in order to present the materials in a way that is best for your child(ren).



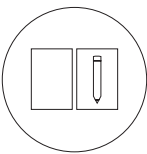
Literature Book Background & Summary

As with the history reading, we strongly encourage you to read the literature selection prior to beginning the lesson with your child. If things happen and you cannot, this section will provide you with a brief summary of the literature reading. Also included will be any pertinent background information that will further enrich your lesson. When a new literature book is begun, this section will hold the introduction to the book. It is intended to be an introduction to the book for you, the educator, but you are welcome to share as much as you think your child(ren) will be interested in.



Literature Discussion Questions

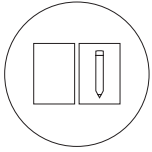
The literature discussion questions are usually comprehension based questions, but also include questions that are the beginning of literary analysis. Additionally, you will see questions that call for an opinion based answer. Use these questions as an opportunity for discussion and to dig deeper into the literature. Split the questions up over the two readings, and feel free to discuss them more than once. The answers provided are simply suggestions of what your child might respond with. If your child's answer is not what you were expecting, ask them, "What makes you say that?" Help your child look for parts of the story that support (or disprove) their ideas. Sometimes, there are no wrong answers!



Copywork & Illustration

Copywork is another important piece of the puzzle in becoming a good writer. As children copy selections from different sources written by great writers, they are being exposed to properly and beautifully composed language. This language will build up in their language store for their own writings in the future.

After you have read to your child, you will have them complete their assigned copywork. Generally, a first grade student will do level 1 copywork, and the second grade student will do level 2. There is a fine balance between challenging your child and presenting too much work so that it is deflating for them. You know them best, so please adjust the copywork as is best for your child.



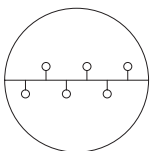
How to do Copywork: Write the sentence on a whiteboard or paper with the same type of lines as theirs (the lined Zaner Bloser paper in the materials). Review the sentence by reading it together and discussing the meaning. Note any beautiful or strong, unique words. Make sure your child understands what part of the story the sentence comes from and what it means. Be prepared to sit next to your child as they write so you can address any errors as they are being made. Then, have your child illustrate their sentence. Add the illustrated copywork to your child's journal.

In these early years we strive for quality vs. quantity. We want to see correct letter formation and placement, appropriate spacing between words, and accurate reproduction of punctuation and capitalization.



Enrichment Activities

This history and literature curriculum is teeming with ways to be creative. The activities here will support the week of learning and take you and your child(ren) more in depth into a topic from the week. These activities will vary from map work to art activities, and from literature analysis to model building. Anything goes here - as long as it is related to the reading. This is a wonderful time for imagination, fun, and learning.

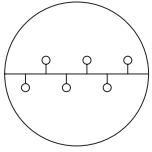


Timeline

A timeline is a powerful way to visually represent the sequence of events in history and to be able to see it all at a glance. It helps us understand how events exist in relationship to each other, which helps us discuss history as a continuing narrative, not simply as a series of isolated events. It also helps us connect with history and remember important people and events by comparing who/what came before/after (or what was happening at the same time), rather than a list of dates that have little meaning. The timeline also supports visual and kinesthetic learners, since the children are involved in making the timeline pieces. A timeline gives us a big picture perspective, which is vital to understanding the larger concepts of history.

Each week, there will be one timeline date assigned. There are many ways to create a timeline. You are welcome to get creative and create a timeline that works best for you, but here are a few suggestions:

1. Interactive Card Timeline. Use index cards or cut cardstock



(3×5 inches, 4×6 inches, or 5×8 inches) with one card for each event. Each card hold one drawing of an event or person assigned each week. On the back, write the dates and any other information about you desire. Hang the cards with clothespins from string or twine clothes-line style across the wall. This gives the freedom to move the cards around or to easily add others in between. The best part is that you can take the cards down and play a game with them by having your child(ren) put them in order.

2. Timeline Scroll. You can make a long piece of butcher paper into your timeline and have your child(ren) draw the image straight onto the scroll each week to add the event or person. You can then write the date and a small amount of pertinent information.

3. Fan Style Timeline. You can use full sheets of paper or cut them down to any preferred size. Each week, you will add one sheet of paper that your child(ren) has drawn the image and one of you has written the date and information needed on. Each paper gets taped to the one before it and folded accordin or fan style. This keeps it more compact for storage, yet allows it to be opened all across the floor to see all the events at once for comparison and analysis.

4. Full Size Visual Timeline. If you have more space higher on your walls, you can make a timeline that will circle the room when complete. Each week, have your child(ren) complete one full size (8.5 x 11 inches) timeline piece that has the name and dates on the front. Mount it onto construction paper if possible. Adhere it to the top of the walls, starting in one corner and working your way around as the years go by. You can lay out the years in advance, or let it grow organically. You can stagger the artwork for look or to save space.

For most children, drawing a picture to go with the date and the name of the event is very important -- even a simple drawing or a printout that they color makes the same connection. Drawing or coloring gives them more time to steep in the concept as they draw and it connects the learning through an additional modality. So, whatever way you choose for you and your child to make a timeline, make sure you include this drawing/visual aspect.



Monthly Recitation

Recitation is a hallmark of classical education. All throughout history, great leaders have memorized compelling poetry from times present to times past. Poetry memorization and recitation is indeed important; it reinforces literary and reading concepts, exercises memory, stores up beautiful language, and gives practice speaking aloud in front of others.

To work on the recitation with you child(ren), read the poem to your child(ren) and discuss it before working on memorization. What is the poem about? Go over it line by line if needed. Does it have rhyme or rhythm? Is it a happy or sad poem?

On the first day you introduce the poem, read it aloud to your child three times in a row. Repeat this reading twice more during the day, if possible. Just have them carefully listen to the words. On all subsequent days, read the poem aloud three times in a row once each day. Then, ask your child to repeat lines of the poem after you, and then along with you, until they can say the whole poem. Have them practice reciting in front of their stuffed animals, a mirror, and then people.

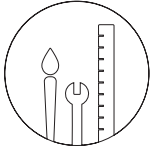
Memorization and recitation should take no longer than 10 minutes per day. You might be surprised how quickly most children pick up the ability to memorize. And, they actually enjoy it! Having your child recite their poem three times each day of schooling is sufficient. If given the opportunity, record or videotape your child as they recite. It is very eye opening for the child and helps them to self-assess.

After your child has solidly memorized their poem, have them recite for family, friends, or anyone who will listen. Teach your child to make eye contact and to speak clearly and slowly as they recite. As they grow more comfortable with the process, encourage them to speak with inflection and variation too. Don't forget to start with the title and author!



Group Activities

Each week, you will find two activities designed specifically for a group of learners, such as a class, a co-op, or a group of friends. The activities chosen are meant to encourage student interaction and discussion. The activities will vary from month to month and are all based on the history and literature readings.



Materials

All materials are meant to enhance your child's learning experience. Many can be found around the house, while some will need to be purchased. Our goal is to find affordable options for products that can last a lifetime. Links are included for your convenience, but you're welcome to get creative and substitute what you have on hand or find similar options as you see fit.

At the end of each unit, you will find a shopping list that contains all materials needed for that month. The materials on that list are pulled from three categories:

- 1. Primary Setting Up Your Space—**These are foundational materials you will need for schooling your child(ren) at this age. You should already have most of these items handy. Use the hyperlink to view the full recommended list on our Little by Little blog.
- 2. Collection Materials—**Some materials will be used in most of the months throughout this particular collection. Some are required, others are just recommended. Before you begin your first month in this collection, plan on purchasing the materials listed below:

Required:



[Journal](#)



[Large World Map](#)

Recommended:

[Favorite Poems Old and New](#)

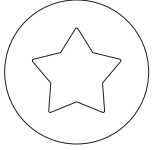
[Student Atlas](#)

[Globe](#)

[Whiteboard](#)

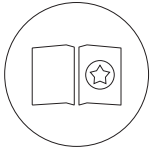
[Read-Aloud Handbook](#)

- 3. Monthly Materials—** There are also required materials specific to each month. You will find these materials pictured, linked, or listed in the monthly unit. Plan on purchasing these materials before you begin your new lessons.



Recommended Products

Each month, you can expect to find an array of carefully selected items that we believe will enhance your child's learning experience. Our goal is to find products that will last a lifetime while also keeping affordability in mind. Links for items will be included for your convenience. Happy shopping!



Recommended Books

Here, you will find suggested books to read to your child that correlate with the weekly focus. These books are meant to be used as a springboard for learning and to enrich your time together. Reading books with your child is a collaborative experience with you and your child sitting side by side, possibly snuggled up on the couch or bed, while pouring over the pages together.

Primary History & Literature

————— *Year 01: Ancients* 8000 BC–476 AD —————

————— *Month 01: Early Civilizations* —————



- 01** *Story of the World Vol. I: Introduction + Chapter 1*
Gilgamesh the King by Ludmila Zeman
- 02** *Story of the World Vol. I: Chapter 2*
Egyptian Cinderella by Shirley Climo
- 03** *Story of the World Vol. I: Chapter 3*
The Seeker of Knowledge by James Rumford
- 04** *Story of the World Vol. I: Chapter 4*
Mummies Made in Egypt by Aliki



The Study of History & Early Nomadic People

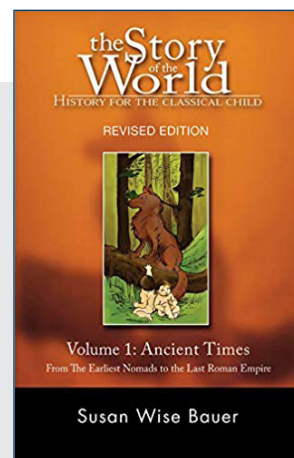
We will kick off this History and Literature Collection by learning about what history is and how archaeologists help us learn about the past. From there we will jump right into our first chapter about the Nomads and Fertile Crescent. In literature, we will begin the year with one of the oldest stories in the world that is sure to engage your child(ren), *Gilgamesh the King*.

The Story of the World Volume 1: Ancient Times

by Susan Wise Bauer

Hist Reading 01: Introduction

Hist Reading 02: Ch. 1, "The Earliest People"



According to the New Oxford American Dictionary, history is defined as "the study of past events." This first unit begins by explaining to our young learners that history is more than what happened long ago; they have a history as well! Once children understand what history is and how archeologists help historians put the past together, we will move right into the earliest people—Nomads! Nomads were the first farmers who settled around the Fertile Crescent, which formed by the Tigris and Euphrates Rivers in present day Asia.



Introduction

How do we learn about the history of people who lived long ago?

Answer: We can ask adults, read letters, or books.

What does an archaeologist do?

Answer: Archaeologists find items left behind and use them to learn the story of the people who used to live there.



Ch. 1

How did the Nomads survive?

Answer: Nomads traveled from place to place to find food and shelter needed to survive.

Where was the best place for nomads to live?

Answer: Nomads needed water and fertile land.

What are the names of the rivers in the Fertile Crescent?

Answer: The rivers are the Tigris and Euphrates.

Nomads began to settle and live near the Fertile Crescent year-round. What did they become?

Answer: They became farmers.

Why did farmers build houses close together?

Answer: They built houses close together so they could easily help one another.

How did villages keep themselves safe?

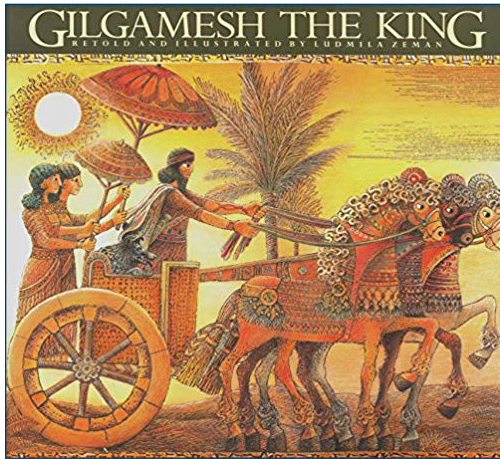
Answer: Villages stayed safe by building walls around their cities.



To get ready for Narration, have your child's journal, a pencil, and possibly the book. Remember to guide your child to respond in a complete sentence(s). Either write the narration directly in their journal, or glue it in after.

Level 1—What is one thing you remember about nomads?

Level 2—What are three things you remember about nomads and early farmers?



Gilgamesh the King

Retold & Illustrated by Ludmila Zeman

Lit Reading 01: Read from the beginning of the book to the page ending in, "...so no one would think of challenging his rule."

Lit Reading 02: Read from the end of Lit Reading 1 through the end of the book.



The epic of Gilgamesh is one of the oldest stories in the world. It was first told by the Sumerians, then it was told over and over again until it was finally written down on clay tablets somewhere around 1300 BCE by a Babylonian writer. Cuneiform was the first written language in the world. Many scholars believe Gilgamesh was a real person and a king of Uruk.

Gilgamesh, the king of Uruk, is a lonely and unhappy half-man and half-god. To show the people how powerful he is, he demands a great wall be built. He pushes his people so hard and for so long on this massive wall that they cry for help from the sun-god. In an effort to soften Gilgamesh's heart, the sun-god sends a beast-man named Enkidu to win over Gilgamesh. They battle fiercely; in the end, Enkidu does win Gilgamesh in friendship. Gilgamesh realizes that relationships and being a good king to his people are what is important.



What is the weather like throughout the story: sunny, rainy, snowy, cold, windy?

Answer: The weather is mainly hot.

Would you like to visit the place(s) in the story? Why or why not?

Answer: (Answers will vary)

Does the story take place over a minute, an hour, day, week, year(s), etc.? How do you know?

Answer: The story takes place over a longer period of time,



weeks or perhaps months. We know this because it takes a long time to build a wall, the time for Enkidu to be created and fall in love with Shamhat is also longer, the hours for the battle between Enkidu and Gilgamesh, and because of the days of celebration.

Who are the main characters in the story and what do we know about them?

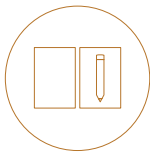
Answer: The main characters are Gilgamesh and Enkidu. Gilgamesh is a mighty king and very prideful. Enkidu was created by the Sun god, is very caring, loves Shamhat, and is also very strong.

What does the main character want?

Answer: Gilgamesh wants to be in control of his people and to be the strongest man in the world. Enkidu wants to be a friend.

Does the main character get what he/she wants? Why or why not?

Answer: Gilgamesh does NOT get what he wants, but it ends up being OK! The work on the wall is stopped when Gilgamesh realized he could care about another person, and became friends with Enkidu. Enkidu did get what he wanted.



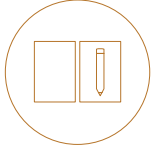
Gather together your child's paper and pencil, the whiteboard or paper you wrote the copywork on, the literature book, and colored pencils or crayons. After reading from the literature book, sit with your child while they do the appropriate level of copywork. Don't forget to watch their letter formation and placement as they go, correcting in the moment as needed. After you have discussed each copywork sentence, invite them to do an illustration of that sentence in their journal next to where the copywork is (or will be) glued in.

Copywork 01 (Level 1)—Gilgamesh watched from his tower on top of the great wall.

Copywork 01 (Level 2)—From morning until dusk, Gilgamesh watched from his tower on top of the great wall of Uruk.

Focus: Study the illustration of Gilgamesh watching from his tower. How does the word "great" make us feel about Gilgamesh's location and size of the wall?

Copywork 02 (Level 1)—Enkidu reached over the wall and grabbed Gilgamesh by the arm.

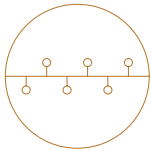


Copywork 01 (Level 2)—Enkidu reached over the wall, grabbed Gilgamesh by the arm and raised him to safety.

Focus: Gilgamesh was a very strong man, probably very large and heavy. With your child, discuss what we learn about Enkidu from his ability to grab Gilgamesh by the arm and hoist him over the wall.



Fertile Crescent Map. You will need the map at the end of this document, colored pencils, a large world map, and a glue stick. Review the two rivers and have your child lightly color in the "crescent." Also, have them label the Tigris River and the Euphrates River. While they are coloring it, remind them why this area was fertile and why that was important for survival. Using your world map, show your child where the Fertile Crescent is, and always point out where you are on the map too. Have your child glue their map into their journal.



Timeline. The materials you need are particular to the style of timeline that you and your child have chosen to make. Gather those timeline materials, brainstorm together what your child can draw for this date, and invite them to work.

7000 BC—Nomads roam the Fertile Crescent.



"Yesterday is History" by Emily Dickinson



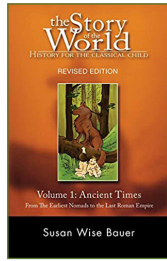
Group Activity 01—Archaeological Dig. For this fun project you will need a one or more large tubs, dirt and/or sand, shovels or hoes, and items to find while digging. Decide what type of items you would like the children to find. Some examples are dinosaur bones, jewels, broken clay pots that you have smoothed, older gardening equipment that is safe for children, or any other ideas



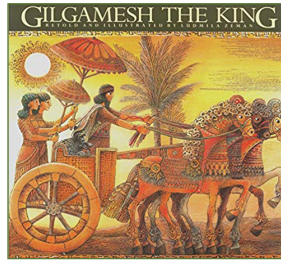
you have. If you have access to a sandbox, and your items are not breakable, you can bury the items there, just know that the children will probably not find them all. If you are using tubs, use enough tubs that all the children can dig or do it in small groups. Strategically place the items in the tubs and pour the dirt/sand around them. Consider using water to solidify some of the dirt around the items. You can also purchase the pre-made dig that is listed in our Recommended Products. Before the children begin digging, discuss the need to be gentle and careful! If you set up your own dig, discuss what the students might learn from the items found when they are finished digging. Were there dinosaurs in that area? Were the people farmers? Do the children think water was nearby? Can they figure out if the people were hunters? If you used dinosaur bones, you may be able to figure out what the dinosaurs ate by looking at their teeth and bodies.

Group Activity 02—Early Farming. Plant a garden the old fashioned way with seeds and minimal tools! You will need pots to plant in (mason jars can work well), fertile soil, seeds, small pitchers of water, and small shovels or large spoons. Gather the group together and discuss the important parts of farming and why each part is important -- rich soil, water, and seeds thrive in that particular climate. Discuss how seeds need sun, soil, consistent watering (but not too much), and air to survive. Relate this to the early farmers we studied and remind the students that they didn't have supermarkets to purchase food from! They only ate what they were able to grow or gather from the environment. Encourage students to understand that by working together, the early farmers' survival was much easier.

Have your child fill each cup or pot about 2/3 full of soil, and ask them to gently push several seeds into the soil. Cover the seed with soil to near the top of the container. You can keep the seeds in your classroom together to watch the sprout, or send them home with each student. Be sure to read the directions on the bag of seeds so you know how often to water it and how much sunlight your seeds need.



[The Story of the World Volume 1: Ancient Times](#)



[Gilgamesh the King](#)

Map of the Fertile Crescent,
at end of this document
Whiteboard, optional for
Copywork
Journal
Timeline Materials

World Map
Colored Pencils
Glue Stick
Lined Paper, Zaner Bloser
Pencil
White Printer Paper



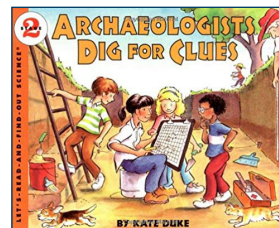
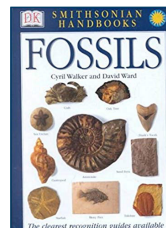
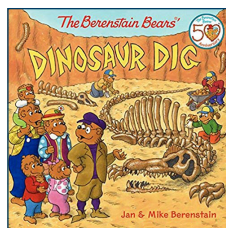
[Dinosaur Bones for Archaeological Dig](#)



[Archaeology Dig](#)



[Grow a Vegetable Garden](#)





Ancient Egyptians on the Nile

This week, the focus is on the earliest knowledge of Ancient Egypt and how King Narmer united Upper Egypt (which was actually the southern area) with Lower Egypt (the northern area). This naming was a result of the flow of the river that was Egypt's lifeblood -- the Nile River. In this week's literature story, you will see the Nile River and the Double Crown, symbolizing the unification of Upper and Lower Egypt, intertwined in a well-known story.

The Story of the World Volume 1: Ancient Times

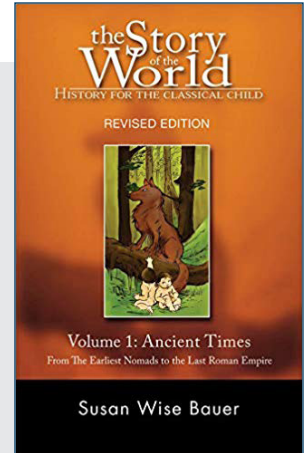
by Susan Wise Bauer

Hist Reading 01:

Ch. 2, "Two Kingdoms Become One"

Hist Reading 02:

Ch. 2, "Gods of Ancient Egypt"



The Nile River is a very long river in the north east area of Africa that flows from the south to the north. For thousands of years, before the construction of the Aswan Dam in the 1960's, it flooded every summer. This flooding was vital to the area because the silt left behind allowed the Egyptians to live along the banks and farm in the area that flooded.

Over 5,000 years ago, Egypt was ruled by two kings. Lower Egypt was ruled by a king who wore a red crown. Upper Egypt was ruled by King Narmer, who wore a white crown. King Narmer defeated the Red Crown King and from that point on he wore the red crown on top of his white crown as a visual representation that he was the ruler of both kingdoms. The king of the united Egypt became known as Pharaoh.



What is the name of the river the Ancient Egyptians lived near?

Answer: The river is the Nile River.

What did the Nile River do every summer?

Answer: The Nile River flooded.

Why was the yearly flood good for the farmers who lived nearby?

Answer: The flood left behind fertile soil.

What color crowns did the kings wear?

Answer: The Lower Egypt king wore a red crown. The Upper Egypt king wore a white crown.

What did King Narmer do to his crown after he defeated the Red Crown King?

Answer: King Narmer wore both the red and white crown to show he ruled both kingdoms.

What were Egyptian kings called after Narmer united the kingdoms?

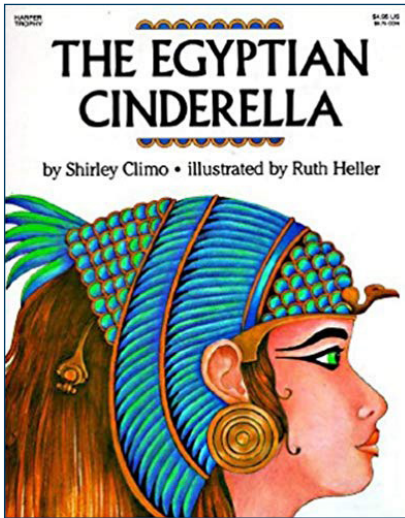
Answer: The kings became known as pharaohs.



To get ready for narration, have your child's journal, a pencil, and possibly the book. Remember to guide your child to respond in a complete sentence(s). Either write the narration directly in their journal, or glue it in after.

Level 1—What is one thing you remember about the Nile River?
OR What is one thing you remember about King Narmer?

Level 2—What are three things you remember about the Nile River and the early Egyptians? OR What are three things you remember about Upper and Lower Egypt?



Egyptian Cinderella

By Shirley Climo

Lit Reading 01: Read from the beginning of the book through the page that ends in, "... salting the river with her tears."

Lit Reading 02: Read from the end of Lit Reading 1 through the end of the book.



There are so many versions of the Cinderella story dating back hundreds, possibly thousands of years. While the Ancient Egyptian origins of this story are under scrutiny, Egyptian Cinderella is set on the banks of the Ancient Nile River and still gives us valuable insight and knowledge about the time.

Rhodopis is a Greek girl, forced to work as a slave in Egypt. With blonde hair and green eyes, Rhodopis stood out from the others and was often the target of unkind behavior from the servant girls. Rhodopis' kind master awoke one day to see her enchanted dancing and noticed she was barefoot, so he had beautiful slippers made for her. This angered the servant girls even more. When a falcon steals one of her beautiful slippers and drops it in the lap of the Pharaoh Amasis, he knows he must find the owner. After traveling great distances and meeting many, many young ladies, the pharaoh finally finds Rhodopis and they live happily ever after.



What is the weather like throughout the story - sunny, rainy, snowy, cold, windy?

Answer: The weather in Egypt is hot.

Does the story happen in a real or a make-believe place? How do you know?

Answer: The story takes place in Egypt and near the Nile River, two places that exist in real life!

Who are the main characters in the story and what do we know about them?



Answer: Rhodopis is the main character. She is not treated nicely by servant girls, but her master tries to take care of her. She gets along well with animals. Rhodopis is a hard worker.

What does the main character want?

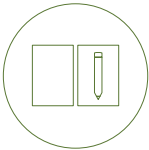
Answer: Rhodopis wishes to be treated kindly. When her shoe is taken, she wishes to get it back.

What do the other characters in the story want?

Answer: The other servant girls are jealous of Rhodopis and wish her to be unhappy. The pharaoh wishes to find the owner of the shoe.

Does this story remind you of another story? How is it the same? Different?

Answer: This is one of many versions of Cinderella! The discussion will vary, depending on your child's knowledge.



Gather together your child's paper and pencil, the whiteboard or paper you wrote the copywork on, the literature book, and colored pencils or crayons. After reading from the literature book, sit with your child while they do the appropriate level of copywork. Don't forget to watch their letter formation and placement as they go, correcting in the moment as needed. After you have discussed each copywork sentence, invite them to do an illustration of that sentence in their journal next to where the copywork is (or will be) glued in.

Copywork 01 (Level 1)—The soles were of real leather.

Copywork 01 (Level 2)—The soles were of real leather, and the toes were gilded with rose-red.

Focus: What does "gilded" mean? Answer: To be covered thinly with gold leaf or paint.

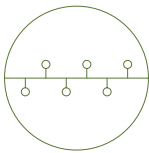
Copywork 02 (Level 1)—With every step, her rose-red slippers winked.

Copywork 01 (Level 2)—With every step, her rose-red slippers winked and sparkled in the sun.

Focus: Discuss what "winked and sparkled" means and how that can be shown in the corresponding illustration.



Nile River Map. You will need the map(s) at the end of this document, colored pencils, a large world map, your child's journal, and a glue stick. On the colored map, point out and explain that a "delta" is the triangle shape at the end of the river where it breaks into smaller streams and then filters into another body of water. Point out where the Nile Delta enters the Mediterranean Sea. Discuss Lower and Upper Egypt and the direction the Nile River flows. Using your world map, show your child where the Nile River is and always point out where you live on the map. Using the black and white map, discuss these locations with your child. After discussing, invite your child to color the map and glue it into the journal.



Timeline. The materials you need are particular to the style of timeline that you and your child have chosen to make. Gather your timeline materials, brainstorm together what your child can draw for this date, and invite them to work.

3000 BC—Upper and Lower Egypt United



"Yesterday is History" by Emily Dickinson

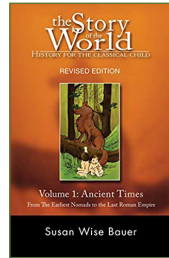


Group Activity 01—Digging Canals. For this activity, gather a large tub, sand and/or dirt, and containers to transport water. The Ancient Egyptians learned to build canals to divert water into certain areas so they could save it for future use. Put sand and/or dirt in a large tub. On one side, create a "hole" to contain the water. On the other side of the tub, put a rock, a toy house, etc. to show where you want the water to go. Allow the children to test how to get the water from the hole to the location. Ask questions, but let the students figure out as much on their own as possible. "How do we get water to run a certain direction? In order for water to 'run', what should we do with the elevation of the canals? How do you stop the water from overflowing? How do we 'save' water for later?" Instead of using a tub for this activity, another option is to take the children to a park with sand and to bring water.

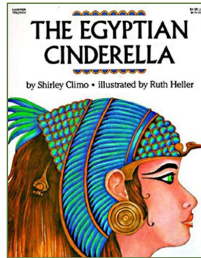
Group Activity 02—Venn Diagram. This is a discussion-based activity for which you'll need yarn, index cards, something to write with, and a book with a different version of "Cinderella" to read. The students will compare and contrast different versions



of "Cinderella." Read the alternate version of "Cinderella" to the children, and then re-read *Egyptian Cinderella* to them. Use yarn to create two large circles on the floor that overlap in the middle (your Venn diagram). Using the index cards, label one side of the circles "Egyptian Cinderella" and label the other side with the title of whatever version of "Cinderella" you have chosen (there are several in the Recommended Books section). Label the overlapping space in the middle of the circles "Both." Gather the children around the diagram, and lead them in a discussion about ways the two stories are alike and different. Write their ideas on individual index cards and place them in the appropriate part of the circles. You can even write the idea, then have the child place it in the correct section. Children can get very creative with this! Accept all answers as long as children can explain their thinking.



[The Story of the World Volume 1: Ancient Times](#)



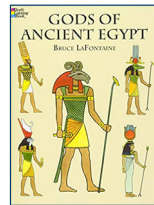
[Egyptian Cinderella](#)

Map of Nile River and Delta,
at end of this document
Journal
Timeline Materials
Whiteboard, optional for
Copywork

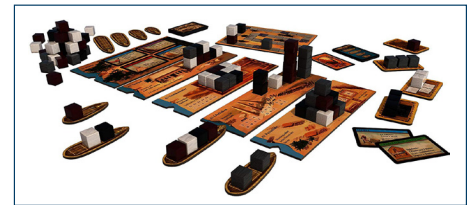
World Map
Colored Pencils
Glue Stick
Lined Paper, Zaner Bloser
White Printer Paper



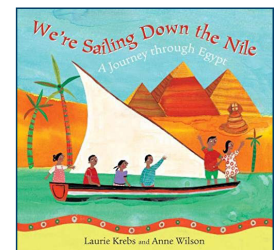
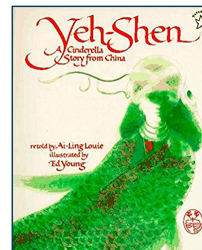
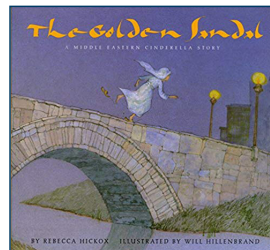
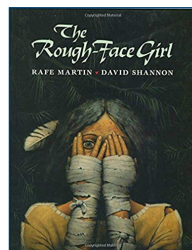
[Ancient Egypt/Nile 3D Puzzle](#)



[Gods of Ancient Egypt Coloring Book](#)



[Imhotep Board Game](#)





Early Writing

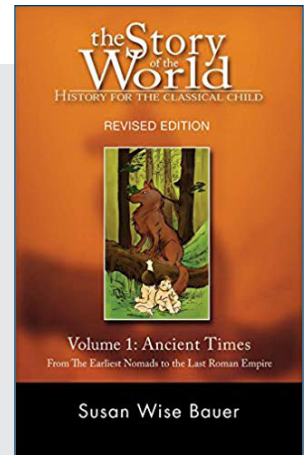
This week, you and your child(ren) will be learning about the earliest forms of writing—cuneiform and hieroglyphs. You will also meet Jean Francois Champillion in an intriguing true story about his quest to break the code and translate Egyptian hieroglyphs.

The Story of the World Volume 1: Ancient Times

by Susan Wise Bauer

Hist Reading 01: Ch. 3, first two pages

Hist Reading 02: Ch. 3, last two pages



Cuneiform is the earliest known writing and dates back to the Sumerians from about 3200 BCE. The Egyptians had a similar system, using hieroglyphs to represent words. The earliest writing was on stone, then progressed to clay tablets. Egyptians first came up with using the reeds that grew along the Nile to create papyrus, an Egyptian paper, sometime before 2500 BCE.



What does "Mesopotamia" mean?

Answer: "Mesopotamia" means "between two rivers".

What is Sumerian writing called?

Answer: Sumerian writing is known as cuneiform.

What is Egyptian writing called?

Answer: Egyptian writing is known as hieroglyphs.

What were the first writings on?

Answer: The first writing was done on stone.



What did Sumerian write on that was easier than stone?

Answer: Sumerians wrote on clay tablets.

What did Egyptians invent to write on?

Answer: Egyptians invented a type of paper called papyrus.

What were some problems with papyrus paper?

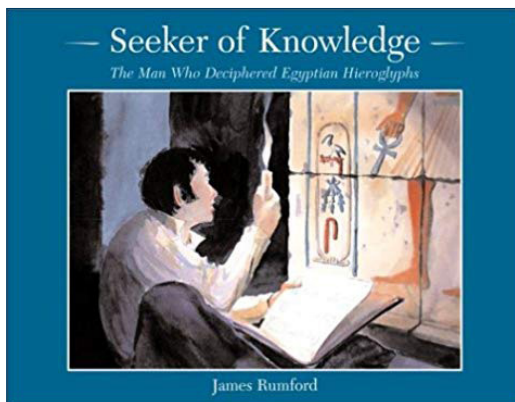
Answer: Papyrus fell apart over time, was ruined by water, and the ink could fade.



To get ready for narration, have your child's journal, a pencil, and possibly the book. Remember to guide your child to respond in a complete sentence(s). Either write the narration directly in their journal, or glue it in after.

Level 1—What is one thing you remember about early Sumerian or Egyptian writing?

Level 2—What are three things you remember about cuneiform, hieroglyphs, and papyrus paper?



Seeker of Knowledge

By James Rumford

Lit Reading 01: Read from the beginning of the book through the page that ends in, "He made his way back to Paris -- to his brother."

Lit Reading 02: Read from the end of Lit Reading 1 through the end of the book.



This is a book you will definitely want to take your time reading with your child. There are hieroglyphs on each page with explanations of the drawings, as well as hieroglyphs blended into the story text.

When Jean Francois was a young boy, he became determined to be the first person to translate Egyptian hieroglyphs. It was a rough road for Jean Francois! His many setbacks included being turned away by the Rosetta Stone scholars and a friendship with Napoleon that lead to Jean Francois being called a traitor. He finally ended up back in Paris, and, thanks to a package sent from Egypt, Jean Francois figured out the code that lead to his lifelong dream of traveling to Egypt.



What do you think of the illustrations?

Answer: Answers will vary.

Does the story happen in one place or multiple places? Can you name the place(s)?

Answer: The story takes place in several places in France and Egypt.

Would you like to visit the place(s) in the story? Why or why not?

Answer: Answers will vary.

Who is the main character in the story and what do we know about them?



Answer: The main character is Jean Francois Champillion. While growing up in France, Jean Francois dreamed of Egypt and unlocking the code of the hieroglyphs.

What does the main character want?

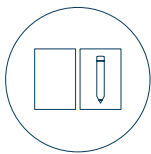
Answer: The main character, Jean Francois, wants to learn how to read hieroglyphs.

Does the main character get what he/she wants? Why or why not?

Answer: Yes, Jean-Francois figures out the code of the hieroglyphs.

Can you ask me a question about this story?

Answer: Answers will vary. Be ready to research answers if necessary.



Gather together your child's paper and pencil, the whiteboard or paper you wrote the copywork on, the literature book, and colored pencils or crayons. After reading from the literature book, sit with your child while they do the appropriate level of copywork. Don't forget to watch their letter formation and placement as they go, correcting in the moment as needed. After you have discussed each copywork sentence, invite them to do an illustration of that sentence in their journal next to where the copywork is (or will be) glued in.

Copywork 01 (Level 1)—On moonlit nights, Jean-Francois stayed up reading.

Copywork 01 (Level 2)—On moonlit nights, Jean-Francois stayed up reading after he should have been asleep.

Focus: Discuss "moonlit nights" and how bright the moon must have been to allow Jean-Francois to read.

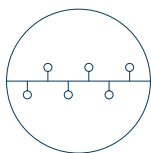
Copywork 02 (Level 1)—There were prowling lions, angry monkeys, trumpeting elephants, and sharp-eyed birds.

Copywork 01 (Level 2)—There were prowling lions, angry monkeys, trumpeting elephants, and sharp-eyed ibis birds with their long, curved bills.

Focus: Ask your child to act out each of the adjectives describing the animals.



Royal Cartouche. You will need the book, white printer paper, a pencil, a glue stick, and your child's journal. A cartouche is an oval frame around the name of an Ancient Egyptian god or royal. The oval is meant to protect the name of the royal or god that is written inside and is only used for people of such stature. In *Seeker of Knowledge* turn to the page where Jean Francois realizes the name on the cartouche is Thothmes. Examine and discuss the illustration of the cartouche with your child. Use the text above the cartouche to explain to your child how those symbols create the name. Have your child draw or trace the cartouche onto a piece of white paper and add it to the journal. Take a moment to review the importance of a cartouche and discuss it with your child. "What is a cartouche? What did the Ancient Egyptians believe a cartouche would do for the person whose name was inside? What kind of people had a cartouche?"



Timeline. The materials you need are particular to the style of timeline that you and your child have chosen to make. Gather those timeline materials, brainstorm together what your child can draw for this date, and invite them to work.

If your timeline is not created in a way that you can add the date of 1822 CE, since you were not planning on adding something from that time period, go ahead and add the following date instead: 3200 BCE Sumerians develop cuneiform writing.

1822 CE—Jean Francois Champollion deciphers the Rosetta Stone.



"Yesterday is History" by Emily Dickinson



Group Activity 01—Understanding Hieroglyphs. This is a simple, but rich and fun, activity for which you will need your copy of *The Seeker of Knowledge*, paper, and a pencil. Using the hieroglyphs at the end of the story, encourage the children to come up with a 3-4 word phrase such as "mayee sensen gef" (lion meet monkey" or "hap bes khekh" (river rise swift) . For younger children, consider making a copy of the phrases so they can circle the ones they would like to use. You could even write the chosen phrases on a small whiteboard for them to copy. Using the pronunciation guide, help children say their phrase out loud. Can the children try to understand each other? After practicing pronunciations to each



other, allow the children to draw their phrases on white paper. After they are finished, gather the children together, and follow this activity up with a discussion. "Was it difficult to try to make a phrase using these sounds? How long do you think writing would take if you have to write and draw all these pictures? Do you think it would be easier to learn to write in this than our language? If you didn't have the code and someone wrote a message in hieroglyphs to you, would you be able to know what it said? What would you do to try to figure it out?"

Group Activity 02—Making Papyrus Paper. The materials you will need for this activity are flour, water, aluminum foil, rolling pins, markers, and ten 1 inch wide and 11 inch long cut strips of printer paper per child. This is a two part activity. Set up a workstation for each child so they can all make their papyrus at the same time by laying out a piece of foil for each child. Two children can share 1 flour mixture. Before you gather with the children, cut ten 1 inch wide and 11 inch long strips of white paper per child.

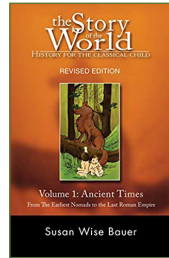
Tell the children that real papyrus paper was made by laying strips of papyrus stalks in two directions, first vertically and then horizontally. The stalks were pressed flat together and the natural sugar from the plant held the paper together. We are going to make papyrus following this same process, but the stalks will be paper strips and the sugar will be a flour mixture.

Begin by making as many 'sugar' mixtures of 1 cup of flour and 2 cups of water as you need for your students. You can make this ahead or have the children help you. Now, show the children how to dip a strip of paper in the sugar mixture and then lay it vertically on the foil. Have them do this with 4 more strips, making sure that they lay them all vertically. Now, guide them to dip 5 more strips (one by one) and to lay them horizontally across the vertical pieces. Give each child another piece of foil to place over the top, and show the children how to use rolling pins to push and roll over the foil to squeeze out excess liquid and flatten the paper together. The paper will need to dry overnight, so lay them aside to dry. Discuss the process with the group, pointing out the way Ancient Egyptians actually did it, and what the challenges could have been.

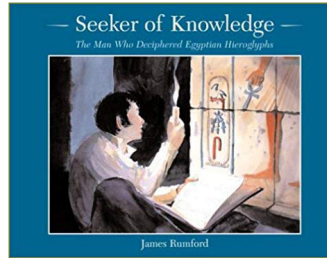
After the paper has dried (leave it overnight on the foil), carefully peel it from the foil. The papyrus is now ready to decorate with hieroglyphs. Hand out markers and the copies of the hieroglyphs from our book, and let the children draw them on their papyrus. They do not need to write anything in particular; they can just enjoy making the hieroglyphs. You might notice immediately (or maybe later, depending on the strength of the final product) that



the papyrus will eventually fall apart. This is a great opportunity to discuss why the ancient rolls of papyrus did not last as long as clay or stone tablets.



[The Story of the World Volume 1: Ancient Times](#)



[Seeker of Knowledge](#)

Journal
Timeline Materials
Whiteboard, optional for
Copywork
Colored Pencils

Glue Stick
Lined Paper, Zaner Bloser
Pencil
White Printer Paper



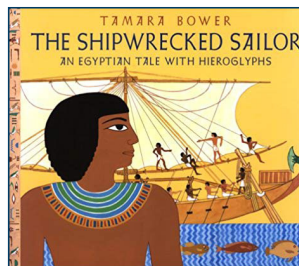
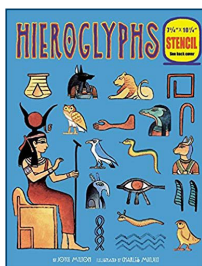
[Ancient Egypt/Nile 3D Puzzle](#)



[Gods of Ancient Egypt Coloring Book](#)



[Imhotep Board Game](#)





Egypt's Old Kingdom

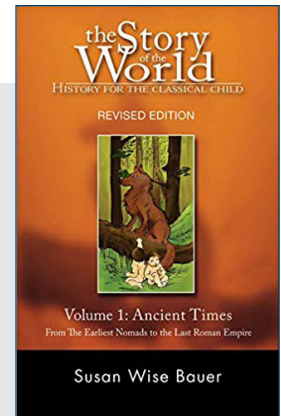
The Old Kingdom of Ancient Egypt is best known for its creation of pyramids and the mummification process. You and your child will get to delve into those pieces of Ancient Egypt in both the history and literature readings this week.

The Story of the World Volume 1: Ancient Times

by Susan Wise Bauer

Hist Reading 01: Ch. 4, Part 1 "Making Mummies"

Hist Reading 02: Ch. 4, Part 2 "Egyptian Pyramids"



Since this week's literature book also focuses on mummies, the history activities this week will focus on the section titled "Egyptian Pyramids." But, you will still read and discuss "Making Mummies" from the history book because repetition and hearing things in a different way are fantastic learning strategies.

From *mastaba* tombs to the pyramids with secret rooms and passages we see today, great effort was put into protecting Egyptian royal mummies and the grand treasures they were buried with. Cheops spent over twenty years building his pyramid, which remains the biggest pyramid ever built. This 'Great Pyramid' is located in present day Cairo, Egypt, and it even has its own watchdog, the Great Sphinx. Despite the hard work that went into crafting Cheops' tomb, thieves were still able to rob his body and treasure.



Why did the Egyptians keep changing how they buried their mummies?

Answers: Thieves kept stealing mummies and their treasures!



Why did Cheops take so long to build his pyramid?

Answer: Cheops spent a very long time building his pyramid in hope of being safely buried with his treasure.

How long did it take for Cheops' pyramid to be built?

Answer: Cheops' pyramid took twenty years to be built.

What is the name of Cheops' pyramid?

Answer: Cheops' pyramid is known as The Great Pyramid.

Why was the pyramid filled with unfinished rooms and dead ends?

Answer: The pyramid was filled with unfinished rooms and dead ends to confuse possible thieves.

What was built to protect the pyramid?

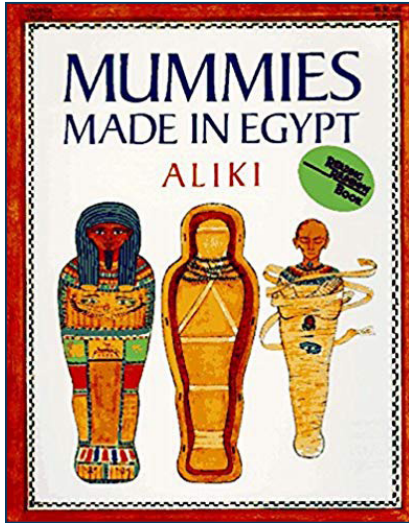
Answer: A sphinx was built to protect the pyramid.



To get ready for narration, have your child's journal, a pencil, and possibly the book. Remember to guide your child to respond in a complete sentence(s). Either write the narration directly in their journal, or glue it in after.

Level 1—What is one thing you remember about The Great Pyramid?

Level 2—What three things do you remember about The Great Pyramid and what Cheops did to protect his mummy?



Mummies Made in Egypt

By Aliki

Lit Reading 01: Read from the beginning of the book through the page that ends in, "The mummy was finished."

Lit Reading 02: Read from the end of Lit Reading 1 through the end of the book.



Aliki's *Mummies Made in Egypt* is a must-have for any Ancient Egypt education. More of an informative text, this Reading Rainbow book gives children an age-appropriate description of the process and the reasons for each step of mummification. The illustrations are adapted from actual paintings and sculptures found in Egyptian tombs.



What do you think of the illustrations? Is there one that stands out to you?

Answers: Answers will vary.

Does the story happen in one place or multiple places? Can you name the place(s)?

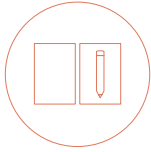
Answer: The entire book takes place in Egypt.

Does the story take place over a minute, an hour, day, week, year(s), etc.?

Answer: The story takes place over a few months.

Who are the main characters in the story and what do we know about them?

Answer: The main characters are the mummies. We know that they are the bodies of the people who have died and are going through a mummification process.



Gather together your child's paper and pencil, the whiteboard or paper you wrote the copywork on, the literature book, and colored pencils or crayons. After reading from the literature book, sit with your child while they do the appropriate level of copywork. Don't forget to watch their letter formation and placement as they go, correcting in the moment as needed. After you have discussed each copywork sentence, invite them to do an illustration of that sentence in their journal next to where the copywork is (or will be) glued in.

Copywork 01 (Level 1)—Royal mastabas had many storage chambers.

Copywork 01 (Level 2)—Royal mastabas had many storage chambers and were beautifully carved and decorated.

Focus: Review what mastaba means. Answer: The mastabas were an early type of Egyptian tomb. Review the illustration, pointing out how the storage chamber is built underground.

Copywork 02 (Level 1)—The pyramid covered the pharaoh's burial chamber.

Copywork 01 (Level 2)—The pyramid covered the pharaoh's burial chamber. Near it were temples and mastabas.

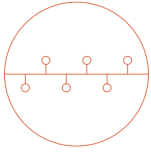
Focus: Review the illustrations, pointing out the large structures on top of the burial chamber. Review the reasoning behind building them this way.



Pyramid Building. The materials you will need are block, such as the standard unit blocks and colorful wooden blocks in Setting Up Your Space. For this activity, we are going to go back to our roots and get into some block play! Even at this older stage, blocks play an important role in child development. Building with blocks encourages problem solving, math, early-engineering skills, science, and team building. Also... they are fun! Using whatever blocks you have on hand encourage your child to build the biggest pyramid structure they can. There will most likely be some trial and error, that is great as such an important part of the learning process. Try to stand back and let them figure out how to build the pyramid. As they build you can ask questions for guidance, such as "What can you tell me about your pyramid? How do you think you can make this taller?" You can also ask more open ended questions, such as, "What would happen if... (we moved this block, took this block away or put more blocks on this side, etc.) " To further this deceptively simple activity (and if you have enough blocks), you can ask older children to see if they can build structures inside the



pyramid, such as stairs, rooms, maybe even a second floor. They might have to start over to do so. Let your child's imagination run! The possibilities are endless!



Timeline. The materials you need are particular to the style of timeline that you and your child have chosen to make. Gather those timeline materials, brainstorm together what your child can draw for this date, and invite them to work.

2550 CE—The Great Pyramid is built.



"Yesterday is History" by Emily Dickinson



Group Activity 01—Mummification. The materials you will need for each student are a doll, fabric strips (old pillow cases work great), oil, cinnamon, salt, white school glue, water, bowls for liquids, vinyl tablecloths or drop cloths, cloth ripped or cut as wash rags, and toy jewels or construction paper cut into small jewels. This is one of my favorite activities to do with my class when we are studying the Ancients.

In preparation, ask each student to bring a Barbie, super hero, doll, toy figure, etc., but have a couple extra in case children forget. Make sure that they understand that the dolls will not be usable for anything else again after this and to choose appropriately. Prepare the vinegar, oil, salt, and cinnamon in bowls; a few children can share each bowl. Have the washrags prepared ahead of time. You can tear or cut the fabric strips to wrap the dolls with (about 5-6 inches long and 1 inch wide works well) before gathering, or do it later with the students. If you or other families do not have old pillowcases or sheets, you can purchase thin, cheap muslin or cotton. Set out the tablecloths or drop cloths for the children to work on.

First, set the vinegar and wash rags out for the children and show them how to wash the dolls with 'wine' (vinegar). Then, they can use their fingers to rub the doll with oil, wiping them off with the wash rag. Next, they can sprinkle or rub the cinnamon on the dolls. The salt comes next. Guide the children to rub salt all over the doll and then set them aside to dry. Since we don't have 40 days, lay them to the side while you all prepare the next set of materials.



If you have not already prepared the fabric strips, rip apart old pillow cases or a sheet. Then, have the children help you mix some water and school glue in larger bowls for the children to use to wrap the dolls. The ratio of water to glue is approximately 1:2, but add it little by little until you get to a good consistency. Ready the jewels by spreading them out over the workspace so that the children can reach them as they work.

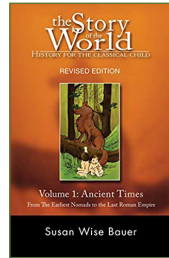
Remind the children that 40 days would have passed before these next steps took place. Guide the children to use the watered down liquid glue to dip and soak one strip and wrap that strip around the doll. Have them continue this process of wrapping with the glue soaked strips and adding jewels every few strips. After the dolls are all wrapped up, have them smooth the strips with their hands, move the dolls to an area where they can dry, wash up, and help clean up. The learning process behind this is what makes it such a great group experience. Watch the strategies the different children use to soak strips, and point out good ideas. Do the same for students who are able to efficiently wrap their dolls. The conversation that will naturally occur between the children is priceless.

Group Activity 02— Team Pyramid Building. For this activity, you will need yarn, rubber bands, and strong disposable cups. Place the children in groups of approximately 4. For each group of 4 children, you need four 12 inch pieces of yarn, 1 rubber band, 10-12 disposable cups. Make sure that the rubber bands can be tight enough around the bottom of the cups, but not so tight that it will be difficult to pull off (keep reading to see how the children will take the band off). Discuss how the pyramids were built with your children. Tell them that that over two million stones were used to build The Great Pyramid. Can they even imagine how many stones that would be? Where did all those stones come from? Each stone weighed as much as an elephant! Moving each stone required hundreds of men and ancient tools, such as ramps and rope. Let them have a chance to share what they think that kind of work would have been like. While we cannot simulate what it was like to move a three-ton stone, we can work together to move a kind of pretend stones.

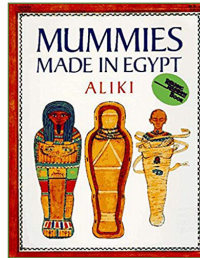
To build these pyramids, the children will use the yarn to stretch out a rubber band, place that rubber band around a cup, and move the cup into position. Tie the end of four pieces of yarn to a rubber band, spaced out evenly around the band. Give each group 10 cups and have them turn them all upside down on the table or floor. Give the yarn and rubber bands to each group, have each child hold a string, and practice pulling gently to stretch the rubber band out together. When the children feel comfortable, tell them



that they are going to be stretching the rubber band to place it around the bottom of the cup, pick the cup up, put it in place for their pyramid, and then remove the rubber band from the cup to pick up another. Have them continue to work together to pick up the cups and place them on their pyramid formation. This seems like a simple task but it truly requires patience, communication, and good teamwork!



[The Story of the World Volume 1: Ancient Times](#)



[Mummies Made in Egypt](#)

Journal
Timeline Materials
Whiteboard, optional for
Copywork
Colored Pencils
Colorful Wood Blocks

Glue Stick
Lined Paper, Zaner Bloser
Pencil
Standard Unit Blocks
White Printer Paper



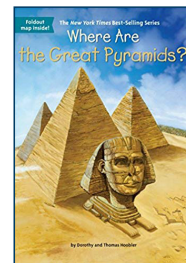
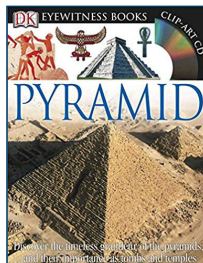
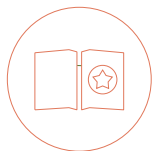
[Foam Cubes](#)
(for pyramid building)



[Pyramid Blocks](#)



[Lego Ramses Pyramid Game](#)



Expressions of Gratitude

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References

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