

## Discovering History Series

# **The Ancient World**

A Charlotte Mason Style History Curriculum for All Ages

Story portion adapted by Dr. Sandi Queen, ND from stories by Willem Vanloon and Smith Burnham with original stories by Dr. Sandi Queen, ND

Curriculum by Dr. Sandi Queen, ND

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*Dear Reader,*

*The popularity of our best-selling “Discovering Nature and Science” curriculum series for children caused us to take another look at the way we taught history.*

*Having always used the living book approach recommended by Charlotte Mason, we enjoyed the freedom that simple method gave us, and found it quite easy to add in additional activities for our children which focused around the time period in which we found ourselves immersed. But then, as publishers, we found that many of our customers struggled with putting together additional activities and resources, such as discussion questions, further researching and writing, and the occasional activity to go along with the study of history.*

*As a homeschool mom myself, I must admit, the thought of not having to come up with ideas to supplement everyday of the school year was appealing to me as well. And so, as usual, I took it upon myself to put together a history curriculum that would keep the focus on Charlotte Mason’s philosophy of using living books as a base, while integrating some of the other activities our customers were asking for.*

*This series is the result of our efforts. I pray you find them rewarding, simple to use, and a breath of fresh air in the world of homeschool history curriculum.*

*In Christ’s Service,*

*Dr. Sandi Queen, ND*

*Author and Publisher*

**2016**

**How to Use:**

Like all the curriculum we publish, this series is set up very simply, and may be used by students of a variety of ages. Each volume focuses on a different time period in history, and each week's lesson has a true history story to introduce the week's lesson.

On Mondays, your child will learn new vocabulary words pertinent to understanding the history of the chosen time period. On Tuesday, he will read the chapter for that week, where the new history lesson is introduced. The rest of that week is spent digging more deeply into the chosen time period through lessons in researching, writing, building a timeline, and other activities that help bring your chosen time period to life. When building the timeline, since stories may not always be in chronological order, you will place them according to their time in history, allowing the student to see the overlap of different people and events. Each new lesson begins a new week. It's truly that simple.

To use with children of different ages, because the book is consumable and may not be photocopied, each child will need his own book to write in. You may copy the timeline pictures if you don't want to cut them out of your student's book. For younger children, you may choose to help them with their vocabulary words and researching, and to keep it minimal. You may also choose to do the writing assignments as narrations by having your young child narrate (tell back) to you what he has learned from your researching together, and then you can write down what he tells you.

For the student who is older and able to do the researching and writing portions, this book may be used independently if you wish. Because he is more capable, more will be expected of him in his writing. Our intent is to keep things engaging and enjoyable, and simple for families. Using multiple copies of the same book for multiple ages allows for simplicity, and it's always nice when you can all be studying the same thing at the same time, even though everyone is working at his own level.

**For Additional Enhancement:**

We publish another series called "Observing History Through Picture Study," which are different sets of full color paintings, each painted during a specific time period by artists of that time period. Each painting depicts something from everyday life during that era, and really helps bring your chosen timeframe to life by giving beautiful visual representation. A study guide is included which tells more about each painting, its artist, what is going on in the painting, and how that pertains to life during that time in history. While not mandatory to use with this series, it does make a nice addition.

There is also a list of additional resources in the back, which are purely optional, but will enhance the study of this time period if you should choose to add them.

**And Now...Let Us Begin.**

## **Lesson 1, Day 1: Vocabulary**

In a dictionary, look up the following words which pertain to this week's period in history, and write their definitions.

Meek -

Pharaoh -

Pitch (noun) -

## Lesson 1, Day 2: To Read

### Moses, the Meek

Long ago in the land of Egypt, there lived as slaves to the Egyptians a people called the Hebrews. There were so many of them that the Egyptians began to be afraid that they would over-run the land. So the cruel king, or Pharaoh, as he was called, commanded that all the baby boys of the slaves should be thrown into the Nile River. But one little child escaped this fate, for his poor slave mother disobeyed the king and hid her baby in her hut. When he was three months old, his mother was afraid she could not keep him quiet any longer. So she made a basket, and plastered the inside with pitch, so it would be water tight and float like a boat. Into this basket-boat she placed her baby boy.

The mother set the strange little boat on the edge of the Nile River, among the tall reeds called bulrushes, very near the place where she knew the king's daughter came to bathe every day. It was a cool spot, well guarded and safe from the crocodiles that lived in the Nile. After making sure the little boat would not sink, the mother went back to her work, leaving her daughter Miriam to see what became of her baby brother.

Just as the wise mother had planned, the princess soon came with her ladies-in-waiting, and spied the cradle basket rocking on the waves near the shore. She told one of her maidens to bring it to her. The king's daughter knew too well of her father's command to drown or kill all the boy babies of the Hebrew slaves. So when she found a baby crying there, she pitied the poor mother who had obeyed the king by putting her son into the river, but had put him into it inside of a basket, hoping to save his life.

When Pharaoh's daughter saw the baby, she said, "This is one of the Hebrew's children!" There was a pleading look in the face of the little child, who seemed to ask the princess with his eyes to pick him up. The princess was married, but she had no children of her own. That baby, smiling through his tears, touched her heart. How could she help but save this little life from her father's cruel law by claiming him as her own?

Just then, the baby's sister, Miriam, bowed before the princess and asked, "Shall I go and call to thee a nurse of the Hebrew women, that she may nurse the child for thee?"

The king's daughter was pleased, and said, "Yes, go." So Miriam ran happily to her home and brought her own mother to the great stone palace of Pharaoh. The princess, speaking to the baby's mother as if she were only a nurse, said, "Take this child away and nurse it for me, and I will give thee thy wages."

So, besides saving his life, that mother was paid by the king's daughter to take care of her own son, instead of being forced to work as a slave. God had worked His plan for this baby!

In due time, Pharaoh's daughter adopted the young Hebrew as her own son, and named him Moses, which means "drawn out," as she had drawn him out of the River Nile as a baby. When Moses was old enough to be weaned, he went to live with his royal mother, where he was educated in all the wisdom of the Egyptians, who at that time were the most learned people in all the world. Although he studied in the college of the priests, who believed in the Sun God, the Moon God, and many other false gods, Moses never forgot what his birth mother had taught him about the One and Only True God.

Young Prince Moses had a great deal to do while he was growing to manhood. He is said to have become commander-in-chief of the Egyptian army.

Here is an incident in the life of Moses, related from the Bible:

*“And it came to pass in those days, when Moses was grown, that he went out unto his brethren, and looked on their burdens: and he spied an Egyptian smiting an Hebrew, one of his brethren.*

*“And he looked this way and that way, and when he saw there was no man, he slew the Egyptian, and hid him in the sand.*

*“Now when Pharaoh heard this, he sought to slay Moses. But Moses fled from the face of Pharaoh, and dwelt in the land of Midian.”*

This Pharaoh was not the father of Moses' foster mother, who had by this time died. It is said that this Pharaoh was afraid Moses would drive him from the throne and become Pharaoh himself.





### **Lesson 1, Day 4: Digging Into the Bible**

As you may know, the events we are studying this week are recorded in the Bible. Today, in your Bible, read Exodus 1:8 through Exodus 2:10.

Why was the King of Egypt concerned about the Israelites?

What was he concerned about?

How did the King of Egypt plan to finally gain control over the Israelite people?

How did God take care of Moses during this time?

## Lesson 1, Day 5: Timeline of Events

In the back of this book is a timeline that covers the time periods studied throughout this book. Add the time of the events mentioned in this chapter, and add them to your timeline. You will add to this timeline each week. This will allow you to see the overlap of the time periods being studied in this course.

Here are the events to add:

Birth of Moses - Approximately 1520 BC

If you wish, you may cut out the picture below and use it to mark this event on the timeline, like this:



Here is a picture to cut out if you wish to use pictures on your timeline:



### **Lesson 2, Day 1: Vocabulary**

In a dictionary, look up the following words which pertain to this week's period in history, and write their definitions.

Plague -

Exodus -

Chariot -

Passover -

## Lesson 2, Day 2: To Read

### The Exodus

For forty long years, Moses lived in Midian, studying, planning, and writing. It was during this time that he made the great decision of his life – the decision to save his own people, the million Hebrews who were slaves to the Egyptians.

At last, Moses and his brother, Aaron, appeared before the Pharaoh, announcing that God had demanded that the king should let the children of Israel go free. It was a hard thing to ask, for the Egyptians still needed the great army of slave men to build their great pyramids and temples.

Pharaoh refused, and consented, then refused again, until plague after plague was sent upon the land of Egypt. At last, when the king's own son, along with the firstborn of every Egyptian family had died in one night, the terrified and heartbroken Pharaoh called for Moses and Aaron by night, and said, "Rise up and get you forth from among my people, both ye and the children of Israel; and go."

The Bible tells us, *"And the people took their dough before it was leavened, their kneading troughs being bound up in their clothes upon their shoulders."*

This going out of the Hebrew people bound for the Promised Land is called "the Exodus." To this day it is celebrated by the Jews each year as the Passover.

When Pharaoh realized that the great stone temples and pyramids of Egypt might never be finished, he was afraid because he had let the Israelites go. So he ordered his horses and chariots to drive hard after them until they were caught in camp beside the Red Sea. The Hebrews began to cry and accuse Moses of deceiving them and leading them out into a great trap, to be killed like a million helpless sheep by Pharaoh's army.

But Moses told the wailing crowds not to be afraid. Before the king's horses and men caught up with them, a strong east wind came up and kept the tide from running in, thus leaving a bare sand bar right in front of them across that arm of the Red Sea. It was God Himself who parted the sea so that the Israelites could march across on dry land to escape from Pharaoh's army!

Moses commanded the people to march over as on dry land, an order which they wasted no time in obeying. Then Pharaoh and his horsemen came up behind and drove hard after them upon the sand bar. But the heavy chariots stuck in the mud beneath the sand, and when the Egyptians reached the middle, the Lord changed the direction of the wind, and the tide, which had been held back so long, rushed in and drowned Pharaoh and his army.

Then Moses, Aaron and their sister Miriam led these million Israelites in a grand victory chorus of song, praising the One who had saved them from a certain death at the hand of their former captor.

Even after this great event, the people continued to murmur against Moses when they failed to trust in God as they should. It was Moses' patient love for his thankless people, while through forty years they wandered in the wilderness, that gave Moses the name of being the meekest man who ever lived.

At Mount Sinai, Moses received from God and gave to the people the Ten Commandments, written on two tablets of stone. He himself never entered the Promised Land for which he sought forty years, but died in the wilderness on Mount Nebo. The Bible makes this statement about the death of Moses:

*“So Moses the servant of the Lord died there. And he buried him in a valley, but no man knoweth of his sepulchre unto this day.”*

### **Lesson 2, Day 3: Finding Out More**

Do some research and find out more about this time period in history. Write a comparison of what average daily life was like for an Israelite man or woman vs. an Egyptian man or woman who lived at this time, and fill in the information below.

**Israelite**

**Egyptian**

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**Food:**

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**Clothing:**

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**Daily  
Activities:**

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**Religious  
Beliefs:**

## **Lesson 2, Day 4: Digging Into the Bible**

To read more about the events in this week's lesson, read Exodus Chapters 7 through 12. This may seem like more reading than you are used to for one day, but it will give you the continuity of the events. If you wish, break it up over the course of the day and read a chapter at a time. Answer the questions when you are done.

Who was Moses' brother, whom the Lord sent with him to speak with Pharaoh?

What did God say He would do to Pharaoh's heart?

Why? (Exodus 7:4)

What were the ten plagues that the Lord allowed to happen to the Egyptians?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

What caused the Angel of Death to pass over the homes of the Israelites?

How does this relate to us as Christians today?

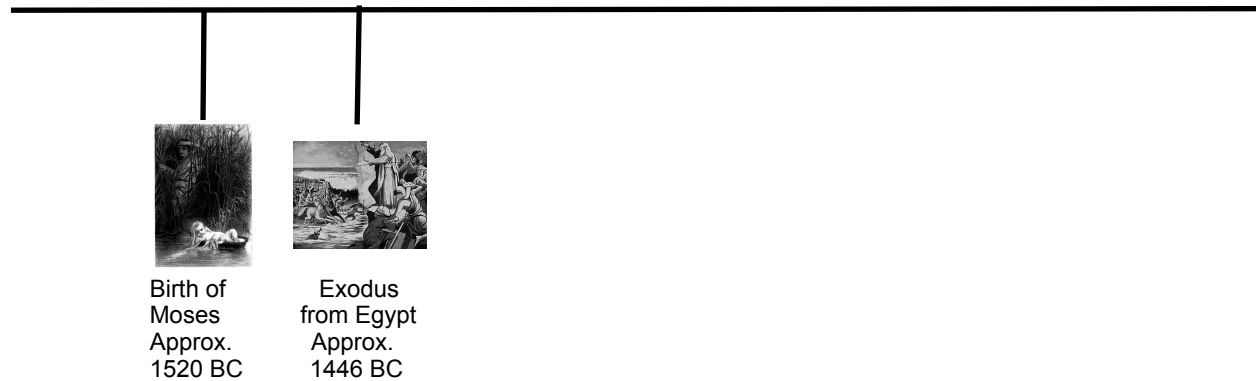
## Lesson 2, Day 5: Timeline of Events

In the back of this book is a timeline that covers the time periods studied throughout this book. Add the time of the events mentioned in this chapter, and add them to your timeline. You will add to this timeline each week. This will allow you to see the overlap of the time periods being studied in this course.

Here is the event to add:

Israelites' Exodus from Egypt - Approximately 1446 BC

If you wish, you may cut out the picture below and use it to mark this event on the timeline, like this:



Here is a picture to cut out if you wish to use pictures on your timeline:

