

# Hideaways in History Guide

Travel Across Time  
with Sticky, Chirp &  
Indiana Sticksenstones



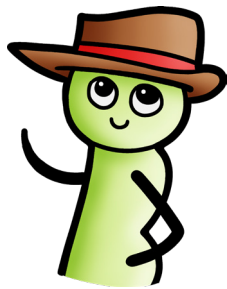
## WinterPromise

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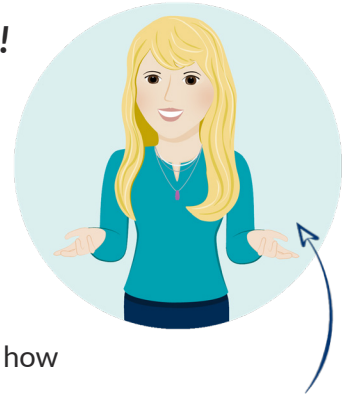
# Welcome to ... **WinterPromise**

***I am thrilled -- and humbled --  
you've chosen to share your homeschool journey with us!***

I am so pleased to meet you in this way,  
connecting over our shared love for our families!

***I'm Kaeryn Brooks, the author of WinterPromise.*** I began WinterPromise to meet the needs of my own family, when some of my children struggled and grew disenchanted with learning. They'd lost their joy!

There just had to be a way to bring the joy of learning to every child, no matter how they preferred learning. So the writing began, trying (sometimes succeeding, sometimes not so much), and pulling together the kinds of experiences I wanted my own family to have, developing new ways of appealing to all the ways children learn. After all, I had one child of every flavor! (Or so it seemed!)



***Virtual Me,***  
*a significant  
improvement  
over the usual  
Morning Me...*

***That's where WinterPromise comes from -- from my family to yours.***

My friends and their friends started asking what I used. My husband came home with a website without telling me (*I'm not the only one who has had that happen, am I?*), and next thing I know, I'm sharing WinterPromise with families that want the same thing I wanted:

***interactive, vibrant experiences that created a rich and wonderful  
family culture.***



***It's the same thing I want for your family this year:***

- An adventure that everyone enjoys together
- Rich learning that introduces your family to new interests
- Shared experiences that create a family culture, inside jokes
- Deep discussions that offer opportunities for critical thinking
- A habit of talks that encourage kids to self-reveal and share
- Discovery of people whose walk with God inspire spiritual growth
- Time for real life, not paperwork or busy work
- A year of family memories

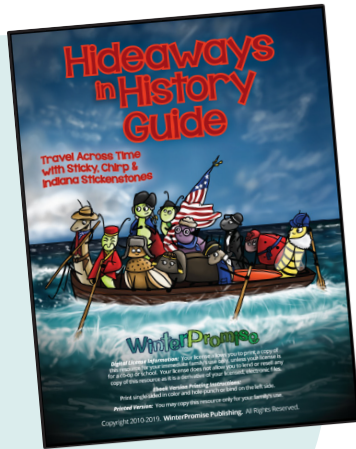
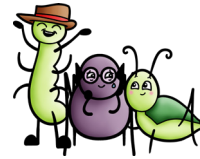
You'll find that I'm here with you on the journey, with remarks and sidebars throughout this guide. I hope this has given you a glimpse inside the heart of WinterPromise. I also hope you feel as though you are a part of our family, now. And your new WinterPromise family is just a phone call away for help or support -- or even prayer.

***It is my sincere hope that while you explore different times and places this year, you  
will also have the chance to show your child the opportunities in the here and now  
that will last an eternity.***

***Your Adventure Awaits! -- Kaeryn***



# GETTING STARTED WITH YOUR ADVENTURE!



**This Guide**  
Your year-long  
“what and why”  
headquarters!

## Journaling

Interactive Journaling,  
Experiments & Hands-On Activities

- Make-Your-Own Hideaways Book

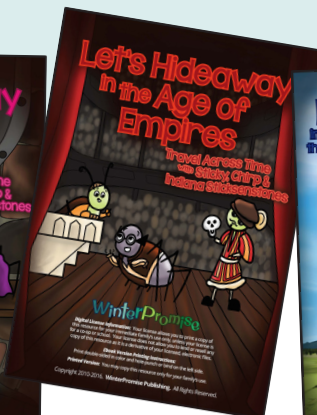
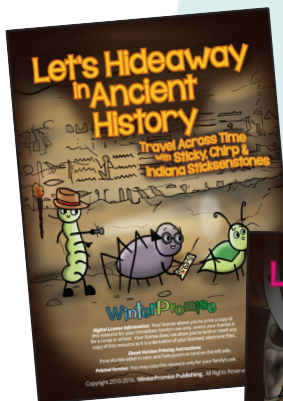


Consumable

## History & Culture

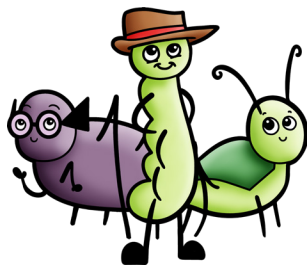
Fun History of World Civilizations  
and the Rise of Nations, Industry  
& Information

- Let's Hideaway in Ancient History
- Let's Hideaway in Medieval Times
- Let's Hideaway in the Age of Empires
- Let's Hideaway in the Era of Industry & Information





<p><b>TELL ABOUT A CHARACTER:</b></p> <p>Tell about something your character said that surprised you.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b></p> <p>Make a list of things you might have smelled or tasted if you were a character in this book.</p>	<p><b>TELL ABOUT A THE PLOT:</b></p> <p>Make up a new name for your book and tell why you think it works.</p>	<p><b>TELL ABOUT A WORD:</b></p> <p>Pick out one word that describes your character, then make a list of 5 synonyms for that word.</p>
<p><b>TELL ABOUT A BEGINNING:</b></p> <p>Read the first paragraph of your book aloud and tell what it made you think of.</p>	<p><b>TELL ABOUT A CHARACTER:</b></p> <p>What was the lowest point in the book for one of the main characters and why?</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b></p> <p>Tell about a place in the book your character likes or enjoys being and why.</p>	<p><b>TELL ABOUT AN ENDING:</b></p> <p>Create an alternate ending for the book and tell it aloud.</p>
<p><b>TELL ABOUT A CHARACTER:</b></p> <p>Which of the characters in the book most closely resembles you and why?</p>	<p><b>TELL ABOUT A THEME:</b></p> <p>Draw a poster of a message or theme you think is admirable in this book (even if the character had to learn it the hard way!)</p>	<p><b>GIVE AN OPINION:</b></p> <p>Do you disagree with anything in the book? Why? What do you believe?</p>	<p><b>TELL ABOUT AN EVENT:</b></p> <p>What do you think was the most important event in your book? Describe it.</p>
<p><b>TELL ABOUT THE PLOT:</b></p> <p>Tell about something that happened that made you just want to keep reading to find out what was next.</p>	<p><b>TELL ABOUT A WORD:</b></p> <p>Pick out a sentence whose words are descriptive, and tell what you like about what the author expresses.</p>	<p><b>TELL ABOUT A CHARACTER:</b></p> <p>Tell about any enemies and/or friends of one of the book's characters.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b></p> <p>Make a list of things you might have heard in the setting if you were a character in this book.</p>
<p><b>TELL ABOUT A THEME:</b></p> <p>Tell about another book you've read or movie you've seen that has the same theme as the book you're reading.</p>	<p><b>GIVE AN OPINION:</b></p> <p>Do you feel the characters in the book did what was right or wrong? What would you have done differently and why?</p>	<p><b>TELL ABOUT AN EVENT:</b></p> <p>Write a newspaper story about an event that happened in your book. Add a picture to get others interested in reading it.</p>	<p><b>TELL ABOUT THE PLOT:</b></p> <p>Tell aloud an idea you have for an extra chapter to add in somewhere. What happens?</p>
<p><b>TELL ABOUT A CHARACTER:</b></p> <p>Tell about something you feel your character ought to work to change about themselves, why and how.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b></p> <p>Tell how the story would have been different if it had taken place in a different setting, like a smelly barn, locker room or creepy mansion.</p>	<p><b>TELL ABOUT THE PLOT:</b></p> <p>Describe how the author gave hints about what might happen in the future (foreshadowing).</p>	<p><b>GIVE AN OPINION:</b></p> <p>Tell about something that you'll always remember about this book and why.</p>
<p><b>TELL ABOUT THE PLOT:</b></p> <p>Create a new cover for this book you think will make others want to read it.</p>	<p><b>GIVE AN OPINION:</b></p> <p>Tell aloud the top ten reasons you like this book.</p>	<p><b>TELL ABOUT A CHARACTER:</b></p> <p>Tell about any villains in this story and how they are making trouble.</p>	<p><b>TELL ABOUT A PLACE OR SCENE:</b></p> <p>Create a travel poster for a scene that appears in your book. Even if you don't think it's really exciting, try to make it so!</p>





# HIDEAWAYS IN HISTORY

## OVERVIEW OF STUDIES

### ANCIENT WORLD

Weeks 1 - 8

- Week 1: Meeting First Peoples
- Week 2: Build Pyramids in Egypt
- Week 3: Travel to Early Cultures
- Week 4: Feuds & Fights in Mesopotamia
- Week 5: Glorious Greece
- Week 6: Gladiators & Life in Rome
- Week 7: Caesars, Christians & Barbarians
- Week 8: Exploring Britain

### MIDDLE AGES

Weeks 9 - 14

- Week 9: Islam Grows in the Middle East
- Week 10: France & the Fierce Vikings
- Week 11: Britain Becomes England
- Week 12: Difficult Times in Europe
- Week 13: The Mysterious East
- Week 14: Asian & African Places

### AGE OF EMPIRES

Weeks 14-22

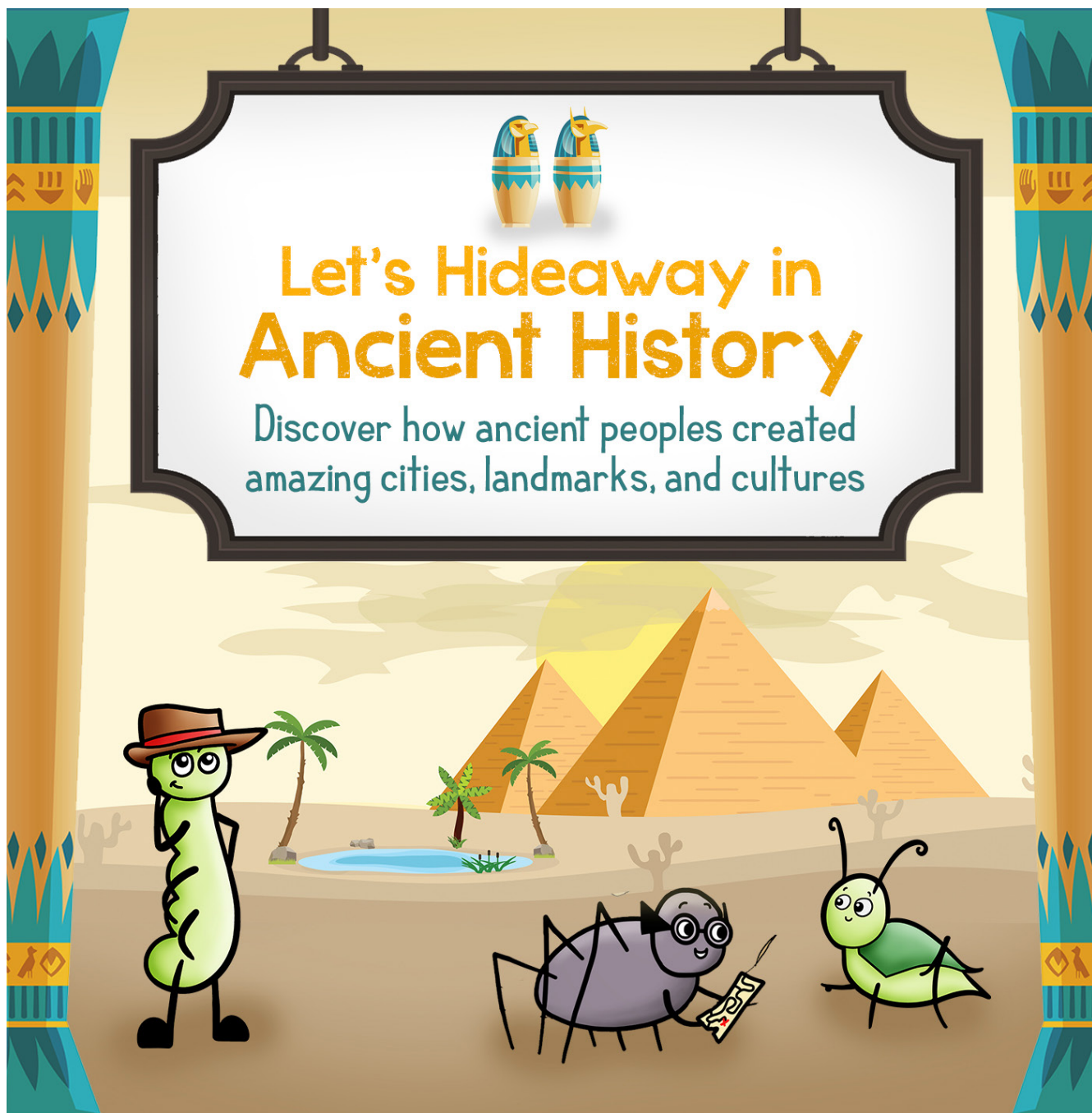
- Week 15: Exploration of the Americas
- Week 16: Renaissance & Reformation
- Week 17: Spain & England Collide
- Week 18: Back to Asia
- Week 19: World of Empires & Colonies
- Week 20: New Powers on the Scene
- Week 21: The New Country of America

### ERA OF INDUSTRY & INFORMATION

Weeks 22 - 36

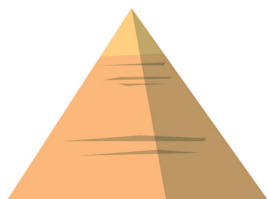
- Week 22: Turmoil in France
- Week 23: A Changing World
- Week 24: New Ideas & Industry
- Week 25: Freedom Fights in America
- Week 26: The British Empire
- Week 27: A Changing America
- Week 28: A Growing America
- Week 29: All Around Asia
- Week 30: A Moving America
- Week 31: The Modern Age
- Week 32: World War I
- Week 33: World War II
- Week 34: After the Wars
- Week 35: The Cold War and Civil Rights
- Week 36: A New Day for Freedom





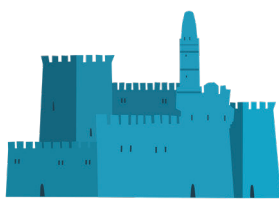
## ENCOUNTER LANDMARKS LIKE THESE!

Travel with Indy, Chirp, and Sticky to these ancient places.



### THE GREAT PYRAMID

Built in Egypt around 2600 B.C.



### THE CITY OF BABYLON

Home to the Ishtar Gate and the Hanging Gardens.



### THE TEMPLE OF ZEUS

A huge temple to the Greek god Zeus.



### COLOSSEUM IN ROME

The Flavian amphitheater was constructed in 80 A.D.

# WHAT WE'LL EXPLORE ON THIS ADVENTURE!

## EXPEDITIONS TO ANCIENT CULTURES



### FIRST CITIES

- First civilizations
- Cave paintings
- The Sumerians
- Cuneiform writing
- Babylon & Hammurabi's Code



### EGYPT

- The Nile River
- Hieroglyphs
- Pyramids
- Egyptian Pharaohs
- Egyptian Mummies



### EARLY CULTURES

- Israelites
- India
- China
- Africa
- Phoenicians
- Assyria
- Babylon
- Persians
- Celts



### GREECE

- Mycenae
- Sparta
- Athens
- Wars of the Greeks
- Alexander the Great



### ROME

- Roman Founding
- The Roman Empire
- Roman Culture
- Gladiators



### PEOPLE OF ROME

- Caesar Augustus
- Beginnings of Christianity
- Emperors after Augustus
- Nero
- The Five Good Emperors

## HIDEAWAY HIGHLIGHTS

You'll be making several hideaways, including an Egyptian pyramid.



## ADVENTURES WITH INDY & FRIENDS

Come along as Indy, Sticky, and Chirp find these adventures and mishaps!



- **Sticky** crawled up the Stele of Hammurabi
- **Chirp** almost bumps into a Nile hippopotamus
- **Chirp** got caught inside an Egyptian mummy
- **Indy** marched out with the Spartan army
- **Sticky** rescued Chirp from a bowl of Roman soup
- **Chirp** was too scared to go down Trajan's column

# HIDEAWAYS IN HISTORY

## WEEK 1 - MEETING FIRST PEOPLES

### DAY 1

#### Read & Discuss

##### Let's Hideaway in Ancient History!

**Pages 1-9** - Introduction & Earliest People

**God's Wonderful Works** | Pages 1-3

**Hiding God's Word in My Heart** | Week 1 - Day 1

### ACTIVITY OPTIONS

#### Hole Up in a Homemade Hideaway

##### CAVE WITH PAINTING

Page 4 - Things to Gather & Here's What to Do

### DAY 2

#### Read & Discuss

##### Let's Hideaway in Ancient History!

**Pages 10-13** - Sumerians & Jews

**Hiding God's Word in My Heart** | Week 1 - Day 2

### ACTIVITY OPTIONS

#### Hole Up in a Homemade Hideaway

##### CAVE WITH PAINTING

Page 4 - Even More Detail

#### On-the-Spot History Fun

OPEN & GO - Activity 1

Ancient Peoples Mural

### DAY 3

#### Read & Discuss

##### Let's Hideaway in Ancient History!

**Pages 14-17** - Hammurabi & the Babylonians

**God's Wonderful Works** | Page 4

**Hiding God's Word in My Heart** | Week 1 - Day 3

### ACTIVITY OPTIONS

#### Hole Up in a Homemade Hideaway

##### CAVE WITH PAINTING

Page 4 - Add Cave Paintings

### DAY 4

#### Read & Discuss

##### Let's Hideaway in Ancient History!

**Pages 18-21** - The Israelites

**Hiding God's Word in My Heart** | Week 1 - Day 4

### ACTIVITY OPTIONS

#### Hole Up in a Homemade Hideaway

##### CAVE WITH PAINTING

Page 4 - Re-Enact History in Your Hideaway



# INDEPENDENT STUDY

## COMPLETE THESE DAY 1:

## COMPLETE THESE DAY 2:

☐ **Journaling** | MYO Hideaway Book

Complete Page 6 - Meeting First Peoples

## COMPLETE THESE DAY 3:

## COMPLETE THESE DAY 4:

☐ **Journaling** | MYO Hideaway Book

Complete Page 7 - Cave with Paintings

## NOTES

### TEACHING STRATEGIES:

**Day 1:** Go to a website and see how mammoths are being excavated! Wow! <http://www.mammothsite.com/>

**Day 2:** See examples of animals painted in cave paintings: [www.harcourtschool.com/activity/cavepaintings/vallon.html](http://www.harcourtschool.com/activity/cavepaintings/vallon.html)

**Day 3 & 4:** Click on "Sumer," "Babylon" and "Assyria" to explore palaces and more. Some of the challenges include gods and demons, which we don't recommend. Pages load slowly, so wait! <http://www.mesopotamia.co.uk/menu.html>

### Library Book Suggestion

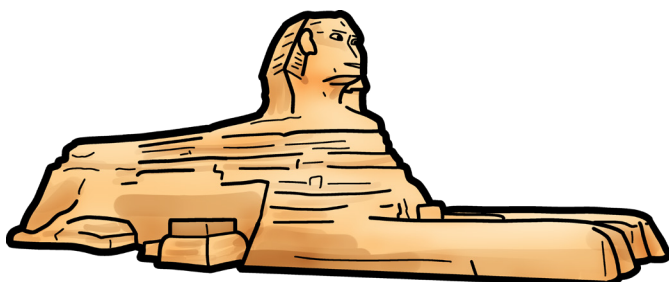
You Wouldn't Want to Be a Sumerian Slave!

### OPTIONAL READING:

The True Story of Noah's Ark by Tom Dooley

### Hideaway in History!

BASIC IDEA: Cave with Painting



# Let's Hideaway in Ancient History

Travel Across Time  
with Sticky, Chirp &  
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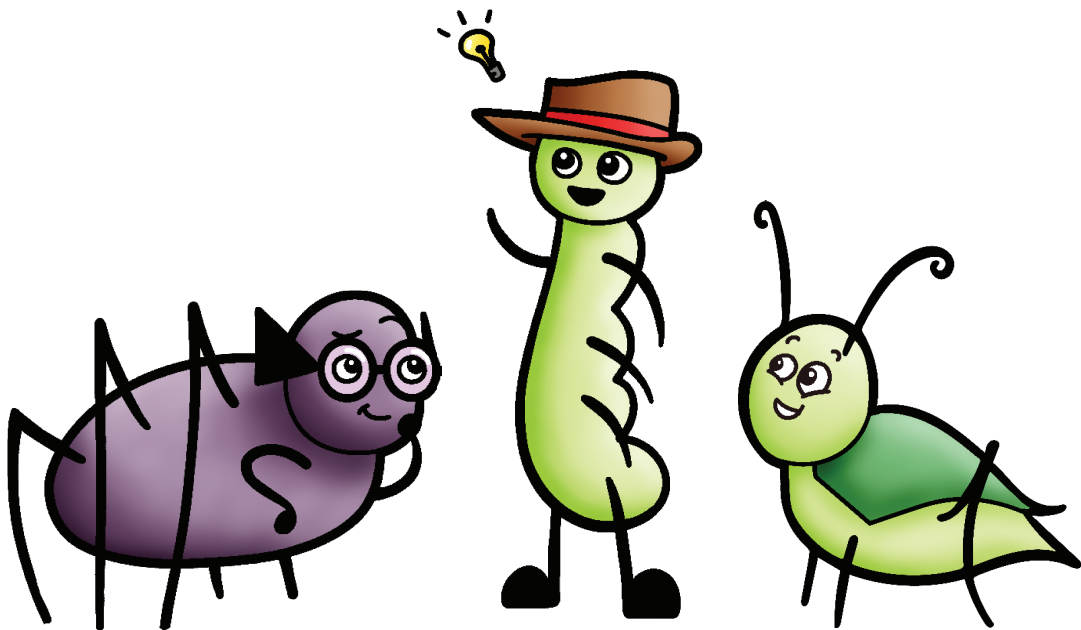
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# Let's Hideaway in Ancient History



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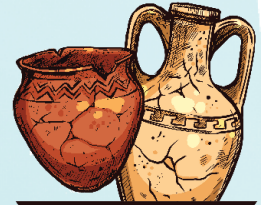




# Expedition: History!

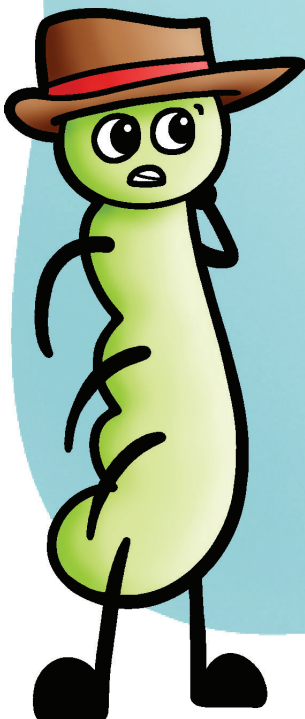
How far back can you remember? What is your first memory? Your first memories may be kind of blurry. They may be made up of bits and pieces of clear moments and other things you don't remember so well. The memories you are making today are probably much clearer. You can probably remember what you did last week or the last time you visited your grandmother. A study of history is very much like these memories of a person.

You are unlikely to remember what you did when you were first born, but you started remembering some of the more important things that happened to you when you were really young. By the time you are your age right now, you remember many of the things that happened. Now just think, if you began right now to write down what happened to you each day in a journal, you would begin to have a personal history. While you are still pretty young, you may only write down the most important things that happened, but as you get older, perhaps by the time you are a teenager, you may write down most of what happens to you. You may even write down your feelings about what happens. When you get to be an adult, you'll continue writing, and you have an even better understanding of your life and the lives of those around you.

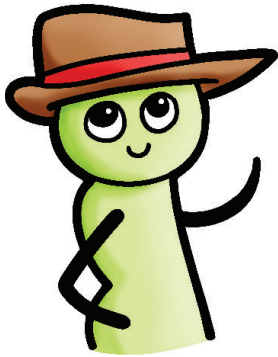


## HISTORY

History is the study of what happened in the past. When we study history, we study events that happened long ago or last week, and how people and communities responded to those events.







History is just like that. Just after God created the world, Adam and Eve were thrown out of the garden and had a lot of important things to think about. Much like a baby, they were most concerned about where their next meal was coming from, and whether or not they had a warm and safe bed to sleep in. Adam and Eve weren't concerned about writing down any history. Neither were their sons and daughters, nor their grand children, or great-grandchildren, or even their great-great grandchildren. None of them

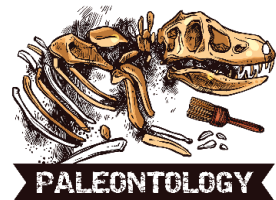
were very concerned with writing down any personal histories.

After all, these first peoples were new at being human, were new at living in the world. It probably never occurred to them that someone might be interested, thousands of years into the future, in what they did or thought or dreamed. In fact, even if they did think someone was interested, they didn't know how to write it down anyway. It was awhile before people created systems of writing. So, like the memories we have of being very young are lost or in little bits and pieces, so the history of these first peoples are lost or in pieces.

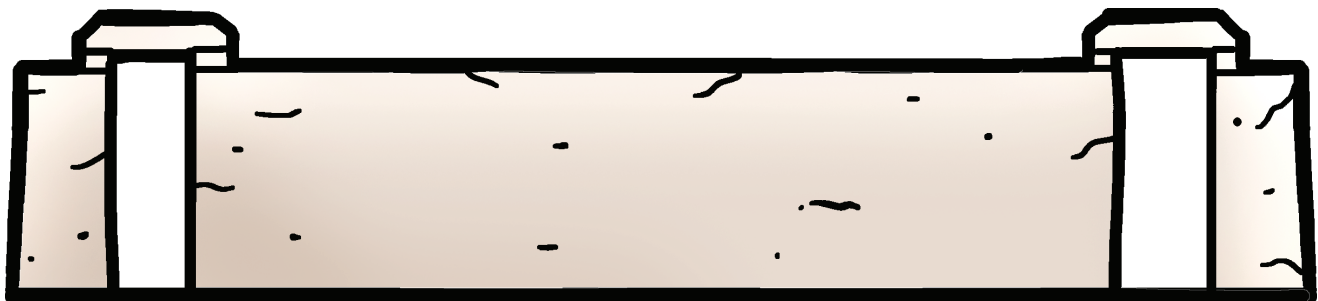
As people lived on the earth longer, they began to gather in villages and towns. As we'll soon learn, the need for communicating arose. Some peoples created writing systems, and soon records were kept of important things, like who ruled their city and what that person did, or what wars were fought and who won. Most writing was put down in wet clay and allowed to harden, or chiseled into rock. Since writing was time consuming and difficult, only the most important things were recorded. So, just like you remember mainly the most important or outstanding things from when you were a preschooler, human history only recorded the most important events of their time and so we know just a little about many ancient peoples.



Archaeology is the study of human culture through artifacts or architecture or writings people have left behind. These are recovered and studied to learn more about civilizations in the past.



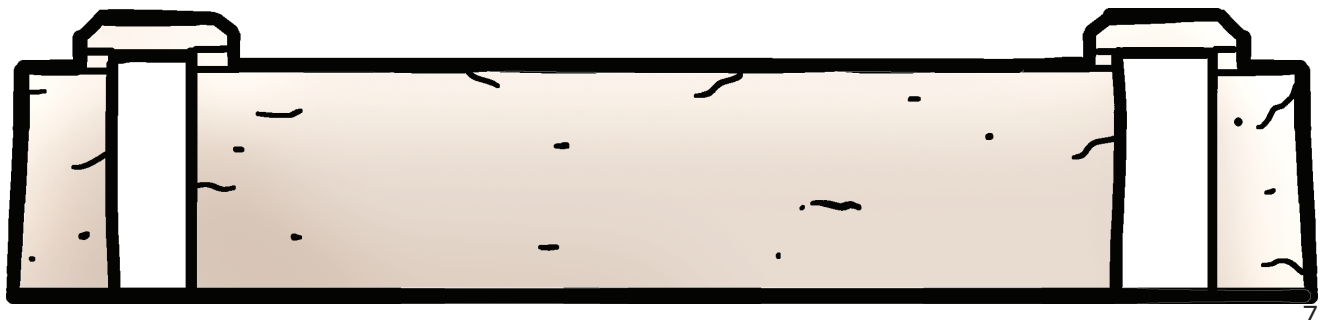
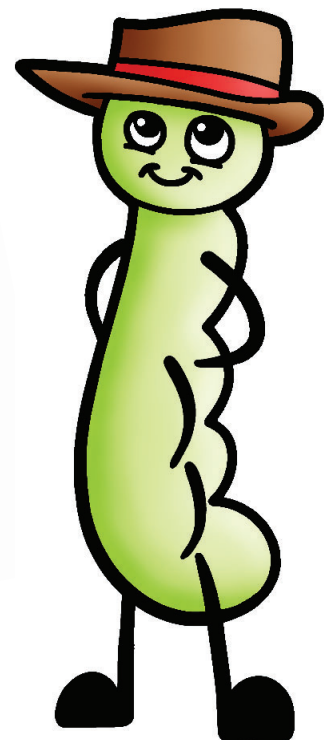
Paleontology is the scientific study of fossils that give us clues to how animals lived in the distant past, and how they survived in ancient habitats.



As human groups created more organized cities and towns, and began trading, they developed new ways of communicating and kept even more records. More people knew how to write, and more cities and kingdoms kept track of the things that were important to them, and so, as human history becomes “older,” we have more written records about their times and cultures, and we know a lot more about them. That’s why there’s a lot more to discover about people who lived later in history. You’ll discover that for yourself later this year. Eventually, much of human history grew to be recorded, so that we know a lot about the cultures that were important hundreds of years ago. And today, computers give us so much information about the world!

This year, you will find out all about the story of people, from the first civilizations we know a few things about, to how people learned to write, and on through different cultures and peoples who lived and ruled and invented all throughout human history. It’s pretty exciting, and I’m going to be beside you every step of the way.

Oh  
wait! I haven't  
even introduced myself,  
have I? That's so much like me .  
.. I can be absent-minded at times.  
You'll have to forgive me. My name is  
Indiana Sticksenstones. I love history, and  
together with two of my friends, I'm going to  
share with you everything we have learned  
about history. Tell you what -- I'll be sure to  
introduce you to them tomorrow! Before  
that, though, let me tell you a little  
about what we know about some  
of the earliest peoples who  
lived on earth.





# The Earliest People

You probably already know about the very first people on earth -- Adam and Eve. God created these two people without sin and placed them in the Garden of Eden, a paradise of wonderful trees and plants. Adam and Eve, though, soon chose to sin rather than obey God, and they were put out of the perfect garden God created for them. After they left the garden, Adam and Eve had children, who populated the earth. But soon Adam and Eve's descendants forgot to worship God and did evil instead. God decided to flood the earth as a judgment. On all the earth, God found just one righteous man, Noah. God commanded Noah to build an ark for his family, and sent animals aboard as well. Though God would have spared more people, and Noah preached about God's coming judgment, no one joined Noah's family on the ark, and just he and his children and the animals were saved.



**Adam & Eve**

Early people on the earth were descendants of Noah's children. They spread out across the world after the flood. They hunted the animals that lived in their area, and ate them for food, just as God said they could. They discovered what kinds of animals lived in dens, underground, in trees or in forests, and found ways to hunt and cook them. They also learned what foods and what animals weren't so good for food.

They ate fruits, vegetables, nuts and berries from trees in God's world. They gathered these foods when they were good to eat. People learned where good foods were available and when they were ripe and ready to eat. Parents passed all of this knowledge to their children, who shared it with their children, who learned even more to pass on to their children.

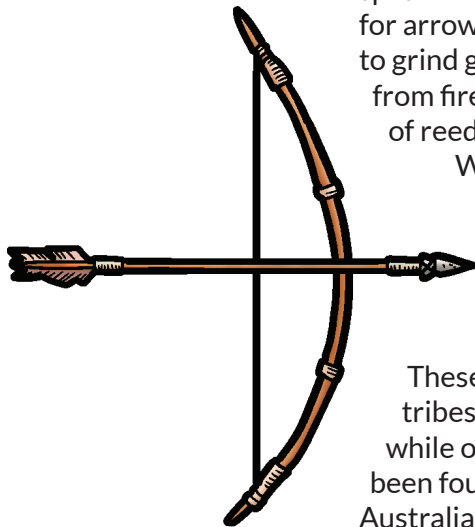
As they spread out over the world, they encountered many different lands -- forests, mountains, dry grasslands, and thick jungles. They created different kinds of houses, depending on what kinds of materials were available in their area: bark, stones, grass, or mud. As we get to know ancient cultures, we find mud huts built in Africa and Australia. We discover grass huts in other parts of Africa, on islands or in Asia. Houses created out of bark or trees were created by Native American tribes and early peoples in Europe. Stone houses were developed by people who settled in what became Northern Europe. Some peoples used the skins of the animals they hunted to make shelters.

As people learned more about the region in which they lived, they developed tools to help them make homes and gather food. Fish nets and hooks helped coastal people catch fish from the sea. Bone harpoons



## **HISTORY**

Many books in the Bible tell us about historical events. Genesis, for example, tells us about the beginning of the world, and the books of Kings and Chronicles share some of the history of the Israelite nation.



speared fish and larger mammals. Stone arrowheads were carved for arrows that flew from wooden or bone bows. Stones were hollowed out to grind grains into flour. Simple ovens were created to keep in the heat from fires and cook breads or meat. They learned to make baskets woven of reeds or grass, or pots formed of clay for storing and transporting food.

We don't know a lot about these people from written records. But we do know a little about early people from the art they left on cave walls, which they knew would be around longer than they themselves would. After the worldwide flood of Noah's time, people began writing down things they thought were important in pictures. Many of these pictures are on cave walls.

These cave paintings were likely very important to the people and tribes that made them. Some paintings tell stories about animal hunts while others are symbols or geometric designs. Cave paintings have been found on every continent in the world, and even on some islands, and Australia. I haven't actually visited any of these places myself, but I think it would be great to crawl in a cave and see it, don't you?



## What Have You Learned?

### Name It!

Name the animals you can see in the cave-style drawings below.



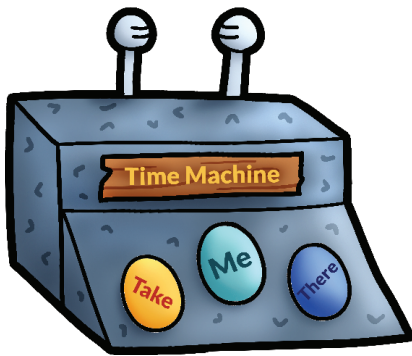
### Answer It!

Answer these questions about what you read today.

- Who are the earliest people descended from?
- What kinds of building materials would they use to build their homes?
- How did they get the food they needed to eat?



# The Sumerians & Jews



Well, it's really time to start our trip, now. But first, we've got some friends to meet. As you see here, my friend Sticky is a spider who is pretty smart. He loves reading and usually has an answer if I've got a question.

"In fact, I do!" says Sticky. "But often I find I can't wait until you ask, or we'll get in a terrible mess before I know it! Remember that time we were traveling to the Old West, and

that wagon nearly ran us over, and ..."

I quickly interrupt. "Okay, Sticky, now, no one here wants to talk about our misadventures!"

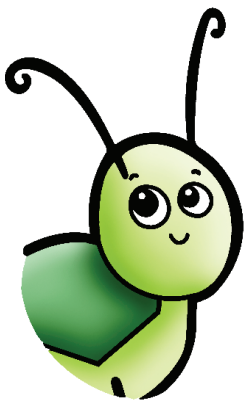
Another voice speaks up. "I do! I'm not sure I was a part of that one!" says a small voice. That's Chirp, the girl of our little group. She's a cricket and recently joined Sticky and myself as we travel through history.

Yep, we do travel through history. Sticky is pretty smart and he's invented some gadget he calls the "Take-Me-There" machine. I don't know much about how it works, but I know this -- Sticky sets up his machine carefully, then presses a button. "Take ..." He presses another. "... me. ..." He presses one last button. "... there!" A flash of light, a loud wind, and suddenly everything is quiet. We open our eyes to find ourselves in different places in history!

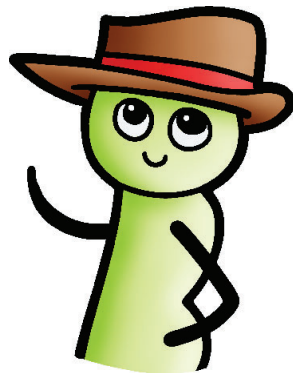


## HISTORY

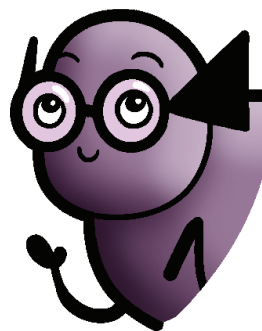
The Sumerians called their land a name that meant "place of the noble lords."



Chirp



Indy



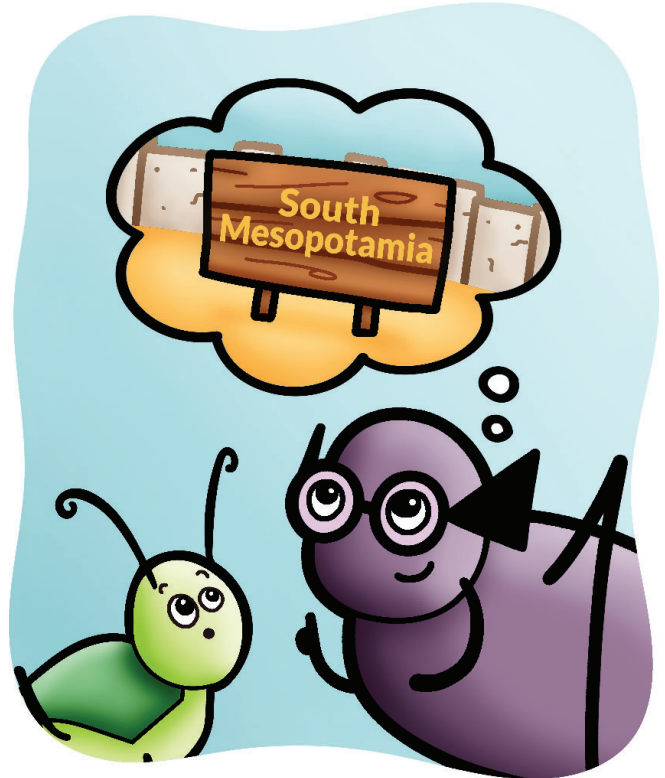
Sticky

We've been all over -- we've investigated the roads the Romans built, we've stopped in to see the Great Wall of China, and we've even seen David fighting Goliath -- what a moment! Last night we took a trip to the Sumer civilization, which is where you need to start in learning about history. The trip was rather uneventful, which means we got in and out without being spotted. We're not always that lucky! (Oh, the troubles we've had! But more about that later!)

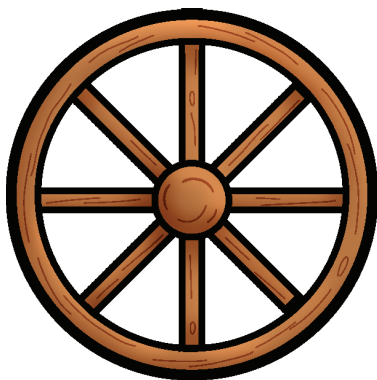
I speak up. (As a matter of fact, I'm nearly always the one who speaks up first!) "Okay, everyone, let's listen to Sticky tell what we all learned about Sumer..."



When archaeologist Leonard Woolley excavated the Royal Cemetery of Ur, he found the world's oldest surviving stringed instruments there -- the Lyres of Ur.



### So Sticky begins...



Sumer was a civilization that grew up in southern Mesopotamia. It is one of the earliest civilizations we know much about. It is likely that this was the center of human population after the flood, and that people spread out from here, establishing cities. They built cities near and in between two important rivers -- the Tigris River and the Euphrates River. We visited the area about 2,900 B.C. Sumer people developed simple things we take for granted.

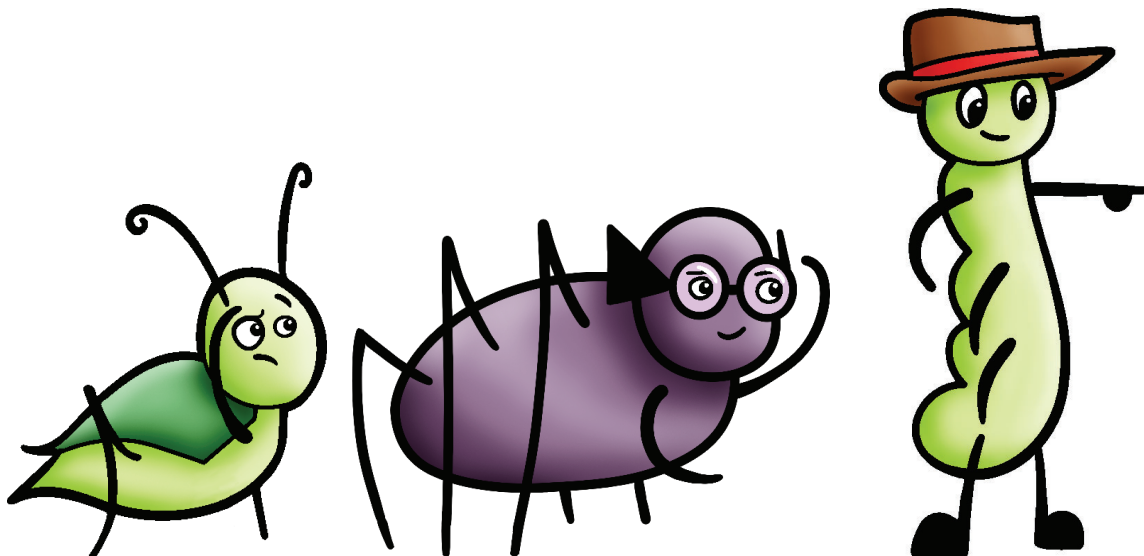
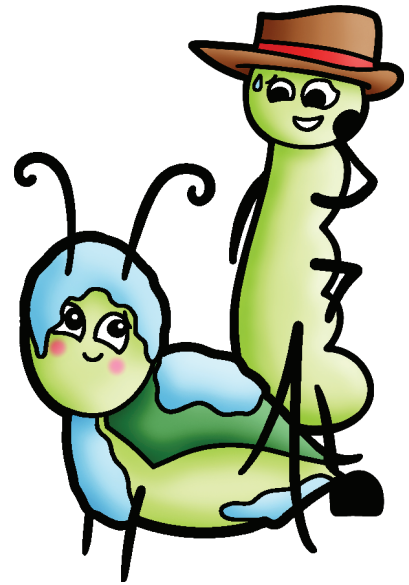
We were able to see some of these inventions. The first was the wheel, which was likely an invention of the Sumerians. A wheel is a very interesting tool. Have you ever thought about it being a tool of sorts? A wheel goes around a center axle, and rolls to make carrying things much easier. Wheels were probably first used for simple carts, perhaps to carry water or food. Later, wheels were used on chariots that carried people and were used in war. Early wheels were simply wooden disks with a hole for the axle. The disks were made of several boards fastened together. Spoked wheels weren't used until about 2,000 B.C., so we didn't see any of those in Sumer.

Better agriculture was another idea. The Sumerians created tools that allowed them to produce more food for more people. The developed ways to water their crops using irrigation ditches. We were able to see these for ourselves. Chirp almost fell in one, but Indy grabbed her just in time! These ditches allowed water to flow from nearby rivers into their fields nearby. Since more people could be fed on less land, people began to gather in bigger cities for the first time.

This in turn led to cities ruled by kings. These small city-states, as we call them, grew to need governments with laws and strong rulers. These rulers protected their people and sometimes expanded their power over other cities. They also developed trade with other nearby towns and villages, often by transporting goods on the Tigris and Euphrates rivers.

Writing is another of their important inventions. The Sumerians most likely had need for writing as their cities grew and they needed to communicate with one another. At first the Sumerians wrote with pictures called pictograms that represented an idea, such as king, children, home, tree or river. Gradually, the Sumerians stopped making the full picture and instead made symbols for the pictures. They made the symbols using reeds with triangular ends. They pressed the triangle shape into moist clay in different patterns. Each of the patterns represented the ideas they used to have pictures for. These clay tablets were allowed to dry, and today we have many of these clay tablets to look at. They help us to understand the Sumerians, and what their lives were like.

Another thing to know about the Sumerians is that Abraham was living in one of their cities, the city of Ur, when God called him to leave his family and go to a land God would show him. God promised to make Abraham's family into a great nation. That nation was the Israelites.





## What Have You Learned?

### Try It!

The cuneiform symbol below is the symbol for friendship.  
Can you draw this symbol on a piece of paper?



If you were to make a symbol for friendship, what would it look like?  
Draw your own symbol on a piece of paper as well.

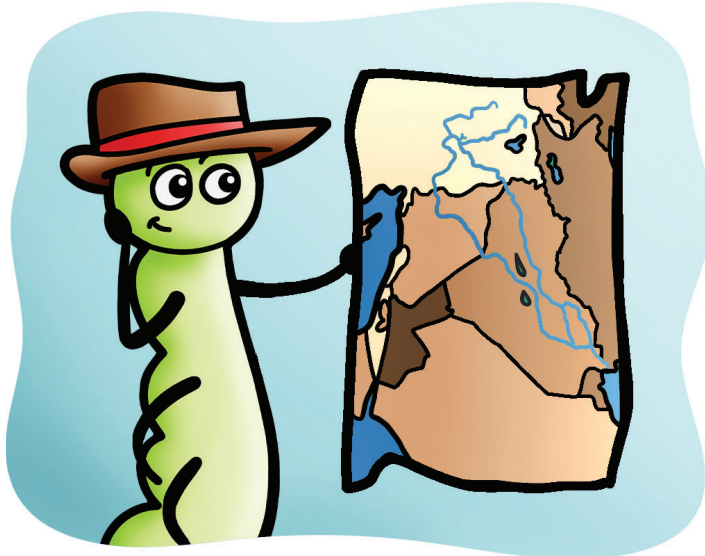
### Read It!

Read about Abraham and his departure from Ur in Genesis 12-13.

### Answer It!

Answer these questions about what you read today.

- What are some of the inventions of the Sumerians?



**Mesopotamia and the Tigris  
and Euphrates Rivers**





# Hammurabi & the Babylonians

Good morning! We have so much to tell you about last night's history trip. At Chirp's suggestion we headed out to the city of Babylon. Babylon is an ancient city, a Sumerian city, and we ended up going during the reign of one of Babylon's first famous rulers, Hammurabi.

We had an exciting adventure along with what we discovered about Babylon. It's so exciting, I just have to tell you myself . .



## HISTORY

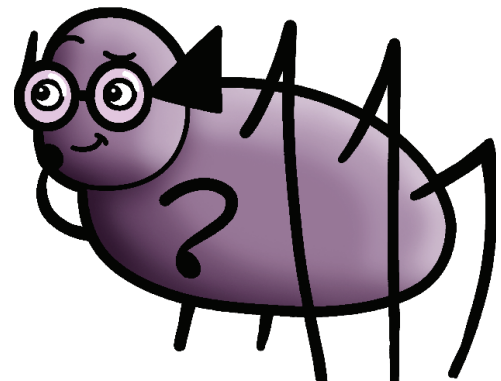
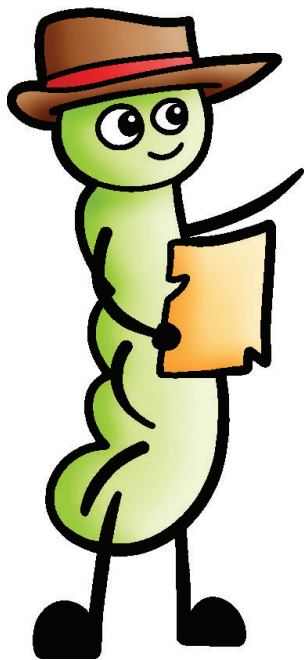
Hammurabi was the sixth king of the First Babylonian dynasty.

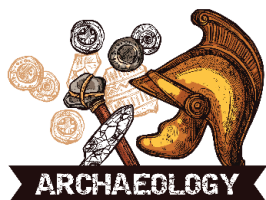
He ruled from around 1792 B.C. to 1750 B.C. He was praised as being a king of justice.

## Indy smiles and begins . . .

We landed in Babylon about 1780 B.C. The king at the time, as I mentioned, was Hammurabi. Hammurabi became king when his father gave up his throne. At the time, Babylon was a strong city-state that had control over a few other city-states nearby, like Kish and Sippar. Remember, Babylon was right on the Euphrates River. It was in a good position to be able to rule over other city-states, because the river allowed for trade and communication with other city-states. Hammurabi set about building bigger city walls and expanding temples in Babylon. He even created a system of laws that told citizens what to expect if they harm other citizens, commit a crime, or carelessly hurt another person's property. Each law had a penalty, or punishment. The laws set up rules for trading and using

money, paying fines, inheriting property, and paying taxes. Hammurabi had these laws carved into large stones called steles, which were taken to various parts of his kingdom.

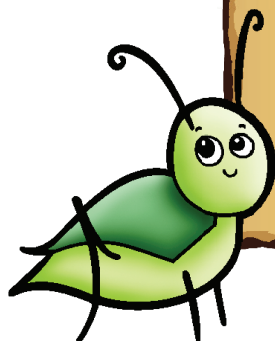




Hammurabi's Code was carved in a stele and placed in a public area where anyone could see it, whether they could read or not. The Code of Hammurabi stele was found in Iran and is on display at the Louvre Museum in Paris, France.

## The Law of Retaliation

Hammurabi's Code was one of the first law codes to limit what a person who was wronged was allowed to do to seek revenge or punishment for the person who had hurt them. In ancient times, it was common law that a person who had disfigured someone was to be disfigured in the same way. It is from this tradition that we get the saying, "Eye for eye, tooth for tooth." Hammurabi's laws gave strict punishments for crimes, but also limited punishments for the guilty.



Hammurabi's laws introduced some very important ideas. The first is that the laws were for everyone, and even the king had to abide by the laws he had set up. Anyone who could read could understand and know the laws Hammurabi set up. Another idea was that Hammurabi's laws assumed a person was innocent of a crime until he was proven to be guilty. The laws also gave opportunity for evidence to be given for and against the person who was accused of a crime.

While we were visiting Babylon, we got to see one of these steles being created. The stele is over seven feet tall! We were able to sneak into the studio of the man who is carving the picture of Hammurabi on the front. We saw him at work carving the beard onto Hammurabi, who is seated on the right. Bang, bang, bang, went his chisel, making even lines down Hammurabi's beard.

In order to get a closer look, Sticky started crawling up the side of the stele. At first he was going to go up just a little of the way, but he got to looking quite hard at the symbols on the back of the stele, and quite forgot himself. He was looking at the cuneiform laws carved on the back. Before we knew it, he was almost up to the top!

Chirp rubbed her wings to give him a warning signal, but it was too late! The sculptor had caught sight of Sticky, and we held our breath, horrified. What would happen? The sculptor yelled. . . jumped up, waving his arms! He was afraid of Sticky! He ran around the studio, dropped his chisel, and fled from the room.

Who knew a big man like that could be afraid of a little spider? And one with glasses, too! Chirp and I laughed and laughed as Sticky quickly lowered himself to the ground. We got out of there quick, before the sculptor came back.

Before we left Babylon, we heard all about Hammurabi's conquests. After he strengthened his city, he was able to take over the powerful trade city of Eshunna, as well as Larsa and Mari. Eshunna was known for trading horses, copper, tin and other precious stones. Within a few years, Hammurabi united all of Mesopotamia under his rule.

Something else you might find interesting about the Babylonians is that they have a story called "The Gilgamesh Epic" that sounds a lot like the story of the flood the Bible records in Genesis 7-8. Although the story isn't exactly the same, it is similar enough that some people think it originated from the story of the flood, and was shared from generation to generation over time.

After Hammurabi's death, Babylon lost power, but it would become a world power again in about a thousand years. We'll definitely have to visit Babylon again later. It's a good thing for Sticky that we probably won't run into Hammurabi's Stele then!





## What Have You Learned?

### Try It!

Everyone needs rules to live by. Your family probably has some rules. Have you ever thought about what rules you'd make if you were in charge? Write down a rule or two you would make, or draw a picture of the rule in action.

### Find It!

On a map of the world, find the land east of the Mediterranean between the Tigris and Euphrates Rivers. This is the land that Hammurabi ruled.

### Answer It!

Answer these questions about what you read today.

- What is the name of the famous king who made up a code of laws for Babylon?
- What did each law include?
- What Babylonian story is similar to the flood story in Genesis?





# The Israelites

## Indy is all set to start another story . . .

Do you remember the stories you've learned about Abraham, his son Isaac, and his grandson Jacob? I'll remind you with a quick review. Abraham was called by God out of his homeland in Ur to become a great nation. Although Abraham had no children, he believed God's promise and waited. Finally God rewarded Abraham and his wife, who were both quite old, with a son they named Isaac. When Isaac grew up, he had two sons, Jacob and Esau.

Esau was the oldest, but Jacob managed to get his birthright away from his older brother, and trick his father Isaac into giving him the blessing that also belonged to Esau. Although Jacob was a schemer, God had a plan. Jacob fell in love with Rachel, and agreed to work seven years so he could marry her. God taught Jacob patience and other character traits when he himself was tricked by Rachel's father to marry her sister instead. Jacob had to work another seven years to marry Rachel after he was tricked!

God blessed Jacob with twelve sons. However, Jacob loved the sons he had with Rachel most of all, Joseph and Benjamin. Jacob's other sons didn't like how much Jacob loved Joseph, especially when Jacob gave Joseph a special coat made of wonderful colors. They found a way to get rid of Joseph once and for all -- they sold him into slavery in Egypt.

Now, as you might imagine, slavery was no picnic for Joseph. He was sold first to Potiphar, an officer of Pharaoh and a captain of the guard. In Potiphar's house, God made Joseph very successful. Potiphar grew to trust Joseph and made him the overseer of his house. However, Potiphar's wife decided she loved Joseph. When Joseph refused her love, she cruelly accused him of doing wrong. Potiphar immediately had Joseph cast into prison.

Still, God was with Joseph, and he won the trust of the prison keeper. He was able to interpret the dreams of both a baker and a butler from Pharaoh's house who were put in his care in the prison. When the Pharaoh had a dream he needed interpreted, the butler remembered Joseph's ability to interpret dreams. We wanted to visit Egypt and see Joseph help the Pharaoh,



**Joseph & His Coat  
of Many Colors**



so Sticky sent us to Pharaoh's court just as Pharaoh was sharing his dream with Joseph.

### **But here, Chirp had to take a turn with the story!**

"Let me tell the rest," Chirp broke in. She had quite a tale to tell ...

When we arrived, Pharaoh's hall was very quiet. We had to tiptoe in, and I had to be sure to keep my wings quiet. We found a place where we could see the Pharaoh and saw Joseph walk in. He bowed down, and listened as the Pharaoh

spoke. You could have heard a pin drop as the Pharaoh shared his dream.

"I have dreamed a dream, and it seems that there is no one among my wise men who can tell me what it means. Is it true that you can interpret it for me?"

Joseph answered quietly with his head bowed. "I will not interpret the dream, but God will give Pharaoh an answer."

The Pharaoh thought for a moment and then continued. "Very well. In my dream I stood by the bank of the river and saw seven well-fed, fat cows come up out of the river and feed in a meadow. While I stood there, seven other cows came up out of the river, but these were poor and thin, and worse than any cow I have ever seen in my land. To my surprise I saw the thin cows eat up the fat cows. But even after they ate up the fat cows, they were still as thin as before.

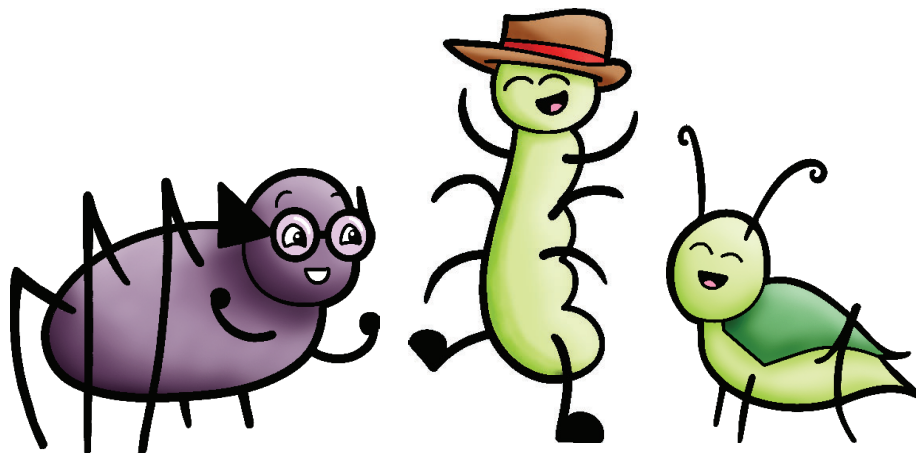
"I woke up, but then I dreamed again. This time there were seven ears of corn that came up on one stalk. They were full and looked good to eat. However, seven ears, withered and shrunken and dried out came up after them. These withered ears gobbled up the seven good ears. Once again I woke up. I must know the meaning of this dream."



Joseph was quiet for a long time, then spoke to the Pharaoh. “The two dreams are not two dreams, but instead are just one. The seven good cows and the seven good ears of corn are seven years. So are the seven thin cows and seven poor ears of corn, but these are seven years of famine. This is what God is about to do. There will be seven years of plenty throughout the land of Egypt, and seven years of famine will follow them. The famine will be so bad that the years of plenty will be entirely forgotten, and God will bring it to pass.

You may want to look for a man who is wise to set over the land of Egypt. He should select officers to gather one fifth of everything produced in the land of Egypt during the years of plenty and store it up in cities for the years of famine that are to come, to save the people of Egypt. “

Pharaoh looked around the room and asked the question, “Where can we find a man like this one before me, in whom is the spirit of God?” To Joseph he said, “Because God has shown you this, there is none as wise as you are. You will rule over my house, and only I will be greater than you in Egypt. I am setting you over all the land of Egypt.”



Joseph’s name means “increase,” but when he lived in Egypt, he was given a name by the Pharaoh himself. His new name was “Zaphnath-Paaneah.”

Indiana looked at me, and I looked at him, and Sticky looked at both of us. How exciting! We all jumped up and down (quietly, of course)! So, this is how Joseph came to be in Israel. Later he brought the rest of his family to Egypt, where they settled during the famine years. Jacob’s sons grew to be the heads of the twelve tribes of Israel. The Israelites grew in number in the land. Eventually, Egyptians made the Israelites labor to make bricks and enslaved them, but that too was a part of God’s plan. He was going to show Egypt the power of the Living God.



## What Have You Learned?

### Try It!

Color the a coat of many colors by drawing one like this one, and adding many colors to it. You can use stripes or circles, squares, or edging around the neck and bottom.



### Answer It!

Answer these questions about what you read today.

- Three people had dreams that Joseph interpreted. Who were they?
- What did the three thin cows symbolize?





# Egypt & the Nile

## Indy says the next stop is Egypt!

Oh, boy, what an adventure we had last night! We went back to Egypt, where we took a look at Egypt's big river, the Nile. Did you know it is considered the longest river in the world? The Nile River is quite unusual in that it flows north, which is actually "down" from where it begins in higher elevations. It has two main rivers, the White Nile and the Blue Nile, that meet up in northwestern Africa. That's in today's country of Sudan. The northern section of the river travels through land that is almost all desert, and so ancient Egyptians were very dependent upon the Nile to support their cities and farms along the Nile's banks. The Nile has a huge, fan-shaped delta. It is known as Lower Egypt to the ancient Egyptians, or the "Land of Goshen."

Sticky, Chirp, and I all decided to take a little trip down the Nile last night. We landed near Thebes and floated for a bit down the river. Let me tell you all about it . . .

Each of us decided we just had to know what it felt like to be on the Nile. So we found a couple of leaves, and decided to float down the river together. We fastened the three leaves together with some long grasses, woven to make simple ropes. We were just north of the city at the time Queen Hatshepsut ruled during the 18th Dynasty, around 1450 B.C.



One of the first things we saw as we drifted along were the crops that had been planted in fields along the banks. The Nile flooded each year and left behind rich nutrients that was like food for the soil. These nutrients made crops grow strong and healthy and were necessary for Egypt's farmers. We passed sluices, which were shallow ditches with simple gates to let water in and out. These sluices carried water to fields. The water was being drained when we floated by, emptied off the fields, and funneled back into the Nile, since the time is right for the crops. We paddled around the water coming in to the river from the fields.



As we drifted, Chirp almost bumped into something. What was it? Oh, it was a simple vertical column in the water. We found out later that the column was a “Nileometer.” It had marks that measured water depth to show how much the river had risen. Many of these columns or other types of “Nileometers” were placed so that Egyptians would know how much water was coming down the Nile! Amazing! The waters of the Nile allowed farmers to grow more crops than Egypt could use. These extra crops were traded with other countries and brought wealth into Egypt. Farmers grew wheat, barley, flax and -- our favorite! -- vegetables. Pretty soon we passed the harbor at Thebes. Here we saw ships coming back from the Red Sea. It was Queen Hatshepsut’s fleet! We stopped and saw the traders

unloading their goods near the city. The boats were bringing back frankincense, natron, copper amulets, myrrh, and woven linen to be used in wrapping mummies at the temple complex at Karnak near Thebes. The temple at Karnak, with its Hypostyle Hall, is something we’d like to see later. We floated near the west bank of the Nile across from Thebes, and saw Hatshepsut’s mortuary temple, which was under construction near other burial places used for pharaohs. It had three layers of terraces with beautiful columns in front!



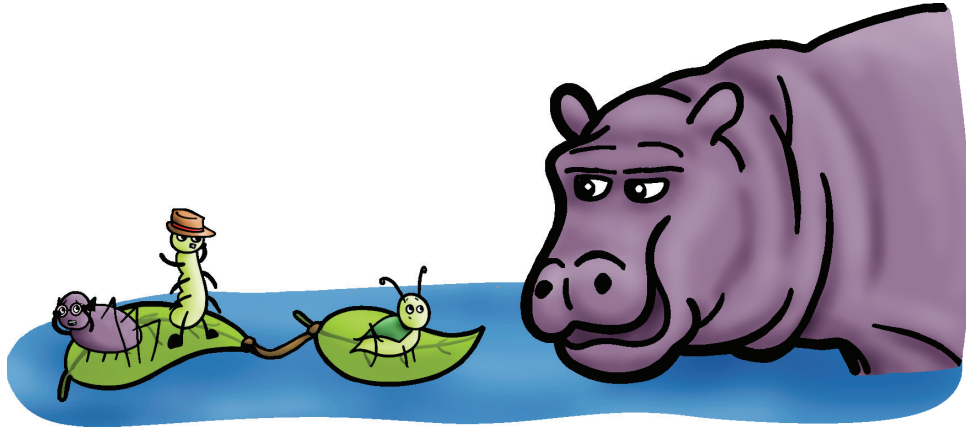
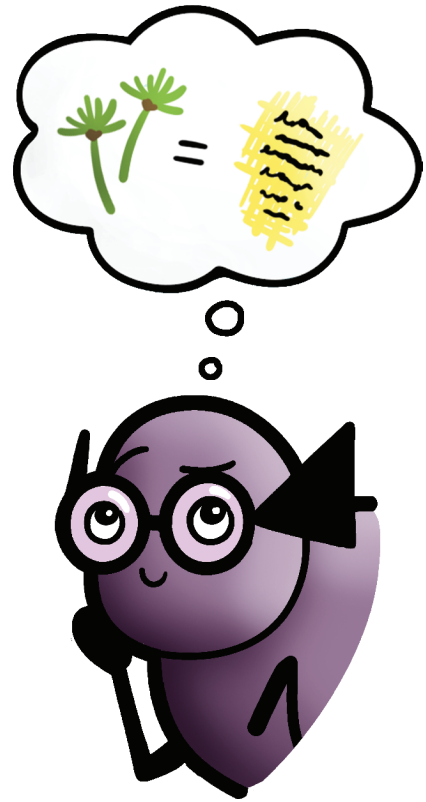
Soon we were past the city and drifted again into the countryside. “Look!” Sticky exclaimed, “Let’s go look at the reeds along the bank.” We swiftly paddled close to the banks of the Nile, and were able to look at the reeds up close. Sticky was thrilled. He loves anything that has to do with paper.

“Did you know,” he asked, “that the Egyptians soaked the papyrus and glued it together to make paper?” Chirp had never heard that before. She was excited.

We got underway again, and saw fish jumping out of the Nile, and birds walking near the shore that lived in the shallows. Egyptians caught the fish for food, and tried to net the birds. As we continued on, we were passed by a few boats. The first boat that floated by was a large barge. It was transporting large stones from a quarry to a building project south at Abydos. The stones were made of limestone. They will be finished at the site itself. Many such stones were transported down the river to build pyramids, temples, obelisks, or palaces.

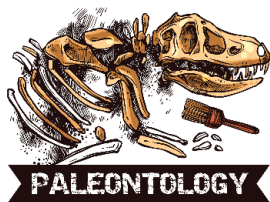
The next boat that passed us was a small one, a hunting party. They were, no doubt, hunting hippopotamus. The hippos rested in the shallows, and we were heading straight into such waters.

Sticky had more facts he wanted to share. “Hippos live in the Nile. They are interesting animals. Their skin actually makes its own sunscreen! It turns reddish orange on its skin!”



Just as Sticky finished what he was saying, a hippo rose out of the water near Chirp! “Chirp! Paddle, paddle quick!” he added, frantically.

Chirp paddled, and so did we, but the grass ropes that held Sticky and I to her snapped, and she was on her own! Another hippo came up out of the water, and Chirp was caught between them. They circled each other in the water . . . oh, no! They were going to fight each other!



The Sahara Desert around the Nile River was most likely a tropical habitat when dinosaurs roamed in ancient times. Plant-eating dinosaur fossils have been found in Egypt.

"Chirp -- look out!" I shouted. One of the hippos lunged at the other. I closed my eyes, because I couldn't bear to watch! "Chirp!!!!"

"Yes?" I heard from behind me. "Were you looking for me?" Chirp asked sweetly.

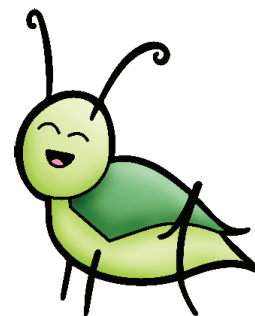
I spun around. "Chirp! You're okay!" I held my chest. My heart was pounding so hard!

Sticky was relieved as well. "How did you get onto my leaf?"

Chirp giggled. "I flew, silly! Did you forget I can fly?"

We all laughed in relief.

"I did forget," I chuckled. "I guess it's time to go home -- and I mean home!"



## What Have You Learned?

### Try It!

Make your own paper mat using techniques to put together papyrus. Cut strips of paper about 1/2 inch wide and 11 inches long. Tape down one end of half of your paper strips to the table, right next to each other. Then, weave the other paper strips, one at a time, over and under the strips that are taped down. Weave one starting by going over, and the next one by going under, back and forth. When you are all done, glue the ends of all the strips in place. This is how the Egyptians made papyrus out of flattened reeds!

### Find It!

On a map of the world, find the Nile River in Egypt. See how it travels through Egypt? It flows north, to the Mediterranean Sea.

### Answer It!

Answer these questions about what you read today.

- What is the shape of the delta where the Nile meets the Mediterranean Sea?
- What large animals did Chirp, Sticky, and Indiana meet that lounge in the sun in the Nile?
- What are some of the goods the Egyptians traded that the bugs saw unloaded off Hatshepsut's ship?



# Make-Your-Own Hideaways Book

Be Right There  
in History!



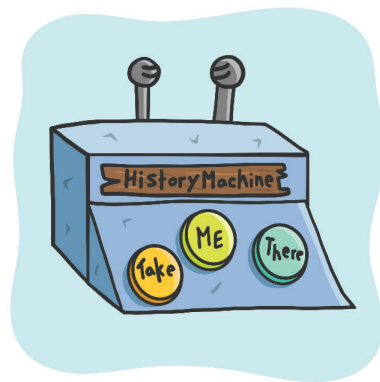
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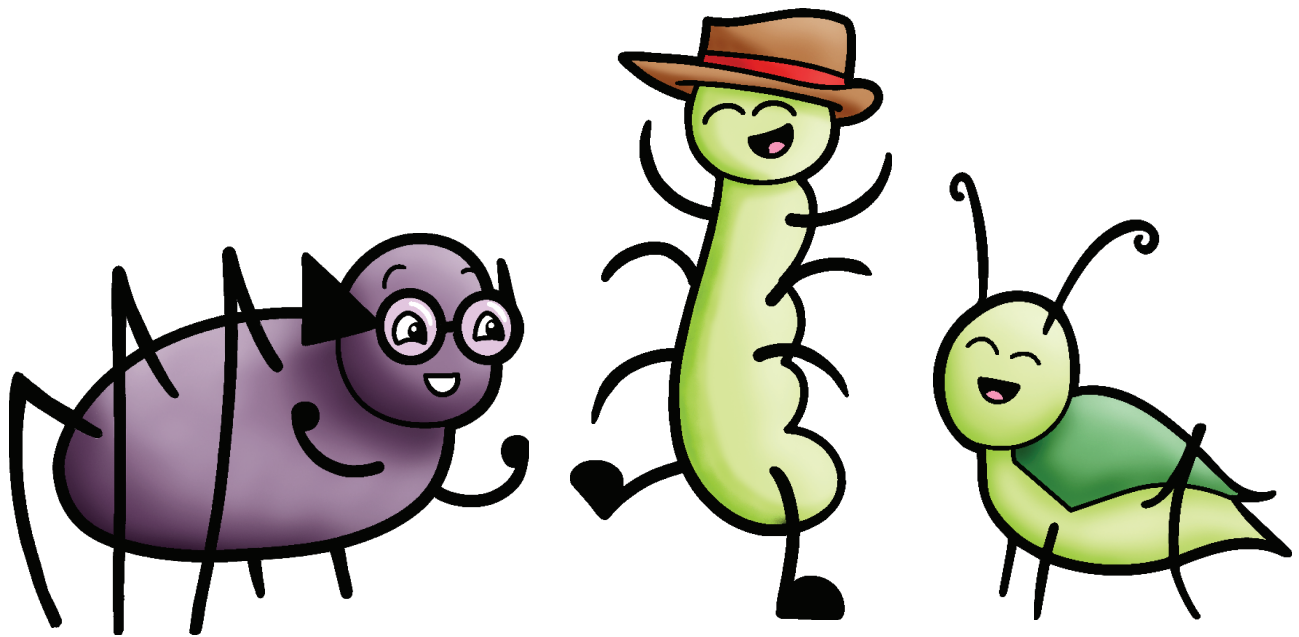
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# Make-Your-Own Hideaways Book



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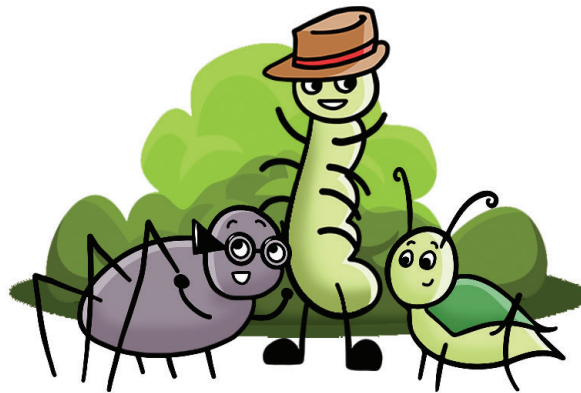
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# Join Us at Each Stop in History!

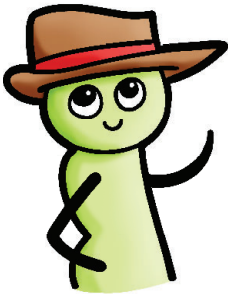


## **You've Got a Job to Do!**

You will travel along with Sticky, Chirp, and I -- Indiana Sticksenstones -- to places throughout history. Then, each week, you can report on what you've learned in this notebook. You can add drawings of your findings at each stop, along with other facts you'll need to "dig up" and discover!

You'll also be re-creating various homes, buildings, and other places in your own unique Hideaways each week. Photograph yourself with these Hideaways as proof you've traveled around the world!

Complete each page carefully and report as much as you can! We'll be looking forward to seeing your final report!



# How to Use This Resource

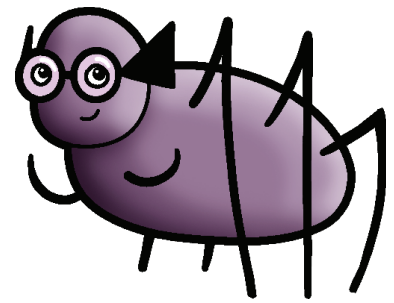
## Weekly Work

Each week your student will complete two pages; one page is the “Stop in Time” page that has students writing, drawing, and other activities. The other page is a “Hideaway Frame” page, designed to be a nice way for students to save pictures of themselves with their “Hideaway” that week.

## “Stop in Time” Pages

The “Stop in Time” pages offer a few different activities to complete. Here’s a sampling of the types of activities they will encounter:

- Pictures to draw or finish
- Boxes with short words to read and illustrate
- Seek and find items in pictures
- Circle the right answers
- Retell stories
- Recipes to make and try
- Websites or online “print-and-makes”
- Read historical facts
- Simple map activities
- Pictures to color
- Historical objects to draw
- “Imagine If ...” questions
- Seek and find activities around the house



Students will also have full-color pictures to cut out and paste in these pages. These full-color pictures are in the back of this resource. This activity provides important practice using scissors. Please allow your student to do most of the cutting, if possible. Scissors are an important tool to master, and this is a great time to start practicing with them. The pictures are labeled so they can be matched up with the spot into which they are to be pasted. We recommend using glue sticks for glueing in these pictures.

## “Hideaway Frame” Pages

These pages are provided so your student can keep a nice copy of a picture of himself with his hideaway -- or inside it! Please plan to take pictures of your student that can be printed and kept each week. This will also help when you have to start getting rid of some of the hideaways. These pages have plenty of room below the frame to include remarks or special memories!

## Helps for Your Student

The “Encyclopedia of World History” will be an important part of helping your student complete some pages, as they may be asked to draw something similar to illustrations in this resource. This book is a book recommended to add to your main study, and it will help them to reproduce items which may not be entirely familiar to them.



# Meeting First Peoples


Your very first stop will be back into history before much history was written down. You'll visit people whose homes were fairly primitive structures and who recorded their lifestyles in caves. You also meet people in Mesopotamia, including the Sumerians, Babylonians, and Assyrians.

## Your tasks in Mesopotamia:

Draw a picture of a house you see in your travels.

rug

Create your own pictogram of a rug.  
Can you read the word *rug* above?



Wheels were invented about 3500 BC!  
Where is the wheel in the picture above?  
What is the wheel a part of?  
How do you think early people used wheels?

**STONEHENGE**

Paste  
Stonehenge  
Here

Remember that the Babylonians invented the twelve-month year, the twenty-four hour day and the sixty-minute hour.  
Glue in a picture of Stonehenge, an ancient monument in England that is suspected to be a large calendar that keeps track of time.

# My Hideaway: Cave with Paintings



# Building Pyramids in Egypt

Your next stop will take you to the incredible land of Egypt. You'll see incredible land marks such as pyramids, tombs, and temples. You also learn about hieroglyphs and the Israelites.

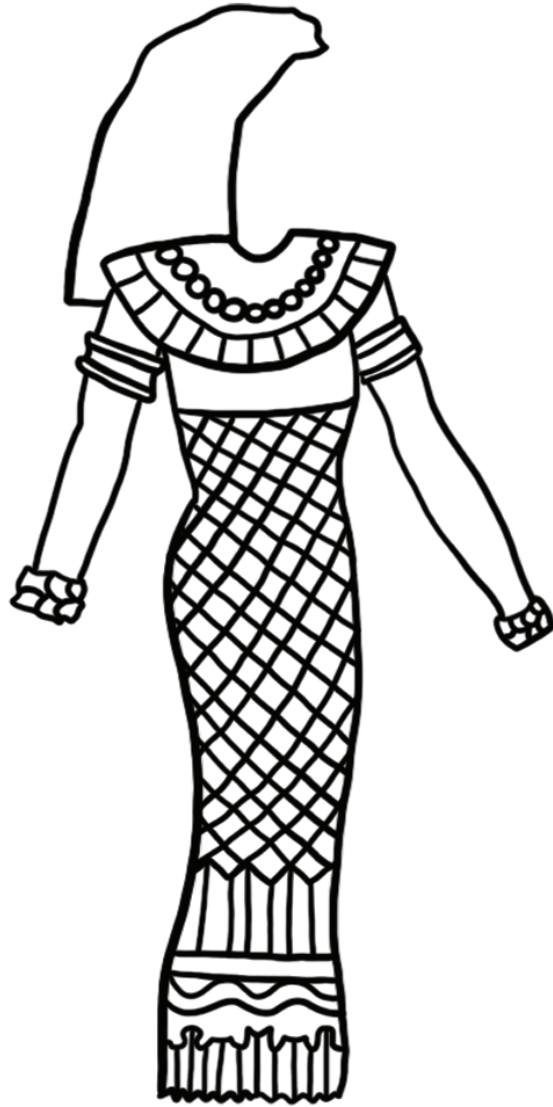


## Your tasks in Egypt:

Draw a picture of a temple or monument you see in the land of Egypt.

Paste  
Tut's Golden Mask  
Here

This is King Tutankhamun's Golden Mask. King Tut's tomb was found in the early 1900's by a treasure hunter named Howard Carter. He found Tut's tomb with all its treasures still there.



Draw in this  
Egyptian woman's  
face, hands, and feet.



# My Hideaway: Egyptian Pyramids





# On-the-Spot History Fun



## WinterPromise

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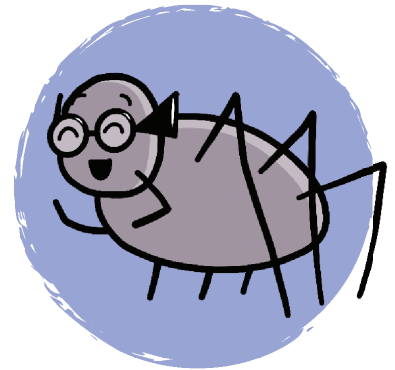
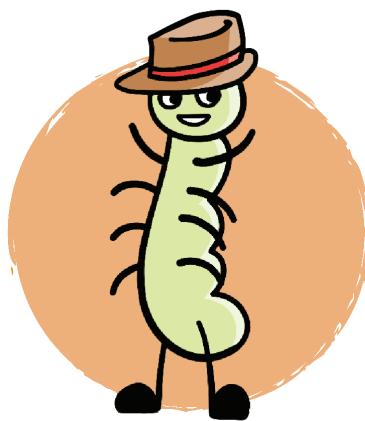
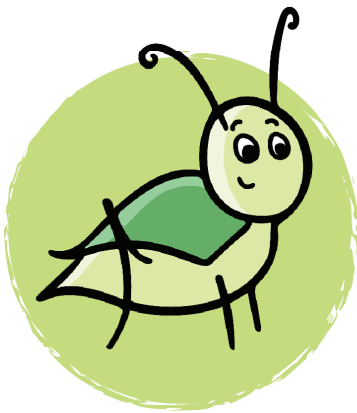
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# On-the-Spot History Fun



## WinterPromise

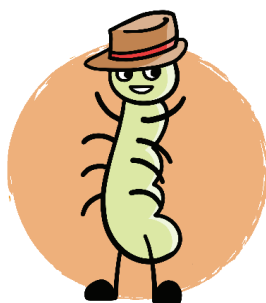
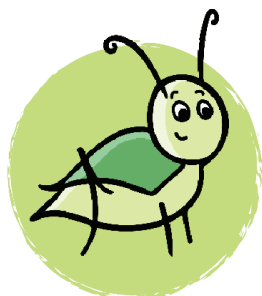
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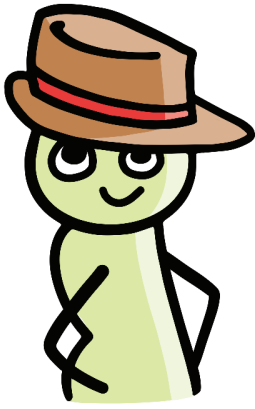
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## How to Use This Resource

This resource is filled with fun experiences to help your young student understand the abstract concept of time and long ago that is so essential to understanding our world. Each activity will help your student imagine a life that is very different from their own experiences and give them a way to create part of that reality in their mind.

Each activity is structured in much the same way. You are given materials to help your student hear about different times and places, see some of what is talked about, talk over the concept presented, and complete an activity that will imprint it on your student's mind. Each step is designed for children to grasp abstract principles by starting from something they know, and working toward something that they do not know. Here's what to do for each step:

### **LEARN:**

Read this passage aloud to your student, pausing to explain anything that seems to puzzle them. Take time to make sure they understand what you have read by asking an open-ended question that will help them narrate back to you part of what they heard. This will not only help them to listen intently to what you are reading, but also to remember what you are saying and to build a habit of narrating back.

### **SEE:**

Show your student any pictures or illustrations that are included in the text. Take a few moments to experience the pictures with your student, by asking what they see, what they do or do not recognize, etc.

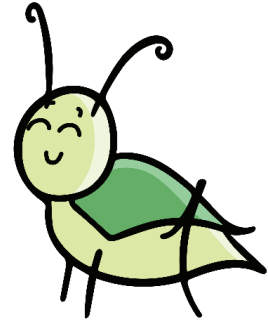
### **TALK:**

Additional questions about the pictures or passage are included to help you with a short discussion time with your student.

### **ON-THE-SPOT ACTIVITY:**

Here you will find a list of the supplies you'll need, along with instructions you can read aloud to your student. Be sure to read all of the instructions before your student begins. This will teach the importance of reading all instructions ahead of time and help him to better follow them. Although you may not encounter every step in every activity, your young learner should learn not only about the events, but also understand how they relate to their lives or other events using these tools. We hope you have a great year!

# Supplies List



## Supplies We Assume You Have:

**As we've compiled the list of things you'll need, the following are supplies we assume you have:**

- Typical art supplies such as crayons, markers, transparent tape, basic paint colors, glue
- Typical tools such as scissors, stapler, hammer, geometric compass for drawing circles,
- Plain white paper
- Light cardboard
- Construction paper
- Colored paper
- Posterboard

## Needed Supplies, Listed by Activity

**(None means no supplies, or no supplies except assumed art supplies above.)**

- 1 - Plain roll of brown paper, or white back of inexpensive wrapping paper, etc.
- 2 - 5 sheets of white cardstock and pictures of favorite family times or family members, etc.
- 3 - A roll of toilet paper and a favorite doll, stuffed animal or even a sibling who is willing
- 4 - A special family heirloom that has a story behind it that you can share aloud
- 5 - Sculpey clay and a craft (popsicle) stick
- 6 - None; a trip to the library as a field trip
- 7 - Sand, a shallow cookie sheet or baking pan with sides, and a blindfold
- 8 - A plain, flat sheet (it will not be cut), large safety pins, and (optional) a cord or fabric for a belt
- 9 - None
- 10 - A white piece of posterboard
- 11 - None
- 12 - A book
- 13 - Various supplies for a soldier's care package
- 14 - None
- 15 - None
- 16 - 6 cups of sand, 1 cup of paper paste or glue, various containers, such as plastic cups, tin cans, small plastic toy containers, etc., and a piece of cardboard on which to build the model
- 17 - None
- 18 - A copy of the tangram in this activity
- 19 - None
- 20 - A bag of M&Ms candies, two dice, a medium-sized bowl, a scrap of cloth, such as a dishcloth or washcloth or dark handkerchief, and the game board & helps for this activity
- 21 - A copy of the design for this activity
- 22 - None
- 23 - Twenty pennies
- 24 - A shallow cardboard box or a shallow cooking pan that can be used temporarily, a fork and or/ an old toothbrush, interesting looking stones, sand
- 25 - None



- 26 - One pound coffee can and one pound box of baking soda
- 27 - Small building blocks, such as Legos
- 28 - 4 drops of onion juice, 4 drops of lemon juice, and a pinch of sugar
- 29 - 2 cups of flour and two teaspoons of salt
- 30 - None
- 31 - Various obstacles, either outdoors or inside
- 32 - Print out an online dragon
- 33 - None
- 34 - None
- 35 - Digital camera or any kind of camera
- 36 - None
- 37 - Small notebook & timer
- 38 - None
- 39 - None
- 40 - None
- 41 - Various food items - see activity itself for details
- 42 - Paper or plastic cups and some kind of round candy, such as jawbreakers, or cereal puffs
- 43 - None
- 44 - Plain roll of brown paper, or white back of inexpensive wrapping paper, etc.
- 45 - None
- 46 - Notebook

## **Needed Supplies, Listed in “Shopping List Style” to Print**

### **PAPER**

Plain roll of brown paper or white back of inexpensive  
wrapping paper - for 2 mural activities  
White cardstock - 5 sheets  
Notebook - 2  
1 cup of glue

### **CRAFT & OTHER SUPPLIES**

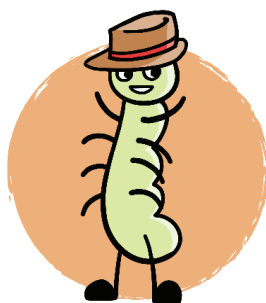
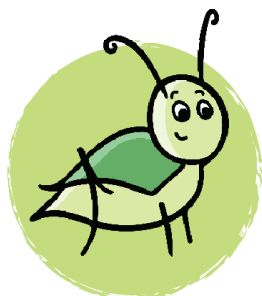
Sculpey clay  
Popsicle stick - several  
Sand - plain preferred (1 sandbox bag)  
Bag of M&Ms candies  
Round candy or cereal puffs  
Interesting-looking stones  
1 pound box of baking soda  
onion juice  
lemon juice  
Various supplies for a soldier's care package  
Various food items for activity #41

### **PHOTOCOPIES/PRINTING**

A copy of the tangram for activity #18  
Game board & helps for activity #20  
A copy of the design for activity #21  
Print online dragon for activity #32

### **THINGS AROUND THE HOUSE**

pictures of favorite family times  
doll or sibling to mummy wrap  
special family heirloom w/ a story  
shallow cookie sheet with sides  
blindfold  
plain, flat sheet (won't be ruined)  
large safety pins  
optional cord or fabric for a belt  
book  
plastic cups, tin cans, other containers  
two dice  
medium-sized bowl  
scrap of cloth and dishcloth  
twenty pennies  
shallow cardboard box or pan  
fork and/or old toothbrush  
one-pound coffee can  
building blocks like Legos  
sugar, flour, salt  
various obstacles, inside or out  
digital camera or other camera  
timer  
paper or plastic cups  
roll of toilet paper



ON

THE

SPOT

History

Activity

# #1 – Ancient Peoples Mural

## LEARN:

Many ancient civilizations left a written record of their lives and culture. Some, like the Egyptians, created wall murals that showed what they did each day: what they ate, what they did for fun, how they worked, and what they believed was important, especially what they believed about their god or gods. In some ways our lives today are very much like people who lived long ago - we still enjoy eating great foods, playing games, spending time with family and taking care of our homes. In other ways, our lives are very different -- we dress in different clothes, build new types of houses, and each foods (like Twinkies) that people long ago could never have imagined.

## SEE:

See these wall paintings from Lascaux Cave in France.

## TALK:

Take time to talk over with your student what these pictures show:

What animals lived at this time?

What animals did people hunt?

What games did they play?

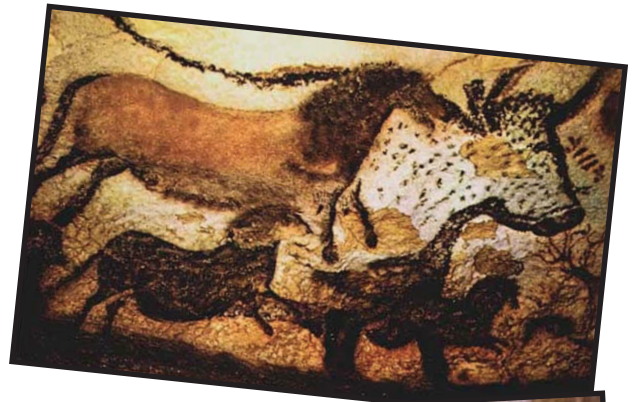
## ON-THE-SPOT ACTIVITY:

### Supplies:

plain roll of brown paper, or  
white back of inexpensive  
wrapping paper, etc.  
colored markers

### Instructions:

Now it is time for you to create your own wall mural. You can either create ancient wall art that looks something like what you have seen, or you can create a wall mural that tells about a day from your own life. In your mural, be sure to add drawings that show: foods, animals, clothes, daily activities, work, worship (if you'd like) and other important people. Before you begin, write out or draw simple pictures on a plain piece of paper what you'd like to include. Planning ahead will help you use your space. You may want to divide your mural into boxes and put a different scene in each box. Tape the paper up on the wall, and use what you've written or drawn on your small paper to create a "history spot" all your own!



ON

THE

SPOT

History

Activity

## #2 – Personal Egyptian Pyramid

### LEARN:

Ancient Egyptians used pyramids as an elaborate burial place for their dead. On the inside of the pyramid, the Egyptians carved hieroglyphics -- picture-like writing that served as the ancient Egyptian's written language. On many walls inside of the pyramid were stories about the person who died, his family, life and accomplishments. By writing down these stories and facts, the Egyptians hoped their dead would be able to live forever.

### SEE:

Take a look at this picture of hieroglyphics in burial places.

### TALK:

Take time to talk over with your student what this picture shows:

How important do you think it was to people that their burial place be prepared when they died?

What stories do you think are told by these hieroglyphics?

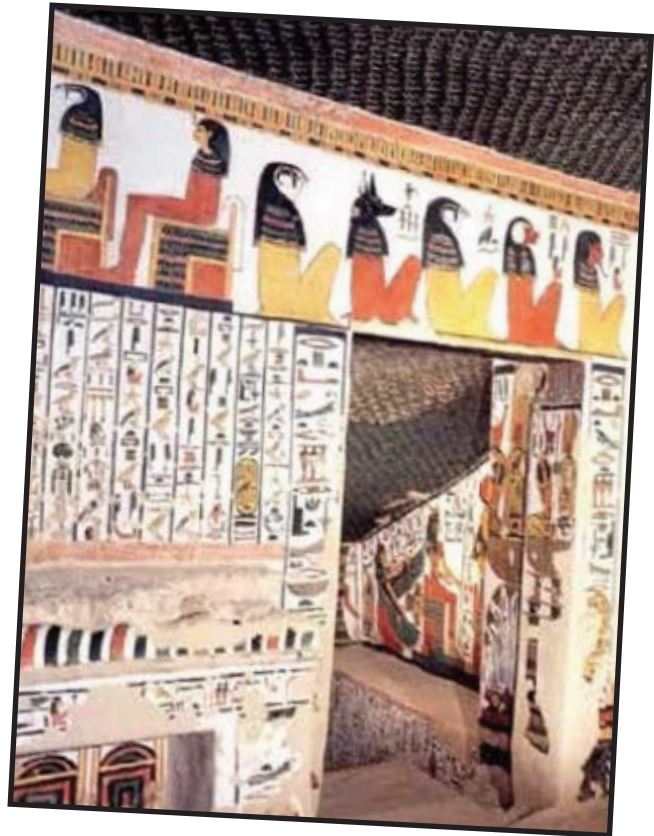
### ON-THE-SPOT ACTIVITY:

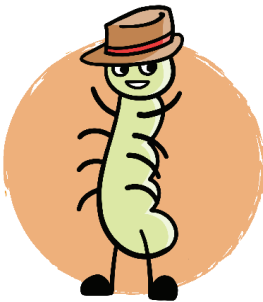
#### **Supplies:**

5 sheets of white cardstock  
pictures of favorite family times or family members, etc.

#### **Instructions:**

You can create your own pyramid. Cut four triangles out of the white cardstock, using the 8.5" side as is for the base, and cutting out the two sides, which are each 9.5 inches long. Then, cut the fifth sheet of cardstock into a square of 8.5" on each side. Place all four triangles on a work surface, and color the sides as if they are the outside of the pyramid, outlining stones and perhaps coloring them in with a sandy color. If you want to get a little fancier, you could use a small rectangle from a sponge to dip in paint to paint bricks side by side. When they're done, turn them over so the white side is facing up and mark the triangles as A, B, C and D. Tape the 9.5 inch side of A to the 9.5 inch side of B, then tape B to C and C to D. Do NOT tape D to A, as you will leave this side open so you can see inside, but be sure D is fastened securely to C so that it can open like a door.. Next, cover the inside of the pyramid (the white side), with pictures of the student's life or allow them to draw in scenes from their lives. When the inside is complete, stand the triangles up and circle them together so that A meets B, with the white side on the inside. Then, tape the bottom of the pyramid (you've formed to the square cardstock piece sides A, B & C, but NOT D!) . You can peek inside by opening up Side D.







ON

THE

SPOT

History

Activity

## #3 - Make Your Own Mummy

### LEARN:

Ancient Egyptians felt that mummifying their dead would allow them to live again in another life. They carefully prepared bodies so that the dead would be able to live well. This often meant bodies were buried with items people felt they would need in the next life, such as furniture, jewels, or even toys!



### SEE:

You can see in these pictures how Egyptians wrapped the body in linen, carefully keeping each part wrapped so that the body would not be damaged (above). Spices and other preserving agents were a part of the wrapping process, and a waiting period allowed the body to mummify. After mummification, they placed the body in a sarcophagus (below). The sarcophagus was sometimes decorated with vibrant colors, showing how the person looked in life.

### TALK:

Take time to talk over with your student beliefs about mummification:  
Why did the Egyptians think making mummies was important?  
What did they try to take with them to their next life?  
Then, discuss what you believe about life and death.

### ON-THE-SPOT ACTIVITY:

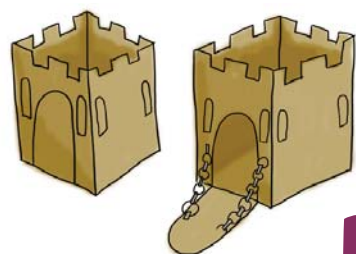
#### **Supplies:**

a roll of toilet paper  
a favorite doll, stuffed animal or even  
a sibling who is willing

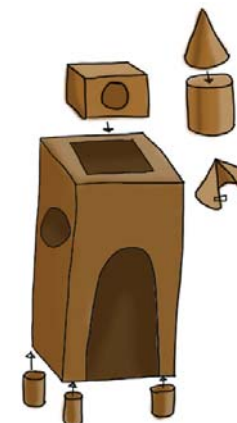
#### **Instructions:**

You can create your own mummy by carefully wrapping a doll, stuffed animal or even another person in paper. (See picture to the right!) Be sure to leave openings in the wrappings at the mouth and nose, if you are using a person! Carefully wrap around arms and legs, just as the Egyptians would have.





# Hole Up in a Homemade Hideaway



Re-Create History in  
Amazing Play Spaces!

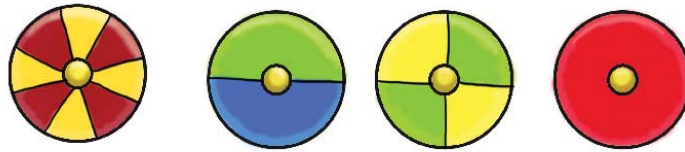
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# Hole Up in a Homemade Hideaway!



Each week this year, we have planned a fun hideaway for your students to enjoy! These hideaways are like “Playing Tent,” but the suggestions we give allow you to direct the fun in a way that’s educational and helps students really learn about the places and times they are studying.

As you plan your Hideaways this year, please keep your expectations realistic. Though we have provided suggestions for a Hideaways for every week of the year, we simply do not expect that families are going to complete them at that pace. It would be more realistic to plan to do one every other or every third week, unless you complete quite a few of them with the “simplified” suggestions.

The planning guide for the hideaways in this resource is in your Hideaways in History Guide.

This resource gives all the detail on how to create each week’s hideaway, with fun pictures to fire up your imagination.

Remember, you’ll want to take pictures of each hideaway you create, so you can paste it into your student’s “Make-Your-Own” Hideaway Book. You may also want to take pictures of your students “in process” of creating their hideaway, and specific pictures of fun details they added themselves, so they can remember.

But above all -- HAVE FUN!

# Supplies You'll Need



As you plan your Hideaways this year, please keep your expectations realistic. Though we have provided suggestions for a Hideaways for every week of the year, **we simply do not expect** that families are going to complete them at that pace. It would be more realistic to plan to do one every other or every third week, unless you complete quite a few of them with the “simplified” suggestions. **See the Hideaways Guide for more specific ideas in getting boxes.** Walmart.com does have quite a few boxes in stock that can be shipped to your local store for free pickup.

**IMPORTANT NOTE:** Large boxes are appliance-type boxes available at appliance stores. If you don’t have the “LARGE” boxes needed for some of the Hideaways, for weeks that list them, we’ve also included alternate Hideaways ideas using different, more available resources. Decide which you will do or will not do, and adjust any box needs mentioned below accordingly.

Wk	Hideaway	Box Needs	Wk	Hideaway	Box Needs	ADDITIONAL SUPPLIES:
1:	Cave with Paintings	None	22:	Palace at Versailles	2-3 medium (Re-use in Wk 31)	<ul style="list-style-type: none"><li>• FOR ADULT USE ONLY: utility knife/scissors to cut boxes</li><li>• table, such as a kitchen table or sturdy folding table</li><li>• extra cardboard pieces</li><li>• heavy packing tape or duct tape</li><li>• blankets, comforters, and/or bed-sheets</li><li>• laundry baskets or large storage tote boxes</li><li>• pillows</li><li>• 10-12 empty gift wrap rolls</li><li>• large bowl or saucer sled</li><li>• newspapers</li><li>• long pole such as a broom handle closet bar, or shower curtain bar</li><li>• a few cereal boxes</li><li>• rope</li><li>• brown lunch bags</li></ul>
2:	Egyptian Pyramid	1 large & 1 small	23:	Chinese Junk	2 medium	
3:	Great Wall of China	3 medium (Re-use Wks 6 & 36)	24:	19th-Century Coal Mine	None	
4:	Arctic Igloo	None	25:	Western Boomtown	1 large	
5:	Greek Trojan Horse	1 medium & 1 small		General Store	(Re-use in Wk 29)	
6:	Roman Gladiator Arena	Re-use Wk 3 boxes	26:	Big Ben Clock Tower	2 medium	
7:	Christian Catacombs	None	27:	Civil War Army Housing	None	
8:	Celtic Chariot	1 medium	28:	Irish Hovel	Re-use Wk 12 box	
9:	Muslim Mosque	None	29:	Australian Bank	Re-Use Wk 25 box	
10:	Viking Longhouse	Re-use Wk. 2 box	30:	Covered Wagon	1 medium	
11:	English Castle	1 large & 1 medium (Re-use in Wk 15)	31:	China's Forbidden City	Re-use Wk 22 boxes	
12:	Tudor Merchant Shop	1 large (Re-use Wks 16 & 28)	32:	World War I Bunker	None	
13:	Mongol Yurt	None	33:	World War II Submarine	1 medium	
14:	African Hut	1 medium	34:	Muslim Market	None	
15:	Adobe Pueblo	Re-use Wk 11 boxes and add a small box	35:	Space Race Spaceship	1 medium, 1 small	
16:	Medieval Cathedral	Re-use Wk 12 box	36:	Berlin Wall	Re-use Wk 3 boxes	
17:	Shakespearean Stage	None	<b>Total Boxes Needed</b> If You Did <u>Every</u> Hideaway, and re-used them as listed above (Approximate pricing listed is from Walmart.com):			<b>SPECIALIZED ITEMS:</b> Decide if you'll need them: <ul style="list-style-type: none"><li>• About 10 empty milk jugs (Wk 4)</li><li>• 3 hula hoops (Wk 24)</li><li>• 3 swim noodles (Wk 30)</li><li>• coffee can (Wk 35)</li><li>• aluminum foil (Wk 35)</li></ul>
18:	The Taj Mahal	1 medium, 1 small	4 large boxes - typically appliance-sized boxes			
19:	The Mayflower	1 medium	21 medium boxes - around 18x18x24 - About \$1.50 ea			
20:	Catherine's Sleigh	1 medium	5 small boxes - around 16x16x15 - About \$1 ea			
21:	Lewis & Clark's Canoe	1 medium				



# Cave with Paintings

## Things to Gather:

Table  
Blankets  
Paper  
Paint or Drawing Supplies



## Here's What to Do:

Your student should create a “cave” area by draping a brown or green sleeping bag or blankets, or a comforter over a table. They can add detail to the cave by creating green crumpled paper bushes or gray crumpled paper rocks around the outside. Sometime this week they can add cave paintings to the inside by making finger paintings on paper and hanging them on the inside. Be sure to keep newspaper or an old sheet underneath them!



## Add Even More Detail! You'll Need:

Branches  
Yellow & Orange Tissue Paper  
Stones  
Flashlight

You could spread branches out over the “cave.” Add a “fire” made of a stone circle with yellow & orange tissue paper with a flashlight in the middle.



## Need Inspiration and Creative Ideas?

See the cave painting ideas in your Hideaways in History resources.







# Egyptian Pyramid

## Things to Gather:

1 Large Square Box\*

1 Small Square Box

Paint or Drawing Supplies

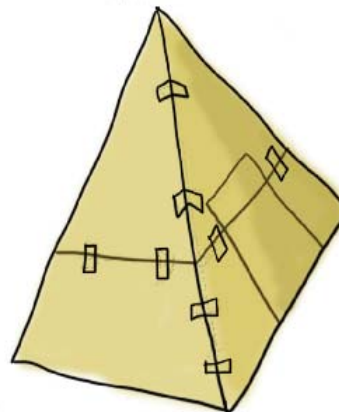
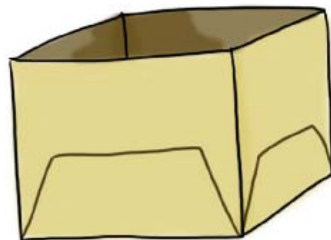
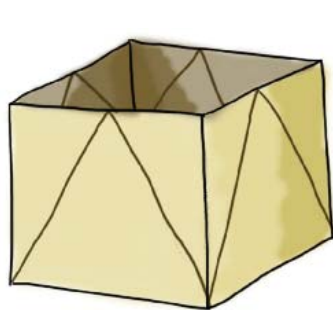
\*The large box will be re-used in Week 10

## Need Inspiration and Creative Ideas?

See more pyramids in your  
Hideaways in History resources.

## Here's What to Do:

Draw the largest triangles you can on the sides of the small square box, and cut them out. Tape the triangles together to form a pyramid. Then, use the larger square box to cut out a base to make the pyramid larger. The top edge of each flap should be the same length as each side of the pyramid. Tape the base together, then place the pyramid on top and tape it together as well. Cut a door in one side. Sometime this week students can paint the outside a sandy color, and draw hieroglyphs on the outside. Be sure to keep newspaper/sheet underneath while they paint and draw!



## Add Even More Detail!

### You'll Need:

Additional Small Box

Waxed Paper

Paint or Drawing Supplies

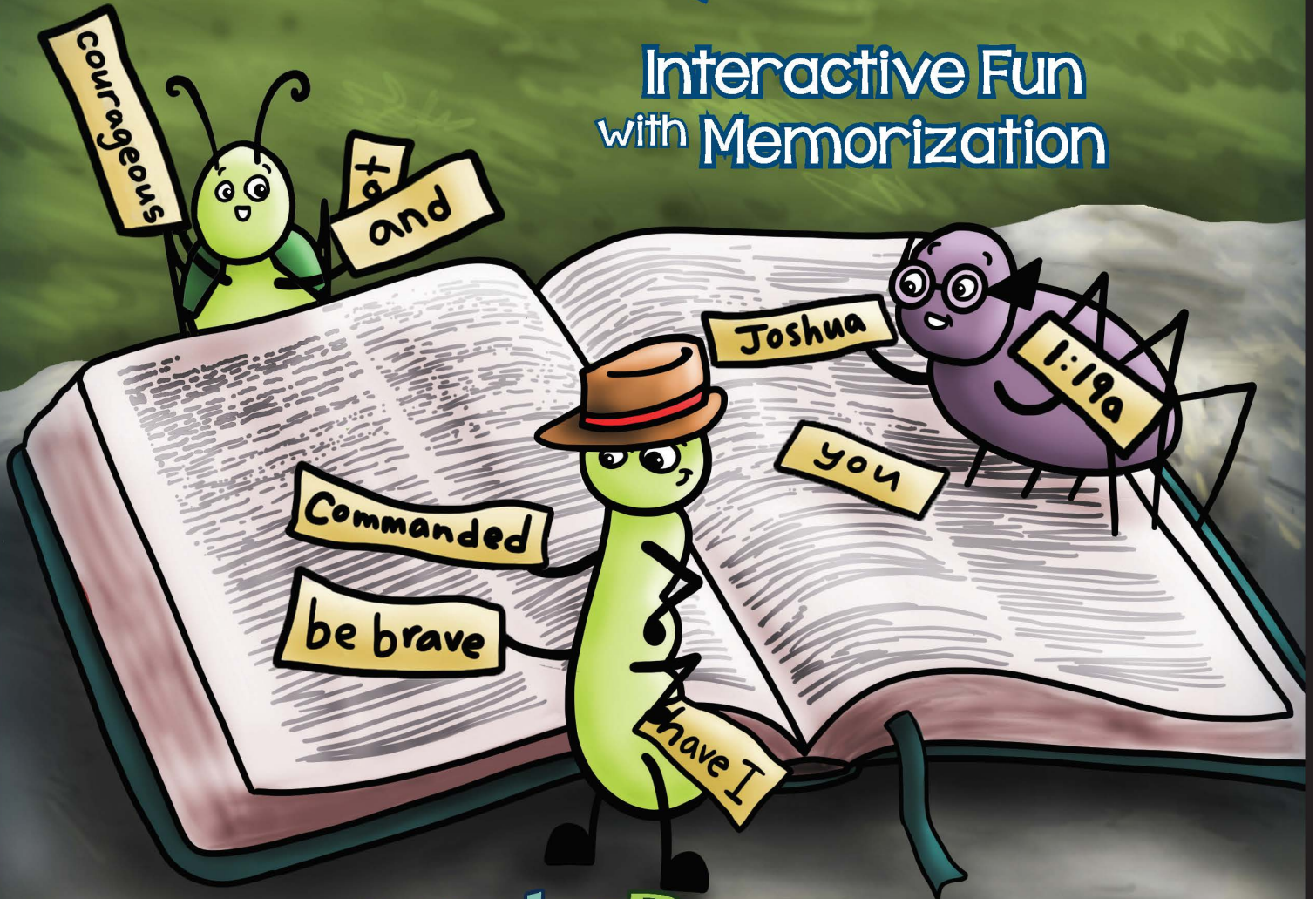
You can cut a throne out of another box to really enjoy the royal experience. To create a crown, wrap waxed paper around your head and tape it securely to stand up high.

## Or, Make It Easier By ...

Hanging a piece of rope from a tree branch or another high point indoors. Hang a large sheet from this point, then pull corners out in a square shape and anchor at each corner to create a pyramid shape.

# Hiding God's Word <sup>in</sup> my Heart

Interactive Fun  
with Memorization



## WinterPromise

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**Ebook Version Printing Instructions:**

Print double-sided in color and hole-punch or bind on the left side.

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# How to Use This Resource:

*"Hiding God's Word in My Heart" will guide you and your student as they learn over 30 verses. The verses are introduced with stories taken from the Old Testament, primarily from the books of Joshua, Judges, Ruth, and 1 and 2 Samuel. Though we may sometimes feel like hiding, this year's verses remind us of God's love, care, provision, presence, and strength. The verses have been chosen because they would be fantastic verses to know and rely on for a lifetime.*

*Each week this year your student will work on each verse or portion of a verse for one week. Each week, they'll encounter these assignments:*

## Day 1: Hidden in God's Word

*On the first day each week, your student will read a Bible story or passage that will help to introduce the verse or make it practical. Bible reading can come from a child's bible or illustrated family bible, if you prefer. It is usually important that the child learn the just basics of the story. But it may be helpful if you read some verses directly from a regular Bible, especially if there is only a short passage recommended (for just a few weeks of the year). After reading, discuss the question given for that day.*

*Then, make the connection from the story to the verse with a little more discussion. Finally, read and say the verse aloud together a few times.*

## Day 2: Hiding God's Word in My Mind

*On this day, you'll have various different activities to help the student learn or use the verse they are working on that week. Most of these activities require only paper and art supplies, but there are a few weeks in which additional supplies are suggested. A few printable worksheets for some weeks are included in Appendix 3.*

## Day 3: Hiding God's Word in My Memory

*On this day, your student will really begin to learn the verse with the help of "Cut-Apart Verse Sheets" in Appendix 1. Directions on how to use these are found in Week 1. We recommend saving the cut-apart verses in envelopes as a help to review the verses throughout the year. Review is an important component of long-term verse memory, and so review is done each week on Day 4.*

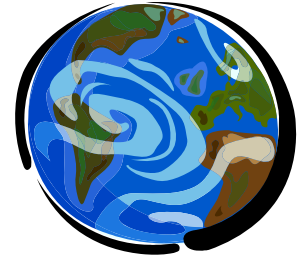
## Day 4: Hiding God's Word in My Heart

*To really retain the verses your student is learning, they need to review. Each week they will share their verse with someone they know by saying it aloud, then underline it in their Bible. Finally, they will, after a few weeks, begin saying all of the verses they've learned so far with the help of "I Hid It!" sheets in Appendix 2. Each week, on Day 4, students should post up the "I Hid It!" sheet for the verse they learned. Gradually, they will add more and more of these sheets on a wall or around a door. Then, on Day 4, a parent can point to each "I Hid It!" sheet, and the student should recite that verse.*

*You'll note that each "I Hid It!" sheet has a picture on it that corresponds to the weekly schedule. This picture represents something in the verse or story the students learned, and the picture should in some way remind the student of a link between the story and the verse. This connection is made clear by the "Key Phrase" and can be used by the parent to help remind the student of the verse. The Key Phrase usually contains a key word from the story and/or a key word in the verse itself to prick the student's memory. The more the student reviews, the more verses they will retain. We encourage you to leave the "I Hid It!" sheets up even beyond the year, and continue reviewing, so that verses near the latter end of the year get as much review as possible. Finally, it may be helpful to group the "I Hid It!" sheets together when they are longer passages. Your student learns a couple of passages, and they may learn to say the verses one right after another in this way.*



# Week 1 - Genesis 1:1



## Day 1: Hidden in God's Word

### What Happened in the Beginning?

Read: Genesis 1:1 to 2:3 - Creation of the World  
Discuss: What did God create on each day He created?  
Verse Connection: God is the creator of the universe.  
Say Aloud: Genesis 1:1

## Day 2: Hiding God's Word in My Mind

### Learn Genesis 1:1

**"In the beginning God created the heavens and the earth."**

Supplies: Sand

Say the verse aloud together three times. Then, sprinkle the sand in a thin layer in a large pan and have student write its key words (God, created, heavens, earth) as you say it together aloud.

## Day 3: Hiding God's Word in My Memory

### Memorize Genesis 1:1

**"In the beginning God created the heavens and the earth."**

Supplies: Genesis 1:1 "Cut-Apart" Sheet - Appendix 1

Cut apart the words on the sheet along the lines, then let student assemble it in the correct order. Once he or she has successfully assembled the verse, say it together aloud with the reference before and after the verse. Then, take away one word and lay it upside down in a pile. Let the student say the verse on his own without that word. Keep taking away one word at a time, and have the student say the verse each time you take away a word until the words are gone.

## Day 4: Hiding God's Word in My Heart

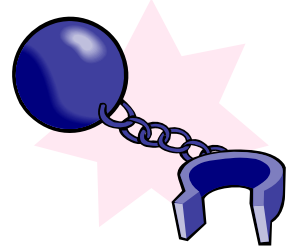
### Share Genesis 1:1 - Key Phrase: God Created Earth

**"In the beginning God created the heavens and the earth."**

Say the verse aloud to a parent or sibling, then find Genesis 1:1 in your Bible and underline it. Post up Genesis 1:1 "I Hid It!" Sheet - Appendix 2. Each time someone points to that sheet, recite Genesis 1:1.



## Week 2 - Psalm 55:22a



### Day 1: Hidden in God's Word

#### What Happened in Egypt?

Read: Genesis 37, 39:1-5 - Joseph Sold into Slavery in Egypt  
Discuss: Why did Joseph's brothers dislike him?  
Verse Connection: God sees and cares for me.  
Say Aloud: Psalm 55:22a

### Day 2: Hiding God's Word in My Mind

#### Learn Psalm 55:22a

**"Cast your cares on the Lord, and He will sustain you."**

Supplies: Psalm 55:22a "Maze Worksheet" - Appendix 3

Say the verse aloud together three times. Then, have student find the words in the correct order in the maze.

### Day 3: Hiding God's Word in My Memory

#### Memorize Psalm 55:22a

**"Cast your cares on the Lord, and He will sustain you."**

Supplies: Psalm 55:22a "Cut-Apart" Sheet - Appendix 1

Cut apart the words on the sheet along the lines, then let student assemble it in the correct order. Once he or she has successfully assembled the verse, say it together aloud with the reference before and after the verse. Then, take away one word and lay it upside down in a pile. Let the student say the verse on his own without that word. Keep taking away one word at a time, and have the student say the verse each time you take away a word until the words are gone.

### Day 4: Hiding God's Word in My Heart

#### Share Psalm 55:22a - Key Phrase: Sustained in Slavery

**"Cast your cares on the Lord, and He will sustain you."**

Say the verse aloud to a parent or sibling, then find Psalm 55:22a in your Bible and underline it. Post up Psalm 55:22a "I Hid It!" Sheet - Appendix 2. Each time someone points to that sheet, recite Psalm 55:22a.