

# Countries of the world: Geography and culture: Israel and the Middle East

## God is our Saviour Year 6

### Spiritual Awareness: God loves everyone equally

- God's love embraces all cultures. As Christians, we are commanded to love our neighbour. This extends beyond the person living next door. As in the story of the Good Samaritan, kindness to our neighbour may mean showing compassion to someone culturally different.
- The true meaning of 'loving our neighbour' is to show personal interest and appreciation, and to extend God's love to them.

### Values: Our response to 'God is Love'

- **kindness, patience and gentleness** towards others
- **compassion** towards those who are hurting or in need
- **friendliness, forgiveness and faithfulness**
- **inclusion** of people from all nationalities and cultural backgrounds

### Outcomes: Students will:

- identify some of the countries within the Middle East
- use the world map to locate countries
- research history, geography and culture of Middle Eastern countries
- understand God special plan for Israel in history
- realize that God loves everyone equally and wants everyone to come to know Him through His Son

### Bible stories and passages

- Mark 10:13-16 Jesus loves all the children of the world
- Luke 10:27; Matthew 22:39 Love the Lord with all your heart...and your neighbour as yourself.
- Romans 3:19-26 People could not be made right with God by following the law, so God made another way, so that all nations would have opportunity to come to Him.
- Acts 10:34-36 The gospel for all nations
- Acts 16:6-10 Taking the gospel to the nations

### Bible verses

- John 3:16 For God so loved the world...
- John 13:34 A new commandment...love one another.
- John 15:13 The greatest love
- 1 John 4:16 God is love.

### Activities

- Study the world map. Identify Israel and the neighbouring countries in the Middle East. Identify major seas, rivers and important cities
- Ask the students what they already know about these countries, and what we can learn from the Bible about the history and geography of the Middle East.
- Make a shopping list for a meal you have been asked to prepare that is typical of a country in the Middle East, or prepare a Middle Eastern meal.
- Discuss differences in these lands, past and present, including differences in religion.
- Identify major religions of the countries in the Middle East
- Discuss reasons for constant wars in the Middle East, present day

### **Special study: Israel**

Students will

- Discover God's special purpose for the land of Israel
- Understand that Christianity and Judaism have a common foundation – that we share the Old Testament books of the Bible
- Understand that the first five books of the Bible, written by Moses, together are called the Torah. This is seen as very precious by Jews today.
- Understand some of the history of Israel from Biblical times to present day
- Draw a map of Israel and identify its position in the Middle East Mark some of the Biblical landmarks: Bethlehem, Jerusalem, the Red Sea, the River Jordan, Mt Sinai

Research the following:

- Feasts and festivals, as described in the Bible, (the Christian Education program covers feasts in details)
- The Sabbath
- Everyday life in Bible times – food, clothes, houses, education, family, farming, music
- Wars, kings, prophets
- The ark of the Lord
- The temple
- Israelites as slaves
- Geography: rivers, seas, climate, flora, fauna

### **Special study: Egypt**

Students will

- Develop an understanding of Ancient Egyptian culture, including religion.
- Research Biblical accounts of Egypt, e.g. lives of Joseph and Moses
- Understand why God told the Israelites not to worship the gods of the Egyptians
- Compare Ancient Egyptian to modern Egyptian culture.
- Find out what the problems are for Christians in Egypt today.
- Compare cultures/customs, (Ancient and modern).
- Map Egypt's major cities, seas, rivers and surrounding countries.
- Compare a map of Israel and surrounding countries in Biblical times with today.

Research the following:

- Ancient Egyptian writing (hieroglyphics)
- architecture from Ancient Egypt.
- how mummies are prepared
- how the pyramids were built
- farming methods
- customs, dress, jewelry
- religion (gods) and the afterlife
- roles within the Egyptian community

### **Assessment**

1. Students can choose to present information on one country and its culture – either Israel or Egypt.
2. Ask students what they have learned from the study of the Middle East...about God? about doing what God wants us to do? about the Bible?

**Biography:** Dietrich Bonhoeffer, a Christian who fought to save the Jews in World War 11

# Values education Year 6

## God is our Saviour

### Cultural understanding and tolerance

God created people differently. He loves all people, regardless of race, religion or ethnicity.

#### Our response to God is our Saviour

- understand that Jesus died for the whole world, every person of every nation
- recognize that God loves all people equally
- show kindness and consideration to all
- accept and love others

#### Activities and discussion

1. Compare cultural traditions of two different ethnic groups in the areas of: food, music, art.
2. The word “tolerance” means accepting other people’s differences. When differences have no impact on morals, then we can accept and appreciate these differences. Explain how appreciating foods, art and music of different cultures can have a positive influence.
3. American culture, slavery was accepted from the 17<sup>th</sup> to the 19<sup>th</sup> century. Would this be an appropriate aspect of culture for another people group to accept, appreciate and take on?
4. Some countries still practice slavery today. Find out about this.

#### What does the Bible say about accepting people of different cultures?

- Luke 10:25-38 The Good Samaritan
- John 3:16 God so loved the WHOLE world that He gave His son
- Revelation 7:9 After this I looked, and there before me was a great multitude that no one could count, from **every nation**, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands.
- Matthew 22:37-39 Love the Lord your God. Love your neighbour as yourself. (Neighbour refers to people of other nationalities)
- John 4:1-26 Jesus and the Samaritan woman.

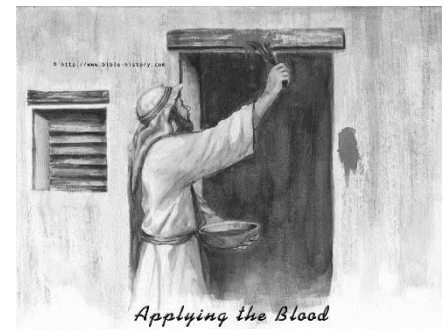
# Art Year 6

## God is our Saviour

### Israel and the Middle East

**Bible wall art caption:** For God loved the world so much that He gave His only Son, so that whoever believes in Him should not die, but have everlasting life. John 3:16

#### Israel



Make a poster showing the significance of the Passover meal.

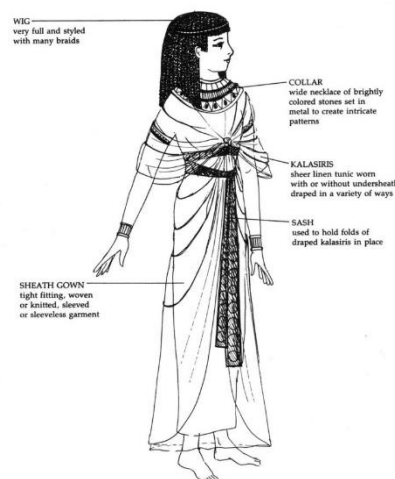
Draw the plate and explain the symbols.

#### Ancient Egypt


Draw some ancient Egyptian wall art. Include some hieroglyphics.

Make some Egyptian jewelry.

Draw a typical lady of Ancient Egypt showing the fashion of the day.



Thinking Skills Saviour Yr 6

<p><b>Egypt 1</b></p> <p>List 10 different types of clothing that the Ancient Egyptians would NEVER have worn.</p>	<p><b>Egypt 2</b></p> <p>Construct a pyramid 12 cm. high using:</p> <p>1 cm. cubes from our maths equipment.</p>
<p><b>Egypt 3</b></p> <p>Use your imagination.</p> <p>In regard to Ancient Egypt, work out 10 different things that this picture could represent:</p> 	<p><b>Egypt 4</b></p> <p>Write an acrostic poem for:</p> <p><b>E</b> <b>G</b> <b>Y</b> <b>P</b> <b>T</b></p>
<p><b>Egypt 5</b></p> <p>Design a new product for the market which combines:</p> <p><b>a piece of Egyptian jewellery</b></p> <p>and</p> <p><b>a brick</b></p>	<p><b>Egypt 6</b></p> <p>What if the Nile River disappeared from Egypt?</p> <p>Write down 10 possible consequences.</p>

# Dietrich Bonhoeffer

## Biography

Dietrich Bonhoeffer was born in 1906, in Germany. He was one of six children, and a twin. As a child he was full of questions, about Heaven and about God.

At the age of fourteen he decided that he wanted to become a theologian. That is, someone who studies all about God and the Bible and then teaches others. He found the old family Bible and started reading it, even though his family didn't go to church.

He worked hard and eventually graduated as a teacher and pastor. Then he was given the chance to study in America for a year. He didn't realize how much more he had to learn!

Dietrich watched in confusion in New York City where a waiter would not take an order of a black person. Dietrich went up and spoke to the black person named Frank.

"Frank, if they won't serve you because of the color of your skin, then none of us will ever eat here again!" With that, Dietrich and his friends left the restaurant in protest.

Walking home that evening, Dietrich was deep in thought. America was great, but why were people so prejudiced against blacks? Blacks were even attacked on the street for no reason. It was so unfair! God looked at a person's heart, not the color of his skin!

Experiences like this taught Dietrich things he hadn't learned in all his years of study. Living out his faith meant more than just attending church, reading books and teaching about God. Dietrich wanted to truly live out Jesus' words in the Sermon on the Mount, "God blesses those who work for peace." He returned to Germany determined to treat all people as equals and teach them that peace was always better than violence.

"What is different about you? What happened in America?" asked Dietrich's friends when he returned to Germany.

His answer was simple. He told them, "I became a Christian in America." Little did he know that his decision to promote peace and equality would soon be put to the test.

World War 2 began, and Hitler was scheming his evil plot to kill all Jews.

Dietrich's brother-in-law, Hans, approached him.  
"Dietrich, we need your help. We're going to do it-- we're going to assassinate Hitler!"

Dietrich was shocked speechless. He looked at Hans, as his mind raced. As a pacifist, Dietrich believed in peace, not violence. How could he consider killing someone, even a monster like Hitler?

Adolph Hitler was Germany's leader. Hitler hated Jewish people so much that he wanted to get rid of them all. At first Jews lost their jobs, then their homes and businesses were destroyed. Eventually, many were crowded into filthy concentration camps and forced to work without enough food or warm clothes. Many Jews were sent to extermination camps, where they were killed just because they were Jews.

But Hitler and his Nazi party didn't stop there. Anyone who opposed their evil plans would be treated like a Jew. Dietrich did all he could to show other Christians that they needed to stand up for the Jews, but many refused to listen. Now he was being asked to help kill Adolph Hitler.

"Hans, you know my beliefs! I hate what Hitler is doing, but I could never plot to kill somebody. I would be just like him! We've helped Jews escape and called the church to stand firm-- surely that is the most we can do."

"No, Dietrich. It's not enough. Thousands of Jews are dying each week and Germany is being destroyed. Hitler must be stopped!"

Dietrich remembered the verse that had challenged him back in America: "God blesses those who work for peace." He finally decided that removing the leader who was killing so many defenseless people would be the best way to work for peace. But the assassination attempt did not succeed. Dietrich, Hans and several other members of their family were arrested. He spent the last two years of his life in prison and concentration camps. Even under those awful conditions, Dietrich continued to challenge other Christians to stand against Hitler through his powerful writing. Those who were imprisoned with him looked to him as a pastor as they faced those dark days.

After five long days in the back of the transport truck, the weary prisoners were locked in a small schoolhouse for the night. The next morning was Sunday, so Dietrich led them in a church service. Following worship and prayer, Dietrich comforted the other prisoners with words from the book of Isaiah, "With his wounds we are healed." As Dietrich finished his last prayer, the door to the schoolhouse burst open. Two evil-looking men entered and pointed at Dietrich.

"Prisoner Bonhoeffer. Get ready to come with us." Just a few words, but everyone in the room knew what they meant. A hush fell over the little group as the room filled with a sudden tension.

As the prisoners said goodbye to Dietrich, he had time to whisper a last message. "Please don't worry about me. This may be the end of my life, but it's really just the beginning for me."

He died in 1945, at the end of World War 2.

Reference: <http://m.christianity.com/church/church-history/church-history-for-kids/dietrich-bonhoeffer-the-cost-of-discipleship-11635062.html>

## Israel facts sheet

**Capital:** Jerusalem

**Population:** 7,590,758

### The Geography of Israel

**Borders:** Egypt, Jordan, West Bank, Lebanon, Syria, Gaza Strip, Mediterranean Sea, Red Sea

**World Region or Continent:** Middle East

**General Terrain:** Negev desert in the south; low coastal plain; central mountains; Jordan Rift Valley

**Highest mountain:** Har Meron 1,208 m

**Climate:** temperate; hot and dry in southern and eastern desert areas

**Major Cities:** Tel Aviv, Haifa, JERUSALEM (capital), Rishon LeZion

**Major Landforms:** Negev Desert, Judean Desert, Judean Hills, Israeli Coastal Plain, Mount Carmel, Jezreel Valley, Hula Valley, Galilean Hills, Mount Herman, Mount Meron

**Major Bodies of Water:** Jordan River, Dan River, Yarmouk River, Sea of Galilee, Lake Hula, Dead Sea, Red Sea, Mediterranean Sea

**Famous Places:** Jerusalem, Masada, Western Wall, Sea of Galilee, Temple Mount, Church of the Holy Sepulchre, Mount of Olives, Tower of David, Gethsemane, Church of the Nativity, Dead Sea, Yad Vashem Holocaust Museum, Caesarea National Park, Dome of the Rock

**People living in cities:** 91.7%

### Economy of Israel

**Major Industries:** high-technology projects (including aviation, communications, computer-aided design and manufactures, medical electronics, fiber optics), wood and paper products, potash and phosphates, food, beverages, and tobacco, caustic soda, cement, construction, metals products, chemical products, plastics, diamond cutting, textiles, footwear

**Agricultural Products:** citrus, vegetables, cotton; beef, poultry, dairy products

**Natural Resources:** timber, potash, copper ore, natural gas, phosphate rock, magnesium bromide, clays, sand

**Major Exports:** machinery and equipment, software, cut diamonds, agricultural products, chemicals, textiles and apparel



**Major Imports:** raw materials, military equipment, investment goods, rough diamonds, fuels, grain, consumer goods

**Currency:** new Israeli shekel (ILS); note - NIS is the currency abbreviation; ILS is the International Organization

**National Symbols:**

Animal - Gazelle

Bird - Hoopoe

Tree - Olive tree

Flower - Anemone

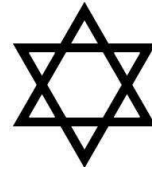
Dog - Canaan dog

Colors - Blue and white

Coat of Arms - A shield with a blue background, a Menorah in the center and two olive branches on each side.

Other symbols - Menorah, Star of David

**Flag:** The flag of Israel was adopted on October 28, 1948. It has a white background with two horizontal blue stripes across the top and the bottom. At the center of the flag is a blue Star of David. The Star of David represents the religion of Judaism and the stripes represent the stripes on a Jewish prayer shawl called a tallit.



**National Holiday:** Independence Day, 14 May. Israel declared independence from Britain and the League of Nations on 14 May 1948

**Other Holidays:** Rosh Hashanah, Yom Kipper, Sukkot, Simchat Torah, Hanukkah, Fast of Esther, Passover, Feast of Weeks, Purim

**The People of Israel**

**Languages Spoken:** Hebrew (official), Arabic used officially for Arab minority, English most commonly used foreign language

**Religions:** Jewish 76%, Muslim 16%, Christians 2.4% (2018)

**Challenges for Prayer**

Followers of Jesus in Israel are a mix of Messianic Jews, (Jews who have become Christians), foreign believers and Arab-Israeli Christians. All three groups have grown recently – especially Messianic believers.

Pray for:

- Christian Jews to hold to their faith despite difficulties and opposition from the ultra-Orthodox Jews.

- Unity between Messianic Jews and Arab Christians.

**Origin of the name Israel:** The name "Israel" comes from the patriarch Jacob in the Bible. Jacob was given the name Israel from God after he wrestled with an angel. Jacob had twelve sons who then became the twelve tribes of Israel.

### **Brief Overview of the History of Israel: Past, present and future**

The land which is today the country of Israel has been special to the Jewish people for thousands of years. The Bible tells us that God chose the land of Israel and the people who lived there for a special purpose. The Jews were the host nation God chose to bring Jesus into the world.

In 2000 BC, the Abraham was promised the land of Israel by God. Abraham's descendants became the Jewish people. The Kingdom of Israel in Bible times was ruled by great kings such as King David and Solomon. In the years following the Kings of the Bible, various empires took control of the Israel. These included the Assyrian, Babylonian, Persian, Greek, Roman, and Byzantine Empires. For example, in the time of Daniel, Israel was ruled by Babylon.

In the 7th century the land was taken over by Muslims. Later, the land changed hands a few times. Then in 1517 the Turkish Ottoman Empire, (also Muslim), took control in 1517. The Ottoman Empire ruled until the 1900s. During the rule of the Arabs and the Turkish, the Jewish people were forced to leave Israel. They went to different nations throughout the world. Many millions lived in European countries.

During World War II, Nazi Germany, under Hitler, hoped to exterminate the Jewish people through the Holocaust. Millions of Jewish people were executed and killed in concentration camps.

After the end of World War II, many Jewish people who had survived the Holocaust wanted to return to Israel, but the Arabs were now living there. The United Nations divided up Israel between Arab and Jewish states. On May 14, 1948, the Jewish people were given independence, naming their country Israel. The surrounding Muslim countries, Egypt, Iraq, Syria, and Lebanon were not happy with this and immediately attacked Israel, so the 1948 Arab-Israeli War began. In 1967 the Arabs were defeated in the six-day Arab-Israeli war. Fighting continued between the Arabs and the Israelis in a series of wars including the Yom Kippur War in 1973. Today the tensions and hostility still exist between the two. This is why there is so much fighting in the Middle East.

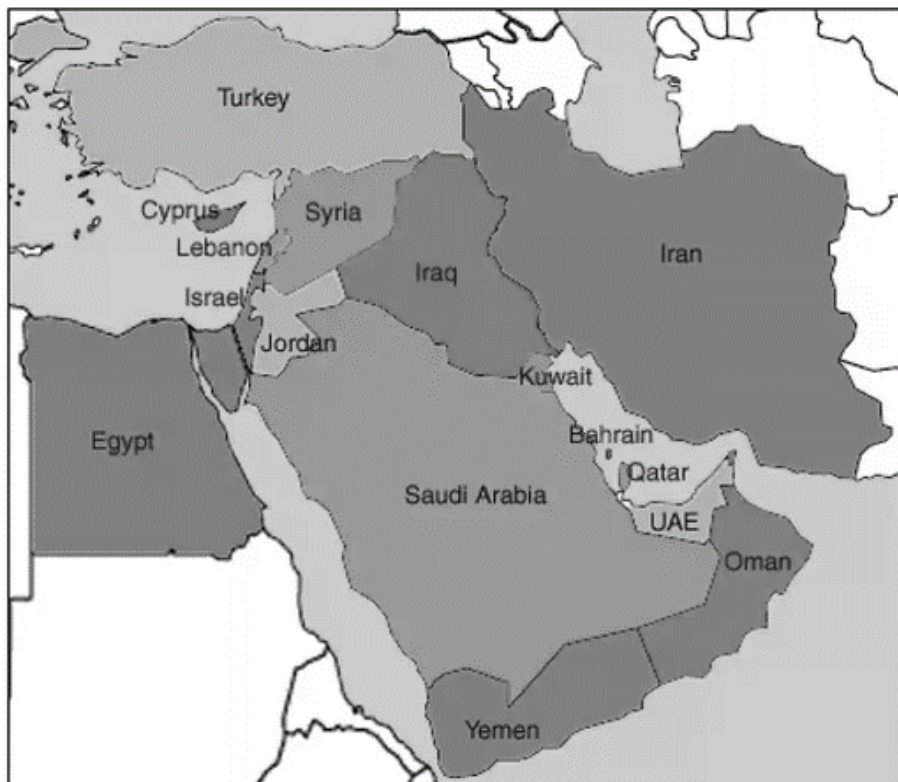
The Bible does say there will be terrible conflict in Israel during the end times, before the Lord returns. Here is what the Bible says about Israel in the end times:

- There will be a mass return of Jews to the land of Israel (Deuteronomy 30:3; Isaiah 43:6; Ezekiel 34:11-13; 36:24; 37:1-14). (This has already happened.)
- The Antichrist will make a 7-year covenant of "peace" with Israel (Isaiah 28:18; Daniel 9:27).
- The temple will be rebuilt in Jerusalem (Daniel 9:27; Matthew 24:15; 2 Thessalonians 2:3-4; Revelation 11:1).
- The Antichrist will break his covenant with Israel, and worldwide persecution of Israel will result (Daniel 9:27; 12:1, 11; Zechariah 11:16; Matthew 24:15, 21; Revelation 12:13). Israel will be invaded (Ezekiel chapters 38-39).
- Finally, Israel will finally recognize Jesus as their Messiah (Zechariah 12:10). Israel will be regenerated, restored, and regathered (Jeremiah 33:8; Ezekiel 11:17; Romans 11:26).
- Jesus will return to the Mount of Olives, Jerusalem

When Jesus went back to Heaven, He ascended to heaven from the Mount of Olives, on the east side of Jerusalem, and Jesus is coming again to the same place. [Acts 1:9-12 and Zechariah 14:4-5).

Jesus is not coming to London, New York or Rome. Jesus will return to Jerusalem in glory. His coming, this time, will not be difficult to discern. It will be sudden and, for many, unexpected. (Matthew 24:44; Mark 13:36).

Jesus' return will not be in secret. (1 Thessalonians 4:16-17)



God is our S

# Daily Life at the time of Jesus

## Activity: Life in Jesus' Time

Jesus' lifestyle was very different from ours. The following passages from Matthew's Gospel give many clues about the climate, food, jobs, transport, laws and customs of the people of Palestine 2000 years ago.

Read each passage. Describe the aspects of the lifestyle which the reading tells us about.

Matthew 4: 18-22

Matthew 4: 23-25

Matthew 8: 23-27

Matthew 12: 1-8

Matthew 14: 13-21

Matthew 21: 33-46

Matthew 22: 1-11

## What was daily life like at the time of Jesus?

### Housing

In Palestine in the time of Jesus, houses were made of clay bricks or stones held together with mud and straw, and had dirt floors.

The average family lived in one-room, two-level dwellings with living quarters separated from and raised above the animal stalls. Jewish extended families often lived together.

The poor lived in one-room houses built of mud brick on a stone foundation. External steps led up to the flat roof which provided storage space and somewhere to sit. Inside the house a raised platform at one end of the room provided quarters for eating and sleeping. The lower level was used mainly as a stable.

Some items in the house included a table, a spinning wheel, wooden bowls, an olive oil lamp.

### Occupations

Men's jobs were typically farmers, craftsmen, or fishermen

Women learned cooking and household duties. Women memorized scripture, but it was forbidden for them to read or write.

The more fortunate would have been taught a trade by their father—as Jesus himself seems to have been.

Many of those without a steady job would have been casual labourers whose day's wage depended on the whim of those who hired a group of workers each morning.

Some individuals were therefore reduced to a life of begging or even slavery.

## **Food**

The range of food was much more limited in New Testament times than it is today.

Seasonal vegetables (e.g. beans, onions, lentils, leeks, cucumbers), flavoured with herbs and salt, and bread (made from wheat or barley flour) provided the basis of a staple diet.

There would also have been fruit (though not the citrus fruits for which Palestine is known today), together with nuts, honey and cheese.

Fish were plentiful, especially around Galilee, and could be preserved by drying and salting.

Meat would have been something of a luxury.

For the Jews, there were strict regulations about which animals could be eaten and which were regarded as 'unclean'.

The main meal was in the evening, at sunset, when the family gathered and all sat on mats on the ground to eat together.

## **Clothing**

Clothing in the first century was much simpler than it is in our lands today. Most garments were made from wool, though linen was also used (made from flax grown in the Jericho area or imported from Egypt).

Both men and women would normally wear an ankle-length tunic next to the skin, often held at the waist by a belt (which could also be used as a purse). A cloak could be worn over this, especially at night or if the weather was cool during the day.

Jewish law required the cloak to have tassels attached to its four corners. Each tassel was to include a blue cord and was intended as a way of helping people to remember to keep God's Law.

For special occasions, a long flowing garment known as the 'stole' was worn.

If shoes were worn at all, they would generally have been leather (or perhaps wooden) sandals.

## **Language**

The languages spoken were:

- Aramaic, the common, daily language
- Hebrew, the language used for prayer and the Scriptures

- Greek, the language of the land

Some Scriptures were written in Hebrew and some in Aramaic. The first translation of the Bible was from Hebrew and Aramaic into Greek.

Hebrew is written from right to left.

### **Recreational activities**

Although life was hard for the ordinary people of Jesus' day, it had its lighter moments. Feasting, singing, story-telling and dancing all had their place as recreational activities. Games, both indoor and outdoor, were also popular. Archaeologists have discovered a number of gaming boards with playing pieces, one particularly well-preserved example coming from what may well have been the Roman garrison in Jerusalem where Jesus was tried before Pilate.

### **The Family**

Young people did not have the right to choose whom they wanted to marry. The families decided. They also had to agree on the amount of money that would be paid to the bride's father.

According to the Bible, children are a precious gift of God, given to parents. They are the future of the people. Children were born at home as there were no hospitals. They were wrapped in cloths or little blankets. They were carried around on the back of the mother.

From the age of 3 children were educated by their mothers. They were taught the Law by their father. This includes the Ten Commandments and other laws of the Old Testament. Children over 5 went to school. They learned to read and write from the Scriptures. The Scriptures were written on long paper in a scroll. Books were not yet invented.

The fathers also taught their sons their own craft. We know that Jesus was taught to be a carpenter by Joseph. Girls were taught by their mother how to run the home. They were also taught from the Scriptures and memorized certain prayers.

At 13 the boys were given a special ceremony to show that they had grown up and could now join the men.

### **The Sabbath**

The Sabbath is the day of rest for Jewish people. It starts at sunset on Friday evening and finishes at sunset on Saturday evening. It starts with a special meal. Songs are sung and prayer recited. On the table, among the different dishes, are always two whole loaves of bread and wine.

During the Sabbath no one is allowed to do any work. The family celebrates the end of the Sabbath by asking the Lord to bless the new week.

## **Water**

Families had their own water supply called a cistern. This was a hole dug in the open courtyard of their house. During the rainy season the rain water came off the house roofs to the holes by means of troughs. Usually the water was drawn up by means of a rope that runs over a wheel, and a bucket made of animal skins is fastened to the rope.

In the dry season the family cistern would dry up and the women went to the village well to get water. The water in the wells came from an underground spring, so the wells could only be built where there was an underground water supply. The women carried the water to the home in clay jars. These were carried either on their shoulder or head. If larger supplies of water are needed, then the men carry it in sheepskin or goatskin "bottles."

In John 4:1-42 we are told how Jesus met a Samaritan woman at the well. Samaritans were enemies of the Jews and they usually did not speak to one another. But Jesus told the lady about water from a spring that would never run dry. He was speaking about the Holy Spirit.

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During the Sabbath no one is allowed to do any work. The family celebrates the end of the Sabbath by asking the Lord to bless the new week. God told them to do this. Read Exodus 20:8.

## People of Israel

### Student activities

### Jews

Jews are the original descendants from Abraham and his son Isaac. Most of the people we read about in the Bible were Jews. Jesus is also a Jew! Most Jews are modern people who live like us but some Jews are very traditional and they wear traditional clothes and live according to the Old Testament's rules.

The men and boys who follow the traditional Jewish religion wear small caps called skullcaps.

Children are taught the Scriptures by their mothers. When they reach the age of 13 they have a special ceremony called a Bar Mitzva, to show that they are leaving their childhood behind and will now take on more responsibilities, and they move towards becoming an adult.



What is a Bar Mitzva and what is its meaning?

### Arabs

Arabs are the descendants of Abraham and his son Ishmael. Most of them live in the Middle East. They speak Arabic and most of them are Muslims. They have a very old culture.

Muslim women wear a head scarf. Find out why they do this and write your answer.





## **Samaritans**

Samaritans are also descended from Abraham and the Jews but some of their ancestors married women from other countries and they became their own nation. They worship God in their own way on the mountains but some of them have become Christians or Muslims.

Can you think of two Samaritans that you have heard about in the Bible? Write a sentence about each.

## **Christians**

There are thousands of Christians in Israel.

They hold church services similar to the ones we are familiar with. They read the New Testament just as we do.

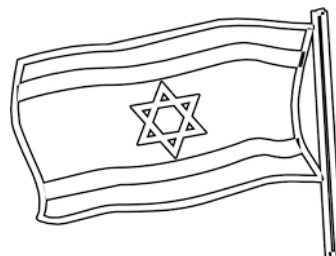
Christian Jews are called Messianic Jews. They believe that Jesus died for their sins.

Traditional Jews study the Old Testament but not the New Testament.

Israel has an important part to play in world history. When Jesus comes again, He will come to the Mount of Olives, in the same way that He left.

## **Make a summary**

1. Write down the names of the major groups who live in Israel and explain who they are.
2. Write down where Israel can be found in the world.
3. Explain why Israel is so important.



## Ancient Egypt 1

### Student activities

### The River Nile

Ancient Egypt depended on the waters of the River Nile, which flows through harsh and arid desert. The land on the banks of the Nile could be used to grow food crops, but the rest of Egypt was, and is, desert.

Every year the Nile would flood because of:

1. the rain coming from the African countries to the south
2. the melting snow in the highlands of Ethiopia

When the flood water went down, the rich soil which the water had brought down from the mountainsides made the fields extremely fertile and excellent for growing crops. The Nile gave the civilization of Egypt its life.

1. Find the meaning of:
  - a) "harsh"
  - b) "arid"
2. In which country does the Blue Nile start?
3. Why does it start here?
4. In which country does the Blue Nile join the White Nile?
5. Which sea does the Nile flow into?
6. Does the Nile flow from North to South, or South to North?

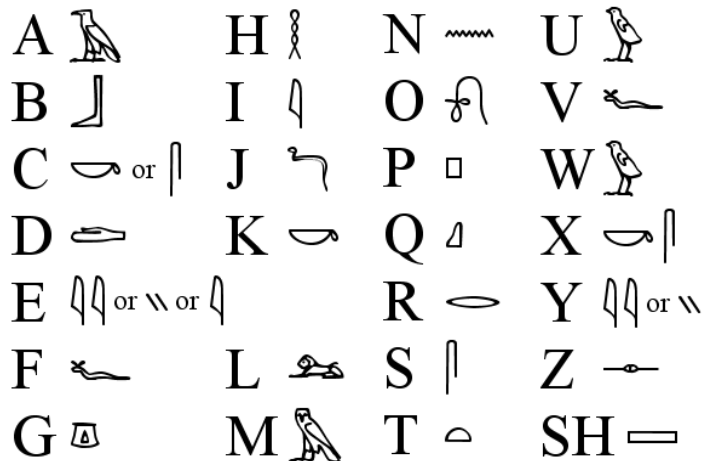


## Ancient Egypt 2

### Writing

The ancient Egyptians were among the first people to develop a system of writing.

The best-known of the systems of Egyptian writing is the system using hieroglyphs, a mixture of pictures and 'glyphs' or symbols.



Egyptian writing

We know that the Hebrews also had a writing system. God wrote the Ten Commandments on the stone tablets when Moses was on Mt. Sinai.



Hebrew writing

### Question:

What are some of the differences between the Egyptian and Hebrew writing systems?

## Ancient Egypt 3

### Beliefs

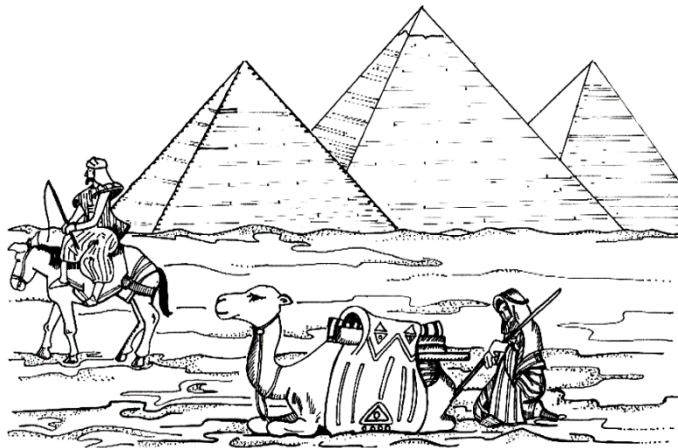
The early Egyptians worshipped many gods. Egyptians believed that there was a life after death and that a dead person's body should be preserved and buried in a tomb with everything he would need in the life after death.

The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were alive, so their families would put those things in their graves. Rich Egyptians paid vast amounts of money to have their bodies properly preserved as "mummies". (Find out what "mummies" are on the next card.) Egyptians who were poor were buried in the sand.

The Great Pyramid was a burial tomb for the Pharaoh Khufu. The pyramid once held all the treasures that Khufu would take with him to the afterlife. The pyramid is a massive structure, built of stone blocks each weighing about 1000 kg.

It took 20,000 workers around 20 years to build the Great Pyramid. Its construction began around 2580 BC. The two other pyramids that stand next to the Great Pyramid were built for the Pharaoh's son and grandson.

1. Draw the pyramids.
2. Draw what you might find inside the pyramids.



## **Ancient Egypt 4**

### **What are mummies?**

A mummy is the body of a person (or an animal) that has been preserved after death.

### **How were mummies made?**

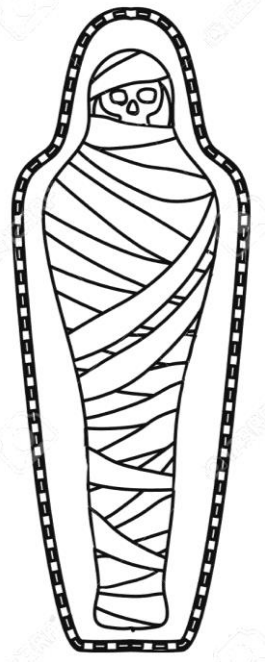
It took a very long time, from start to finish, it took about 70 days to embalm a body.

1. The body was washed and purified.
2. Organs were removed. Only the heart remained.
3. The body was filled with stuffing.
4. The body was dried by covering it with a substance called natron. This substance absorbed all the moisture from the body.
5. After 40 - 50 days the stuffing was removed and replaced with linen or sawdust.
6. The body was wrapped in strands of linen and covered in a sheet called a shroud.
7. The body was placed in a stone coffin.

### **Why did they leave the heart in the body?**

The Egyptians thought the heart was the centre of intelligence and emotion.

1. Why do you think they removed the organs?
2. Why did they use natron?
3. What did they stuff the body with?
4. What did they wrap the body in?
5. Why did they leave the heart in?

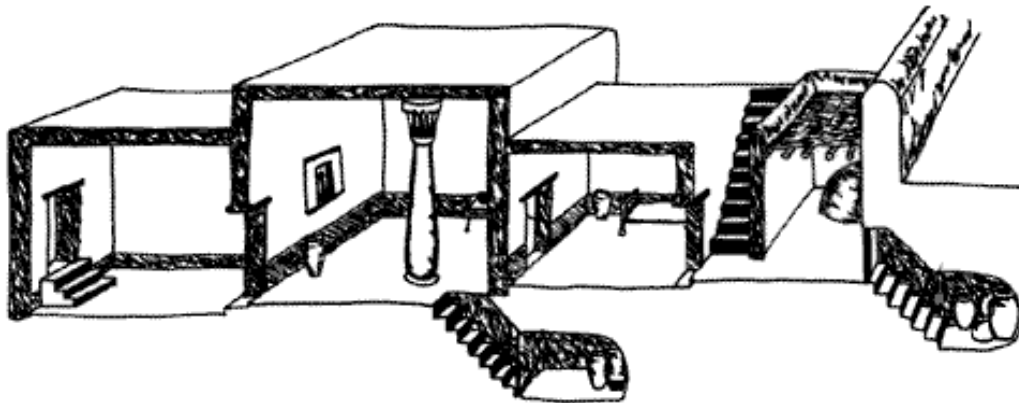


## Ancient Egypt 5 Houses

The main building material was mud brick. People lived beside the Nile and Egyptian houses were almost all built from bricks of Nile mud. (The palaces of the Pharaohs were built from stone.) The mud was carried in baskets from the Nile and poured into moulds. When the mud in the mould was dry, it was turned out and left to bake in the heat of the sun.

A house built from mud bricks:

- was cool inside
- had a flat roof so that in very hot weather people could sleep on the roofs in the cool of the night
- often had courtyards with walls built round them where cooking was done



1. What did Ancient Egyptians build their houses from?
2. How did they make the bricks?
3. What are the advantages of this type of house?
4. Why do you think they did the cooking outside?

## **Ancient Egypt 6**

### **Servants and slaves**

The richer families in ancient Egypt had houses with beautiful gardens, looked after by slaves or servants.

Servants were given a small monthly allowance. They did these jobs:

- looked after the charcoal fires
- cooked food over fires
- ground wheat to make bread
- carried baskets full of vegetables from the gardens to the houses

Slaves were not paid, but given food and shelter. **Types of slaves:**

- Captives of war
- Forced labourers who worked in quarries, built pyramids and other constructions
- Bonded labourers who worked as a slave to pay off a debt

### **What did the rich people do while the servants were doing their work?**

The men went hunting for wild ducks in the marshes and women are shown sitting on couches talking to each other and listening to music.

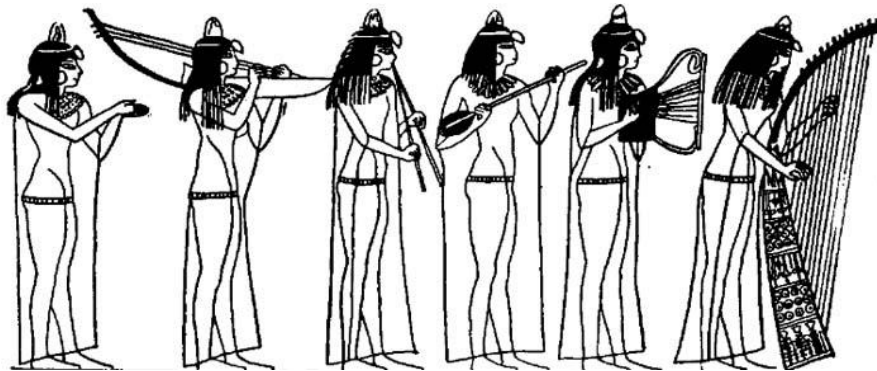
1. What did the servants of rich families do?
2. What did the rich people do during the day?
3. In the time of Moses the Israelites were slaves in Egypt. Which kind of slaves were they?
4. Joseph was sold as a slave by his brothers. Which kind of slave was he?

## Ancient Egypt 7 Entertainment

Children played with toys such as spinning tops and wooden models of animals which they could pull along on strings. They played with balls made of clay and they played at leapfrog. Girls played dancing games, holding hands in a ring, and little boys played at being soldiers.

Adults played a number of board games. We know that they played a game for two people called Senet on a board with 30 squares. The aim was to reach the kingdom of Osiris through all the dangers on the way.

The Egyptians also enjoyed story-telling, parties and music. There were a number of great public festivals to honour their gods. Thousands of people got together and danced to the music of harps and flutes.



1. Draw and name some of the games that the children played.
2. Draw the board game that the adults played.
3. What was the purpose of their festivals?
4. What were some of the musical instruments they played? Name and draw these.



## Ancient Egypt 8

### Farmers

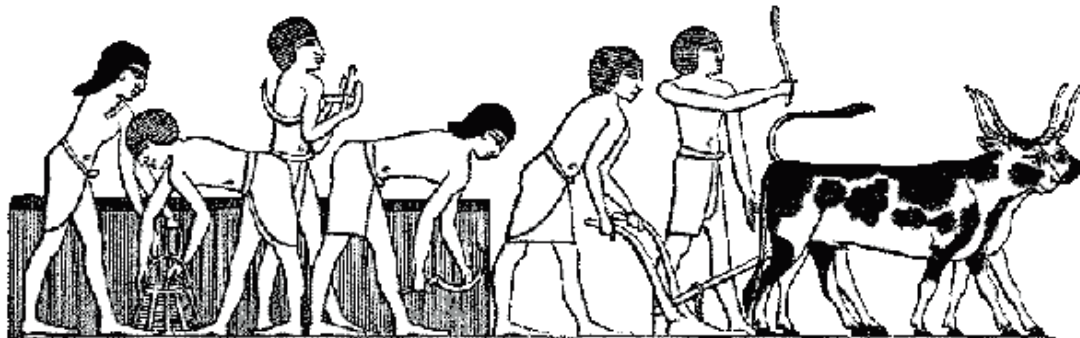
Many people in Egypt were farmers. They farmed the fields on the bank of the Nile. Men, women and children from a young age all worked in these tiny fields.

They ploughed the land with a wooden plough pulled by oxen.

They sowed the fields with seed and watered the ground with water from the Nile. They harvested the grain using a sickle.

They beat out the grain from the husk by getting their oxen to walk round and round treading on it. All the grain was controlled by royal officials and kept in a royal granary.

In the Bible we are told of the Pharaoh who dreamt of the seven fat cattle followed by the seven lean cattle. Joseph told the meaning of the dream: that there were going to be seven very good harvests, followed by seven poor harvests. He advised the Pharaoh to collect the grain during the seven good years so that the people would not starve during the seven poor years. This true story shows us that the grain was controlled by the Pharaoh's government and was then distributed when necessary.



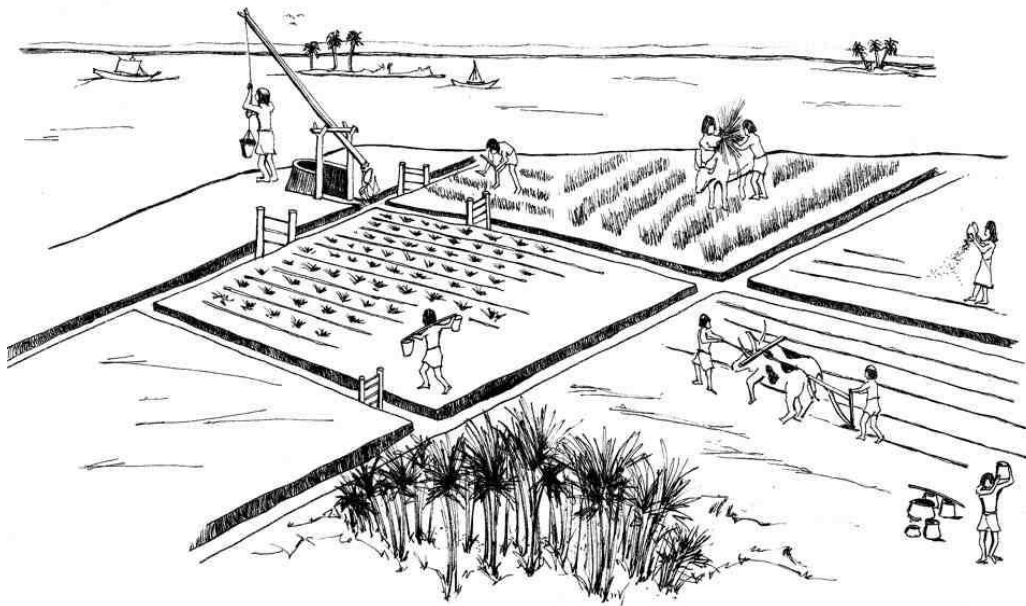
Draw and label: "Ploughing the fields" and "harvesting"

## Ancient Egypt 9

### Food

Crops and vegetables grew well on the banks of the River Nile. This meant that even the poorer Egyptians usually ate a good, balanced diet.

The staple food was bread from the grain. They grew onions and leeks and salad vegetables. They grew beans and dried them so that they could be cooked and eaten throughout the year. They grew fruit such as figs and pomegranates. They caught fish from the Nile. They kept cattle. They made beer from barley and richer people drank wine made from grapes.

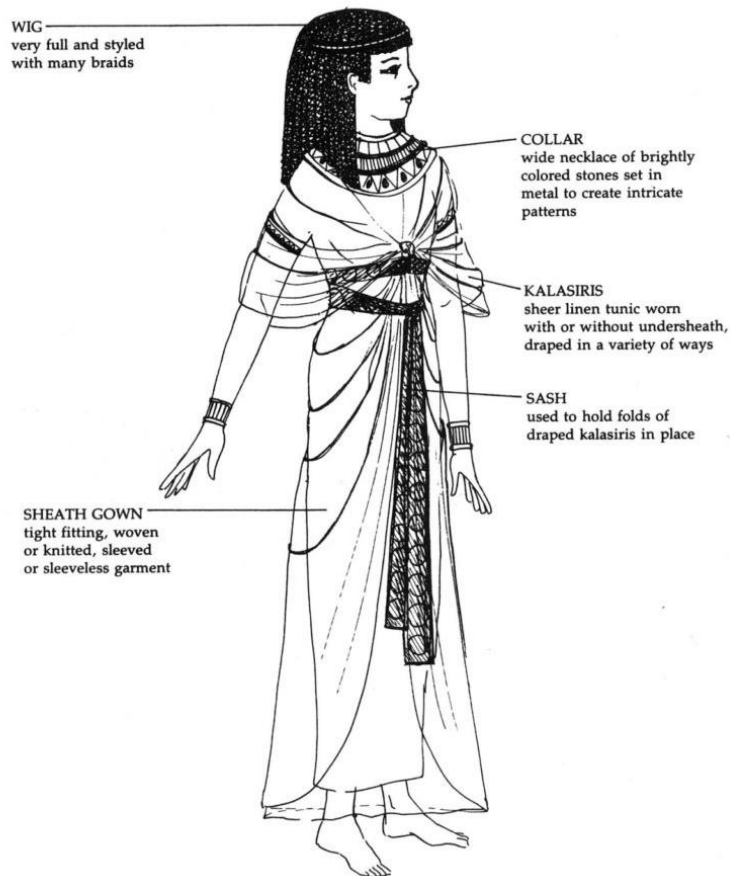


1. From the picture above, write a description of how food was grown in Ancient Egypt.
2. Draw a picture of the food and drink of the Ancient Egyptians.

## Ancient Egypt 10 Clothes

Farmers grew flax. Linen cloth is made from flax and Egyptian clothing was made from linen. Men wore a short linen kilt (like a sulu) and women usually wore a linen tunic that hung from their shoulders. They wore jewellery around their neck. Men and women wore sandals, or had bare feet. Young children sometimes wore no clothes at all but often wore jewellery round their neck.

Draw a picture a man and a woman wearing typical early Egyptian dress.



## Ancient Egypt 11

### Trades

Although most people were farmers, there were many other trades, carpenters, metal-workers, bakers, goldsmiths, boat builders. Trade was carried out by way of exchanging goods. For example, a farmer might exchange a basket of onions for a bag of charcoal, or a cow for a small boat.



1. What were some of the trades that are the same as today?
2. What do you think the carpenters would have made?
3. What do you think the metal-workers would have made?

## Ancient Egypt 12

### Transport

Everything in Egypt depended on the Nile and everything was transported on boats and ships on the river. In order to fish and to transport goods from one place to another people had small boats made of papyrus stalks (stalks of water reeds) bound together.

Bigger boats and larger ships were made of wood, which was mostly imported from Lebanon. There are many paintings of boats carrying cattle and other heavy goods on the Nile. It was a very busy river with constant traffic.

On land, the Egyptians used horses and carts or chariots. We know of the Pharaoh's army that chased after the Israelites on their horses to the Red Sea, but were drowned when the Red Sea closed up after God allowed the Israelites to pass through.

