

TEACHER GUIDE

9th–12th Grade

Includes Student
Worksheets

Historical Science



Weekly Lesson Schedule



Student Worksheets

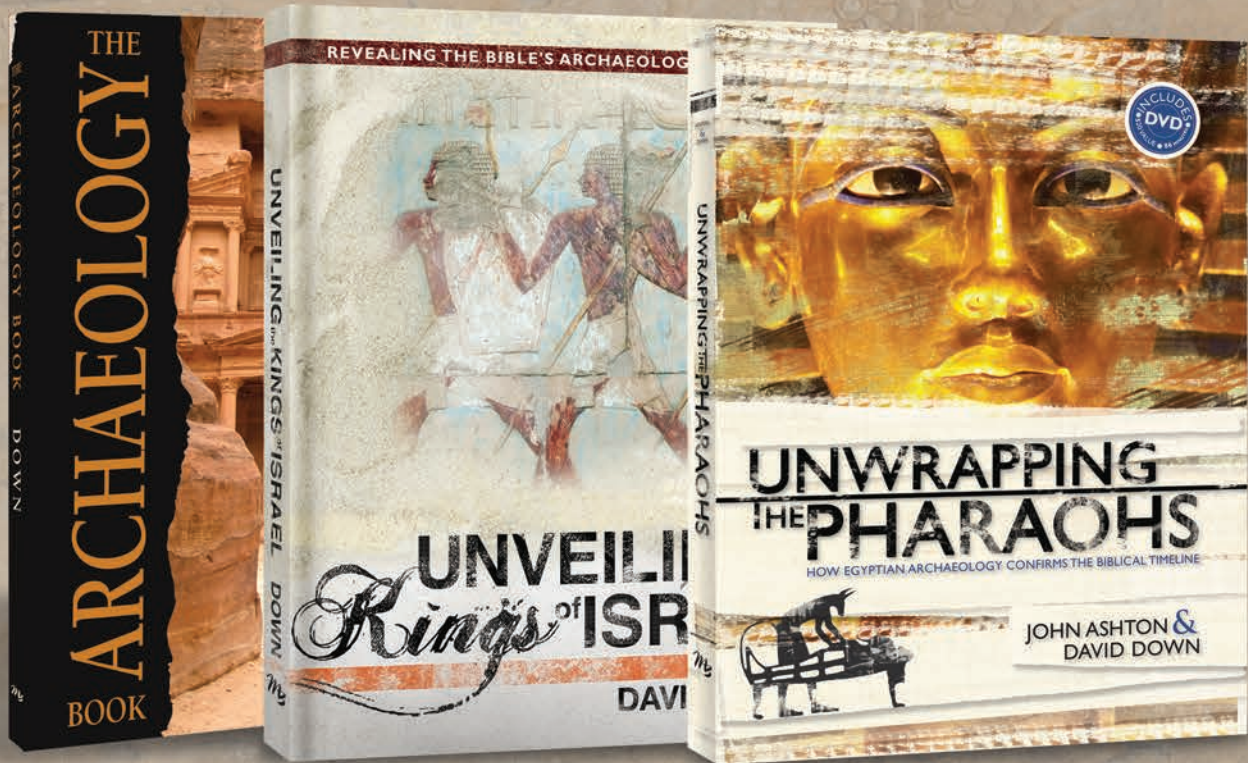


Quizzes & Test



Answer Keys

BIBLICAL ARCHAEOLOGY



TEACHER GUIDE

Includes Student
Worksheets



Weekly Lesson Schedule



Student Worksheets



Quizzes & Tests



Answer Key

10th–12th Grade

Science

Biblical Archaeology



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MASTERBOOKS
— CURRICULUM —

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About the Authors

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Using This Teacher Guide

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, five days a week



Includes answer keys for worksheets, quizzes and semester tests



Worksheets for each chapter



Quizzes and tests are included to help reinforce learning and provide assessment opportunities



Designed for grades 9 to 12 in a one-year course to earn 1 history credit

Course Objectives: Students completing this course will

- ✓ Learn both the techniques of the archaeologist and the accounts of some of the richest discoveries of the Middle East
- ✓ Demonstrate the accuracy and historicity of the Bible through historical research
- ✓ Discover a groundbreaking new chronology that supports the biblical account
- ✓ Examine who the pharaoh of the Exodus was and where his pyramid is in this captivating new look at Egyptian history
- ✓ Study fascinating accounts that fill in some of history's unwritten record, following the Biblical timeline through detailed photos and examples.

Course Description

This is the suggested course sequence that allows one core area of history to be studied per semester. You can change the sequence of the semesters per the needs or interests of your student; materials for each semester are independent of one another to allow flexibility.

The Archaeology Book helps students unearth: how archaeologists know what life was like in the past; why broken pottery can tell more than gold or treasure; some of the difficulties in dating ancient artifacts; how the brilliance of ancient cultures demonstrates God's creation; history of ancient cultures, including the Hittites, Babylonians, and Egyptians; the early development of the alphabet and its impact on discovery; the numerous archaeological finds that confirm biblical history; and why the Dead Sea scrolls are considered such a vital breakthrough. *Unwrapping the Pharaohs* takes students back in time to when Egyptians such as the boy-king Tutankhamen, the female pharaoh Hatshepsut, and the beautiful Cleopatra are brought to life. The DVD includes a breathtaking journey through the pyramids and temples of Egypt. Go deep into ancient tombs and discover the fascinating architecture and history of the pyramids. See how discrepancies in biblical and secular chronologies are easily reconciled. *Unveiling the Kings of Israel* guides students to a deeper understanding of the history of the small nation of Israel, including the troubled and devastating periods of loss and exile once lost to time. Far from being a book of myths, the Bible is an amazing historical record and each year, more archaeological discoveries continue to prove its validity and significance. Follow the intriguing clues found buried in ancient cities, on the walls of early monuments, and in the written records of our world's oldest civilizations. Walk the ancient streets, explore the distant temples, and unearth the compelling history that continues to resonate with the world today.

Grading Options for This Course:

It is always the prerogative of an educator to assess student grades however he or she might deem best. The following is only a suggested guideline based on the material presented through this course:

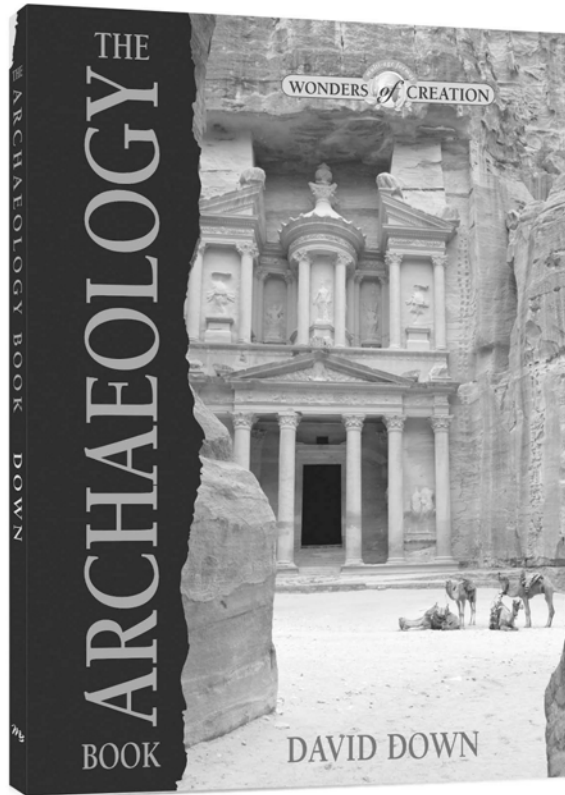
To calculate the percentage of the worksheets, quizzes, and tests, the educator may use the following guide. Divide total number of questions correct (example: 43) by the total number of questions possible (example: 46) to calculate the percentage out of 100 possible. $43/46 = 93$ percent correct.

The suggested grade values are noted as follows: 90 to 100 percent = A; 80 to 89 percent = B; 70 to 79 percent = C; 60 to 69 percent = D; and 0 to 59 percent = F.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read Pages 6-9 • <i>The Archaeology Book</i> • (AB)			
	Day 2	Read Pages 10-19 • (AB)			
	Day 3	What Archaeology is . . . - Words to Know • Archaeology Ch1: Worksheet 1 • Pages 15-16 • Teacher Guide • (TG)			
	Day 4	What Archaeology is All About - Questions Archaeology Ch1: Worksheet 1 • Page 16 • (TG)			
	Day 5	What Archaeology is All About - Activities Archaeology Ch1: Worksheet 1 • Page 16 • (TG)			
Week 2	Day 6	Read Pages 20-24 • (AB)			
	Day 7	Read Pages 25-29 • (AB)			
	Day 8	Land of Egypt - Words to Know Archaeology Ch2: Worksheet 1 • Page 17 • (TG)			
	Day 9	Land of Egypt - Questions Archaeology Ch2: Worksheet 1 • Pages 17-18 • (TG)			
	Day 10	Land of Egypt - Activities Archaeology Ch2: Worksheet 1 • Page 18 • (TG)			
Week 3	Day 11	The Archaeology Book Quiz 1 (Ch 1-2) • Pages 141-142 • (TG)			
	Day 12	Read Pages 30-35 • (AB)			
	Day 13	The Hittites - Words to Know, Questions Archaeology Ch3: Worksheet 1 • Pages 19-20 • (TG)			
	Day 14	The Hittites - Activities Archaeology Ch3: Worksheet 1 • Page 20 • (TG)			
	Day 15	Read Pages 36-41 • (AB)			
Week 4	Day 16	Ur of the Chaldees - Words to Know, Questions Archaeology Ch4: Worksheet 1 • Pages 21-22 • (TG)			
	Day 17	Ur of the Chaldees - Activities Archaeology Ch4: Worksheet 1 • Page 22 • (TG)			
	Day 18	Read Pages 42-45 • (AB)			
	Day 19	Assyria - Words to Know, Questions Archaeology Ch5: Worksheet 1 • Pages 23-24 • (TG)			
	Day 20	Assyria - Activities Archaeology Ch5: Worksheet 1 • Page 24 • (TG)			
Week 5	Day 21	The Archaeology Book Quiz 2 (Ch 3-5) • Pages 143-144 • (TG)			
	Day 22	Read Pages 46-51 • (AB)			
	Day 23	Babylon: City of Gold - Words to Know, Questions Archaeology Ch6: Worksheet 1 • Pages 25-26 • (TG)			
	Day 24	Babylon: City of Gold - Activities Archaeology Ch6: Worksheet 1 • Page 26 • (TG)			
	Day 25	Read Pages 52-55 • (AB)			
Week 6	Day 26	Read Pages 56-59 • (AB)			
	Day 27	Persia - Words to Know, Questions Archaeology Ch7: Worksheet 1 • Pages 27-28 • (TG)			
	Day 28	Persia - Activities Archaeology Ch7: Worksheet 1 • Page 28 • (TG)			
	Day 29	Read Pages 60-63 • (AB)			
	Day 30	Read Pages 64-69 • (AB)			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	Petra - Words to Know, Questions Archaeology Ch8: Worksheet 1 • Pages 29-30 • (TG)			
	Day 32	Petra - Activities Archaeology Ch8: Worksheet 1 • Page 30 • (TG)			
	Day 33	The Archaeology Book Quiz 3 (Ch 6-8) • Page 145 • (TG)			
	Day 34	Read Pages 70-77 • (AB)			
	Day 35	The Phoenicians - Words to Know, Questions Archaeology Ch9: Worksheet 1 • Pages 31-32 • (TG)			
Week 8	Day 36	The Phoenicians - Activities Archaeology Ch9: Worksheet 1 • Page 32 • (TG)			
	Day 37	Read Pages 78-83 • (AB)			
	Day 38	Dead Sea Scrolls - Words to Know, Questions Archaeology Ch10: Worksheet 1 • Pages 33-34 • (TG)			
	Day 39	Dead Sea Scrolls - Activities Archaeology Ch10: Worksheet 1 • Page 34 • (TG)			
	Day 40	Read Pages 84-88 • (AB)			
Week 9	Day 41	Read Pages 89-93 • (AB)			
	Day 42	Israel - Words to Know, Questions Archaeology Ch11: Worksheet 1 • Pages 35-36 • (TG)			
	Day 43	Israel - Activities Archaeology Ch11: Worksheet 1 • Page 36 • (TG)			
	Day 44	The Archaeology Book Quiz 4 (Ch 9-11) • Page 147-148 • (TG)			
	Day 45	The Archaeology Book Test (Ch 1-11) • Pages 149-151 • (TG)			
First Semester-Second Quarter					
Week 1	Day 46	Read Pages 4-7 • Unwrapping the Pharaohs • (UP)			
	Day 47	Read Pages 8-13 • (UP)			
	Day 48	Unwrapping the Pharaohs: DVD Pyramids and Mummies			
	Day 49	Unwrapping the Pharaohs: DVD Pyramids and Mummies			
	Day 50	Pyramids and Mummies - Questions and Activities Unwrapping Ch1: Worksheet 1 • Pages 39-40 • (TG)			
Week 2	Day 51	Read Pages 14-19 • (UP)			
	Day 52	The Step Pyramid - Questions and Activities Unwrapping Ch2: Worksheet 1 • Pages 41-42 • (TG)			
	Day 53	Read Pages 20-25 • (UP)			
	Day 54	Read Pages 26-29 • (UP)			
	Day 55	The Lost Pyramid - Questions and Activities Unwrapping Ch3: Worksheet 1 • Pages 43-44 • (TG)			
Week 3	Day 56	Unwrapping the Pharaohs Quiz 1 (Ch 1-3) Pages 153-154 • (TG)			
	Day 57	Read Pages 30-35 • (UP)			
	Day 58	Seneferu - Questions and Activities Unwrapping Ch4: Worksheet 1 • Pages 45-46 • (TG)			
	Day 59	Read Pages 36-42 • (UP)			
	Day 60	Read Pages 43-47 • (UP)			



Archaeology Worksheets

for Use with

The Archaeology Book



Words to Know – Write the definition in the space provided below.

accession year

AD

archaeology

artifact

BC

carbon dating

ceramic

chronology

debris

EB

exile

exodus

hieroglyphs

LB

MB

millennium

non-accession year

pottery

synchronism

tell

Questions

1. What does the word *archaeology* mean?
2. For what three reasons were cities built on hills?
3. When did people first start using coins?
4. Why are inscriptions found on ancient pottery valuable to archaeologists?
5. What are the four main periods of archaeological time?

Activities

1. Find a small piece of damp clay or plasticine, and with the end of a screwdriver impress your name on it, creating your own seal impression.
2. Set up an archaeological treasure hunt with some everyday items. Have an adult bury the items in shallow holes, covering them with a thin layer of soil. Carefully go about digging them up and classifying your treasures in a journal.



Words to Know – Write the definition in the space provided below.

Asiatic

baulk

dowry

drachma

dynasty

mastabas

Nubia

Pharaoh

Questions

1. What is the Egyptian name for Egypt?

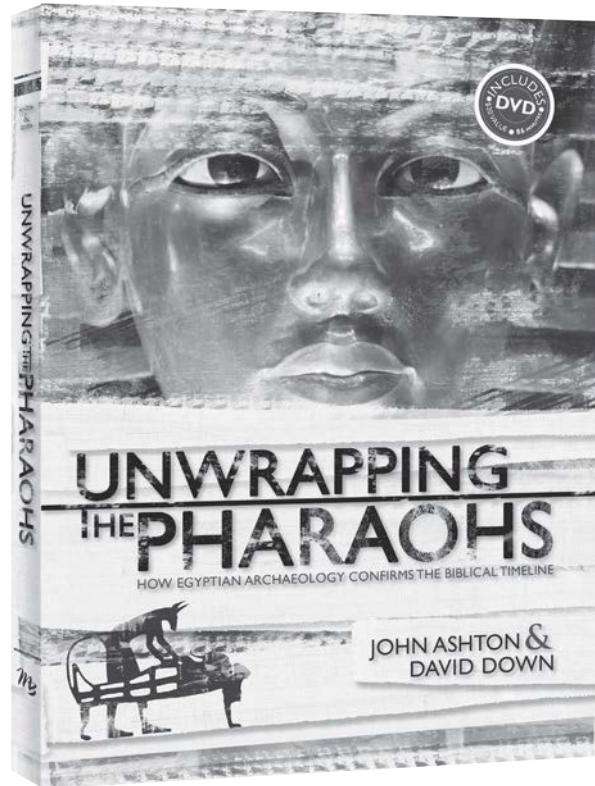
2. Who was the first Egyptian king to build a pyramid?

3. Who built the biggest pyramid in Egypt?

4. What was the name of the Egyptian god of the Nile River?
5. What did the Egyptians in the twelfth dynasty mix with their bricks to hold them together?

Activities

1. Find a small cardboard or plastic box. Make some mud out of earth and a little water, mix some dry grass with it and put it into the box. When it is fairly dry turn the box upside down and lift it off the brick you have made. Let it dry.
2. Develop a chart with your family history or dynasty. Try to trace the ancestry of one parent or both, depending on the information you have available. List these as names on a graph or draw an actual tree with the branches representing the family members.



Unwrapping Worksheets

for Use with

Unwrapping the Pharaohs



Questions

1. According to the biblical worldview, how long ago were humans created?
2. According to the biblical worldview, how long ago was Noah's Flood?
3. What is the oldest continuous civilization?
4. From which of Noah's sons did Egypt descend?
5. The present local name for Egypt is "Misr." Who is this name derived from?
6. What allowed Egyptian hieroglyphs to be decoded?
7. Why have there been a number of erroneous conclusions drawn from archaeological discoveries in Egypt?
8. How can we construct a timeline of the kings of Egypt dating back to two centuries after Noah's Flood?
9. What are the two oldest records of human history that we have?
10. Who was the largest of the three great pyramids on the outskirts of Cairo built for and what was his Greek name?
11. Who was the first king of the first dynasty?
12. What is a mastaba, and what does the word mean?

13. What is a sarcophagi?
14. By what dynasty was the art of embalming developed to the point bodies were well-preserved and had a life-like appearance?
15. Where is the salty mineral natron used in embalming found?
16. From what Persian word is the English word “mummy” derived and what does it mean?
17. Which Greek traveler described the process of embalming? When did he visit Egypt? What is the name of his book?
18. Where in the Bible is embalming mentioned? Who was embalmed? Why do you think he was embalmed? (Hint: read through the end of the chapter where embalming is mentioned in the Bible.)
19. What became of most of the human mummies?
20. What does the presence of highly intelligent people suddenly appearing thousands of years ago say about the theory of evolution?

Activities

1. Some of the information about the history of Egypt is derived from the ancient historian Josephus. Research the writings of Josephus. Write a report on why his research and chronology are relevant to us today.
2. Start a timeline of Egyptian history. Include biblically relevant events as you complete each chapter. Reference the timeline dates found at the beginning of each chapter and add additional relevant dates found in the chapter reading. Use the revised dates for your timeline, but include a notation of traditional dates.
3. Locate the places mentioned in each chapter on the map on page 4. Remember to compare them to the Egypt Today map on page 5.



Questions

1. Why did the Step Pyramid of Saqqara signal a giant leap forward in burial practices in ancient Egypt?
2. Which king was the Step Pyramid of Saqqara built for and who was the architect?
3. Zoser would have lived around the time of which biblical figure?
4. Where is the present day city of Ur in Sumer located?
5. At the time of the construction of the great pyramids of Egypt, the Sumerian architects were acquainted with which types of architecture?
6. What three areas did the inhabitants of Ur have advanced knowledge in?

7. What circumstantial evidence supports the idea that there was communication between Egypt and Mesopotamia?

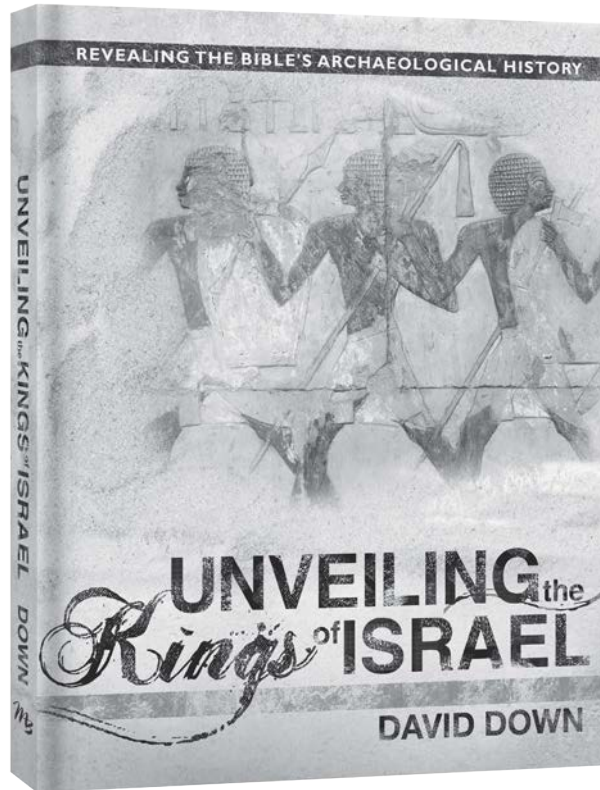
8. Who excavated the famed death pits of Ur of the Chaldees in Sumer from 1922-1934?

9. What did the people who accompanied Shub-ad and her husband into the burial chambers, giving up their lives, believe?

10. What was the Zosar, or Step Pyramid of Saqqara, originally faced with and where did it come from?

Activities

1. Write a research paper on the excavations of Sir Leonard Woolley.
2. Continue the timeline of Egyptian history. Include biblically relevant events as you complete this chapter. Reference the timeline dates found at the beginning of this chapter and add additional relevant dates found in the chapter reading. Use the revised dates for your timeline, but include a notation of traditional dates.
3. Locate the places mentioned in this chapter, particularly Ur of the Chaldees, on the map on page 4. Remember to compare them to the Egypt Today map on page 5.



Unveiling Worksheets
for Use with
Unveiling the Kings of Israel



Questions

1. What chronology reveals alarming inconsistencies?

2. When the chronology is revised, what do we find?

3. What does the Hebrew word mean that the word “ark” is translated from?

4. What would we expect to see signs of in between layers of strata that were supposedly laid down over long expanses of time that are not found?

5. Due to the process of decomposition, how must life forms be buried in order to fossilize?

6. Does the fossil evidence in the Grand Canyon give credibility to the theory of evolution? Why or why not?

7. What is the rainbow a symbol of?

8. What great king of the Assyrian Empire built a library in his palace at Nineveh and amassed a huge collection of clay tablets?

9. What is the cache of tablets called that narrates a version of Noah's Flood?

10. Why do the worldwide accounts of Noah's Flood vary in detail?

Activities

1. Write a research report on Noah's ark. Include in your report facts on the construction and how Noah fit so many animals on the boat. Also speculate on where you believe Noah's ark landed and whether or not it will ever be found. Get your parent's permission before accessing outside information.
2. Add events and dates from each chapter to your Egyptian timeline. You may need to add to the beginning of your timeline. You may use appendix 4 to help with dates. Be sure to add the events found on the first page of each chapter, along with any other notable dates discussed.
3. Find a map that shows what Israel looked like in the days of the Bible and compare it to the map on page 4.



Questions

1. Where is the logical place the Tower of Babel should be found?

2. What people groups descended from the three sons of Noah — Shem, Ham, and Japheth?

3. Where is likely the earliest civilization of the world and who established it?

4. What land does the Bible say Abraham left to go to the land of Canaan?

5. What did Taylor find at Tel el Muqayyar that was underappreciated at first?

6. What did Woolley's excavation reveal about the people of Ur?

7. Describe the homes found in Ur.
8. What does the passage quoted from Woolley's book *The Sumerians* describe?
9. Where did Terah, Abraham's father, die?
10. What did Josephus claim Abraham communicated to the Egyptians?

Activities

1. Write a research report on Ur of the Chaldees, focusing on the scholarship of this early people group. Get your parent's permission before accessing outside information.
2. Add events and dates from each chapter to your Egyptian timeline. You may need to add to the beginning of your timeline. You may use appendix 4 to help with dates. Be sure to add the events found on the first page of each chapter, along with any other notable dates discussed.
3. Find a "Then and Now" map and locate the areas and cities mentioned in this chapter.

Quizzes & Tests Section



Define: (5 Points Each Answer)

1. accession year: _____
2. AD: _____
3. BC: _____
4. carbon dating: _____
5. EB: _____
6. LB: _____
7. MB: _____
8. baulk: _____
9. synchronism: _____
10. mastabas: _____

Multiple Answer Questions: (2 Points Each Blank)

11. What are the four main periods of archaeological time?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
12. For what three reasons were cities built on hills?
 - a. _____
 - b. _____
 - c. _____

Short Answer Questions: (4 Points Each Question)

13. What does the word *archaeology* mean? _____

14. When did people first start using coins? _____

15. What was the name of the Egyptian god of the Nile River? _____

16. What is the Egyptian name for Egypt? _____

17. Who was the first Egyptian king to build a pyramid? _____
18. Who built the biggest pyramid in Egypt? _____
-

Applied Learning Activity: (12 Points Total; 1 Point Each Answer)

19. Identify the Pyramids, Temples, Tombs, and unique features on Giza Map:

Pyramid of Kufu

Valley Temple of Kufu

Pyramid of Menkaure

Valley Temple of Menkaure

Pyramid of Kahfre

Valley Temple of Kahfre

The Sphinx

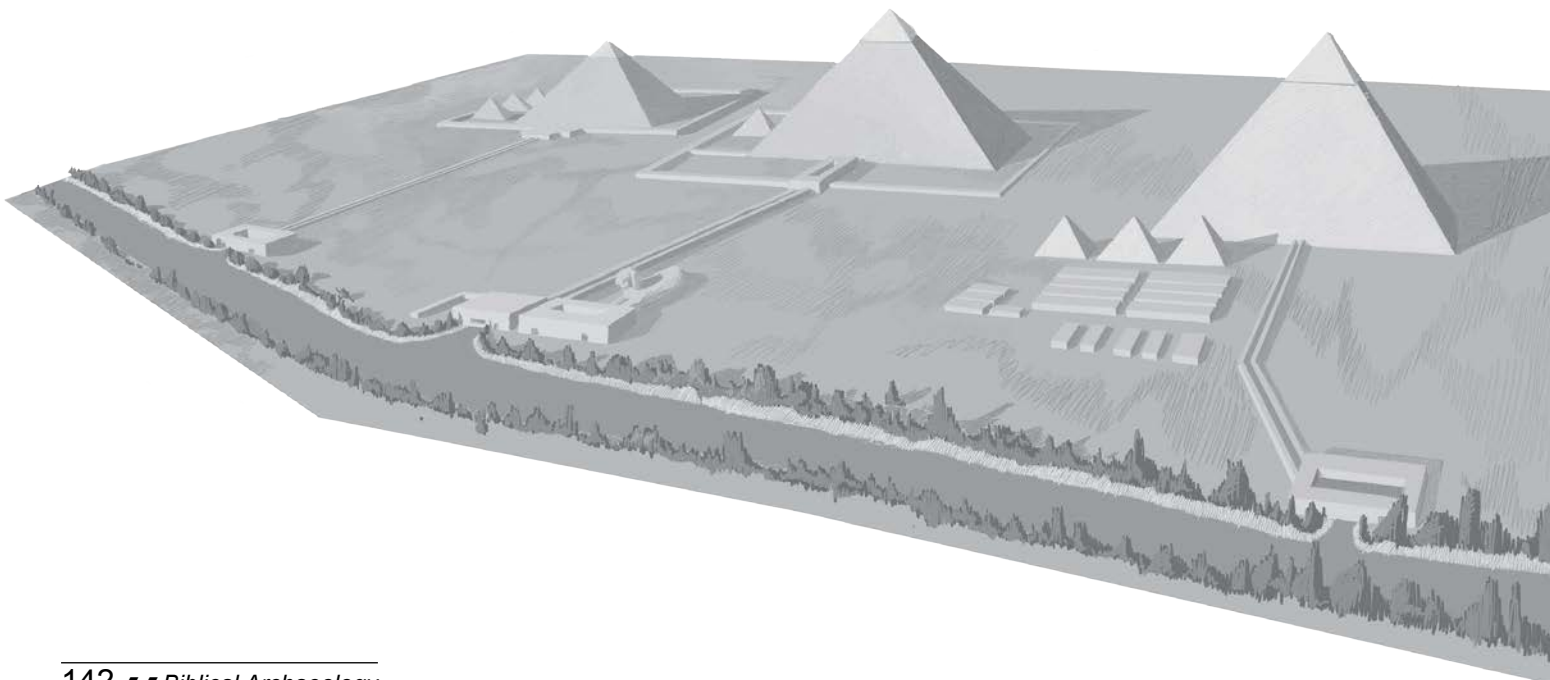
The Temple of the Sphinx

Pyramid of Queens

Queen's Tombs

Eastern Cemetery

Mortuary Temple



Answer Keys

Chapter 1 – What Archaeology is All About – Worksheet 1

accession year — the year a king actually began his reign

AD — Anno Domini (the year of our lord); the years after the Christian era began

Archaeology — study of beginnings

Artifact — an item from antiquity found in an excavation

BC — Before Christ; the years before the Christian era began

carbon dating — calculating the amount of carbon left in organic material that has died

ceramic — something made of pottery

chronology — time periods; dates in which events happened

debris — discarded rubbish

EB — the Early Bronze Period

exile — a people sent out of their home country to another country

exodus — going out; applied to the Israelites leaving Egypt

hieroglyphs — Egyptian picture writing

LB — the Late Bronze Period

MB — the Middle Bronze Period

millennium — one thousand years

non-accession year — the first complete year of a king's reign

pottery — a vessel made of clay fired in a kiln

synchronism — something happening at the same time

tell — a Hebrew word meaning “ruins;” applied to hills on which people once lived

1. A study about beginnings
2. Defense, heat, and floods
3. 600 B.C.
4. It helps them identify from which period the pottery comes.
5. Early Bronze, Middle Bronze, Late Bronze, Iron Age

Chapter 2 – Land of Egypt – Worksheet 1

Asiatic — in Egyptian terms, someone from Syria or Palestine

bulwark — the vertical ridge left between two excavated squares in the ground

dowry — gift given to a prospective bride at the time of her marriage

drachma — a Greek coin worth about a day's wages

dynasty — a succession of kings descended from one another

mastabas — mud-brick structures beneath which were tomb chambers

Nubia — a country south of Egypt now called Sudan

Pharaoh — title applied to many Egyptian kings

1. Misr
2. Zoser
3. Khufu
4. Hapi
5. Straw

Chapter 3 – The Hittites – Worksheet 1

amphitheater — a circle of seats surrounding an area where gladiators fought each other or fought wild beasts

Anatolia — mountainous area in central Turkey

bathhouse — a club where citizens could bathe in cold, warm, or hot water

inscription — writing made on clay, stone, papyrus, or animal skins

1. The Hittites
2. Hittites and Egyptians
3. Heth
4. Forty-six
5. William Wright

Chapter 4 – Ur of the Chaldees – Worksheet 1

centurion — a military officer in charge of a hundred men

Chaldees — people who used to live in southern Iraq

nomad — a person who lived in a tent that could be moved from place to place

papyrus — sheets of writing material made from the Egyptian papyrus plant

1. Four
2. Sir Leonard Woolley
3. He wanted to learn more about Ur before he excavated such an important site.
4. Sumerians
5. Evidence of human sacrifice

Chapter 5 – Assyria – Worksheet 1

bullae — an impression made on clay with a seal (plural: bullae)

Medes — people who used to live in northern Iran

scarab — model of a dung beetle with an inscription engraved on it for sealing documents

seal — an object made of stone, metal, or clay with a name engraved on it used to impress in soft clay

1. Henry Austin Layard
2. Nimrud
3. Jehu

Unwrapping the Pharaohs — Worksheet Answer Keys

Chapter 1 – Introduction, Pyramids and Mummies – Worksheet 1

1. about 6,000 years ago
2. about 4,300 years ago
3. Egyptian
4. Ham
5. Mizraim
6. On the Rosetta Stone was written the same text in three scripts. The Greek version could be understood and this enabled the Egyptian hieroglyphs to be decoded.
7. because of attempts to make the findings fit the widely taught long-ages worldview model
8. by using historically confirmed dates in later Egyptian history and the years between events recorded in the Bible
9. the relics of Egypt and the books of the Bible
10. King Khufu, whose Greek name was Cheops
11. probably Menes, whom some scholars identify with Narmer
12. Monuments which kings were buried in, made of sun-dried bricks which were partially or wholly buried, meaning “bench”
13. stone coffins
14. by the 18th Dynasty
15. in the Natrun Valley north of Cairo
16. mummy which means bitumen
17. Herodotus, in the fifth century B.C., *The Histories*
18. Genesis 50:2-3, Joseph’s father — Jacob. Answers may vary: he may have been embalmed to allow time for Joseph to take the body back to Canaan for burial after the period of mourning was completed in Egypt.
19. Most have been destroyed; popularly used in medicines, fertilizers, and firewood in steam trains.
20. It is not true. God created people according to the Genesis account of creation.

Chapter 2 – The Step Pyramid – Worksheet 1

1. Instead of small brick mastabas, there was a huge mountain of stone beneath which was a maze of passages and a tomb chamber.
2. Djoser (Zoser or Djoser), Imhotep
3. Terah, the father of Abraham
4. Iraq
5. the column, the arch, the vault, and the dome; that is, all the basic forms of architecture
6. architecture, mathematics, and astronomy
7. almost identical burial customs of both areas
8. Sir Leonard Woolley

9. life in the hereafter would continue as it had been in this life, and that death was merely a transition from this world to the next
10. pure white limestone originally from the Tura Quarry near modern Cairo

Chapter 3 – The Lost Pyramid – Worksheet 1

1. Zakaria Goneim
2. Saqqara in 1937
3. Unas
4. Serapeum, the galleries of tombs of the “Apis Bulls” which were situated to the northwest of Zoser’s step pyramid at Saqqara
5. an outcrop of rubble masonry barely protruding from the surface of the sand
6. it was built on lower ground than the Step Pyramid; otherwise the builder would have built it on higher ground
7. They found a fragment of a boundary stela with the name “Zoser” on it.
8. New Year’s Day, 1952
9. history; digging up the past and knowledge
10. He found some burials above it that dated to the 19th Dynasty
11. They were not fully hollowed out as they would have been had they been used domestically.
12. Sekhem-Khet
13. alabaster
14. 500 pounds
15. It was empty.

Chapter 4 – Seneferu, The World’s Greatest Pyramid Builder – Worksheet 1

1. the Red Pyramid of Dahshur
2. Seneferu
3. the three pyramids of Seneferu
4. The outer stones had suddenly collapsed in a thunderous roar before the pyramid was completely built.
5. that at least at that time this pyramid was regarded as belonging to Seneferu, and it proves that the rubble could not have covered the chapel at that time
6. He found some burials from the 22nd Dynasty in the rubble 33 feet above the funerary temple, so the rubble must have been there then.
7. Nefermaat and his wife, Itet
8. Rahoteb and his wife, Nofret
9. Halfway up the angle was changed to 43 degrees.
10. Answers may vary, but should include logical reasons for the explanation of why the builders of the Bent pyramid changed the angle about halfway up.
11. Answers may vary, but logical and creative arguments should be given as to why or why not the lower half of the Bent pyramid was constructed in two years.

Unveiling the Kings of Israel — Worksheet Answer Keys

Chapter 1 – Mankind’s Ancestors – Worksheet 1

1. the traditional chronology
2. The historical records of Egypt and Israel show a remarkable consistency with the Bible records, which we can accept as not only inspiring but also entirely reliable.
3. box
4. signs of erosion
5. suddenly/quickly
6. no; the fossils are not found in the expected order to support the theory of evolution
7. God’s promise that He would never flood the entire world again
8. Ashurbanipal
9. Epic of Gilgamesh
10. They have been distorted by time and retelling.

Chapter 2 – Abraham Came from Ur – Worksheet 1

1. Babylon
2. Shem — the Semitic nations: Hebrews, Arabs, Assyrians, Elamites, and Syrians
Ham — Canaanites, Egyptians, and Africans
Japheth — the nations of the rest of the world
3. Ur in southern Iraq, established by the Sumerians
4. Ur of the Chaldees
5. four small clay barrels covered with mysterious cuneiform characters
6. They were highly intelligent and well-educated. Their arts were well developed and they traded with countries far removed from them.
7. They were of remarkable good quality. The rich possessed well-built double-story homes that were built around an inner court. Many had a drainage system that is superior to the systems in Iraqi homes today.
8. The process the Sumerians used to educate people is described.
9. in Haran
10. arithmetic and the science of astronomy

Chapter 3 – Abraham in Canaan – Worksheet 1

1. seventy-five
2. There was a famine in the Negev.
3. sixty-five
4. Khufu
5. more than 1,000
6. ninety-nine

7. Ishmael was born to Hagar. Ishmael is the progenitor of the Arab nations with whom Israel is in a perpetual state of friction.
8. he laughs
9. Salvation — God Himself would provide His Son as a sacrifice for a lost world.
10. silver

Chapter 4 – Isaac and Rebekah – Worksheet 1

1. Now known as Tel Hariri, Mari was an important city on the west bank of the Euphrates River near the Syria-Iraq border.
2. Hammurabi of Babylon conquered Mari, and when it rebelled against him two years later he systematically pillaged and burned the palace, effectively burying the precious tablets.
3. Jack Sasson
4. He was anxious about where his daughter would live. He did not want her to lose her identity in the harem with all of the other wives.
5. forty
6. They were domesticated by the Iron Age. It cannot be ruled out that they were domesticated before the Iron Age.
7. about two hours of hard work
8. precious ornaments and clothing
9. Esau and Jacob
10. in the Cave of the Patriarchs in Israel, Hebron

Chapter 5 – Jacob and Esau – Worksheet 1

1. Esau — the Edomites, Jacob — the Israelites
2. Jacob
3. Jesus Christ — by His death on the cross He spanned the gulf between God and a guilty world.
4. Laban substituted Leah for Rachel, requiring Jacob to work another seven years for Laban in order to marry Rachel.
5. He had twelve sons who became the progenitors of the twelve tribes of Israel.
6. God changed Jacob's name to Israel. Why? Answers will vary but should be thoughtful.
7. Jacob's Well
8. A tomb on the road between Jerusalem and Bethlehem, considered to be Rachel's burial place. The site cannot be Rachel's burial place since 1 Samuel 10:2 says it was in the territory of Benjamin, which was north of Jerusalem rather than south where the traditional tomb is.
9. Herod the Great
10. in the family tomb in the Cave of the Patriarchs in Israel, Hebron

Chapter 6 – Joseph to Moses – Worksheet 1

1. Joseph
2. to a group of Midianite traders