

CURRICULUM

PATTERNS *of* EVIDENCE

YOUNG EXPLORERS



THE SEC

EXODUS

CHAPTER I.

Pharaoh killeth the male children
of the children of Israel,
his household

of PATTERNS EVIDENCE

YOUNG EXPLORERS



THIS JOURNAL BELONGS TO:



PATTERNS *of* EVIDENCE

YOUNG EXPLORERS

TABLE OF CONTENTS

| | |
|---------------------------------------|-----|
| Note From the Author | 5 |
| Suggested Scheduling..... | 6 |
| Instruction Guide for Activities..... | 8 |
| Episode 1 | 11 |
| Episode 2 | 29 |
| Episode 3 | 47 |
| Episode 4 | 63 |
| Episode 5 | 79 |
| Answer Key | 97 |
| Activity Sheets..... | 107 |



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NOTE FROM THE AUTHOR

WELCOME!

You are about to embark on an incredible journey uncovering Patterns of Evidence for the Exodus. This notebook will be your student's ticket to examine, explore and record their adventure as they join the Young Explorers in the ***Patterns of Evidence*** episodes. This journal includes everything your child will need to join the quest uncovering the steps of evidence we are looking for. It includes a journal, assignments, crafts and many ideas designed to enhance and enrich their exploration of the Exodus. This notebook will be the student's lasting record of all they read, all the questions to which they sought answers, all the discoveries they made and all they learned along the way.

As you and your child watch the Young Explorers video series and work through this curriculum, you will discover that it includes three major elements of your home school curriculum: History- with the focus being on Ancient History, Bible- reading and exploring some main events of the Old Testament, and Critical Thinking- developing the ability to ask questions and seek answers using physical evidence, information gathering and strong reasoning. In each area, the goal is to see God and His word come to life in history using their God-given curiosity and reasoning. It is HIStory and we pray for his guidance as we dig deep to see God's plans and purposes fulfilled in this world. We trust it will whet the appetite of eager learners to go further and continue to explore Historical Apologetics, ready to defend the Bible and its historical accuracy.

– Elizabeth Sutton

OVERVIEW & PURPOSE

A curriculum designed to allow the student to explore and discover alongside Tim Mahoney and the Young Explorers as they search for evidence of the Biblical account of the Exodus.

OBJECTIVES

By the end of this course the students will have a greater understanding of the Exodus story in the Bible and its importance. The student will also learn how to uncover evidence for the biblical accounts by using Scripture, archaeological findings, timelines and their own questions to guide them.

PRIMARY SOURCES

The Holy Bible (ESV)

Patterns of Evidence Young Explorers DVDs, Episodes 1-5

ADDITIONAL SOURCES (recommended, not required)

Patterns of Evidence 'A Filmmakers Journey' by Timothy Mahoney

Patterns of Evidence: The Exodus by Timothy Mahoney (DVD)

Archaeological Study Bible - Zondervan

Discoverer's Bible for Young Readers NIV - Zonderkidz

The Popular Handbook of Archaeology and the Bible by Joseph M. Holden and

Norman Geisler, Harvest House Publishers

<http://www.PatternsOfEvidence.com>

SUGGESTED SCHEDULING

The structure of each unit will include opportunities for the student to explore and examine the material covered in the Young Explorers series.

Every episode has a series of 10 activities to accompany the video. Each section of activities is designed to be completed in the way that best suits your family and the needs of your students. The Young Explorers series is intended as an elementary/middle school curriculum that can be completed alongside the high school curriculum for *Patterns of Evidence: The Exodus*. If you are completing this curriculum with only elementary/middle school students, you are able to set your own pace based on the student's interest and abilities.

SUGGESTED SCHEDULE OPTIONS

If you are using the Young Explorers curriculum with only elementary/middle school aged students, you may spread out the curriculum the way it suits your schedule and your student's interest level best. Each of the 5 units is broken up into 10 sections. Below are options for scheduling.

If you have a high school student who is completing the curriculum for *Patterns of Evidence: The Exodus*, younger students can keep pace with them. There are 5 Young Explorer episodes and 18 high school units.

| | |
|---------------------------|-------------------------|
| Young Explorers Episode 1 | High School Units 1-6 |
| Young Explorers Episode 2 | High School Units 7-8 |
| Young Explorers Episode 3 | High School Units 9-11 |
| Young Explorers Episode 4 | High School Units 12-14 |
| Young Explorers Episode 5 | High School Units 15-18 |

Entire year option (30 weeks) Complete 2 activities every week.
Below is a sample schedule that would be repeated for each episode.

| | | |
|--------|---------------------------------|----------------------------------|
| Week 1 | Invitation/ Surveying Scripture | Watch video and QUESTion journal |
| Week 2 | Hiding God's Word in Your Heart | Excavating Events |
| Week 3 | Deciphering Vocabulary | Navigating the Clues |
| Week 4 | Tracking Through Time | Archaeological Activities |
| Week 5 | More to Explore | Digging Deeper |
| Week 6 | Rewatch Episode | Exploration Blog |

Half year option (15 weeks) Complete 3 activities every week.
Below is a sample schedule that would be repeated for each episode.

| | | | |
|--------|--------------------------------|----------------------------|--|
| Week 1 | Invitation/Surveying Scripture | Video and QUESTion Journal | Hiding God's Word in your Heart |
| Week 2 | Excavating Events | Deciphering Vocabulary | Navigating Clues/Tracking Through Time |
| Week 3 | Archaeological Activities | More to Explore | Exploration Blog/Digging Deeper |

Unit Study option (5 times a week) Complete one section per day. Each episode has 10 sections, so it will take 2 weeks to complete each unit.

Set the pace and use the activities that best meet the needs for your student. Make sure to include time for your student to rewatch the video. Each episode is packed with important information and the students will glean more information each time they watch. It will also be helpful as they complete many of the activities.

INSTRUCTION GUIDE

Descriptions and Directions for Activities



INVITATION - DAY 1

The first activity of each unit is assigned Bible reading done in preparation for the episode they will be watching. Starting in the second episode, the Young Explorers are all on the lookout for their next clue instructing them on what they need to do next. The invitations are in order in the back of the book. As the teacher, you can cut the invitation out ahead of time and leave it somewhere the student will find it, adding to the sense of adventure. Once the clue has been found, it can be glued on the invitation page for safekeeping.



SURVEYING SCRIPTURE

This activity gives each student the opportunity to reflect on the Scripture readings and demonstrate reading/listening comprehension. Your student may choose to share an oral retelling with you, draw a picture showing what they learned or write down their understanding of the Scripture readings.



JOIN THE ADVENTURE - DAY 2

The student is invited to watch the episode and join the Young Explorers. When they are done watching the episode, there is a picture to complete on that page. The object that is missing from the picture is a key character or object from the episode. All the pictures are in the back of the book for them to find, cut out and place in the appropriate spot on this page. You can discuss what was learned about each picture in that episode.



QUESTION JOURNAL

After the student has watched the episode, they are given the opportunity here to reflect and take notes on what they have watched. One of the primary goals on this journey is to strengthen the student's critical thinking skills. As they watch Mr. Mahoney and the Young Explorers take on the challenge of finding the pattern of evidence, they observe each of them asking questions, challenging the experts and digging deeper. These pages are for the student to join the QUEST, not only with their observations and recording what they are learning, but also through the questions and issues they want to further explore.



HIDING GOD'S WORD IN YOUR HEART - DAY 3

Each episode has a corresponding verse for the student to commit to memory. To help them memorize the verse, they are given the opportunity to copy the verse in either printing or cursive. This activity is another chance for students to improve their writing, spelling and grammar skills. The greatest benefit of this activity is found in encouraging students to a stronger faith and the memorization of Scripture.



EXCAVATING EVENTS - DAY 4

This activity is designed to not only reinforce elements of the Young Explorer episode, but also to practice their sequencing skills. Some of the activities will direct the student to the back of the book to find the corresponding pages necessary to complete the activity.



DECIPHERING VOCABULARY - DAY 5

There are several terms encountered throughout the Young Explorers series that may be unfamiliar to students. These vocabulary activities allow the student an opportunity to use the dictionary to look up terms and record the definitions. Students will also be given opportunities to read and use the vocabulary words in context to further comprehension.



NAVIGATING THE CLUES - DAY 6

These mapping activities are designed to have the student use their map reading skills while finding locations on a map. It will also help them track where God is directing His people during this time.



TRACKING THROUGH TIME - DAY 7

The Historical Biblical timeline and the Ancient Egyptian timelines are crucial elements on our search for the Pattern of Evidence related to the Exodus. While searching for the Steps of Evidence for the Exodus, we start with a large discrepancy between where experts place the Exodus in their standard view of history and where artifacts have been uncovered revealing evidence of the Israelites in Egypt. Tracking Through Time gives the students an opportunity to deal with the various views and theories about when the Exodus happened. The ancient timelines also allow the student to experience both BC and AD dating.



ARCHAEOLOGY ACTIVITY - DAY 8 AND MORE TO EXPLORE - DAY 9

The lessons for each episode include a variety of activities for the student to complete to enhance and reinforce what we have explored throughout the episode. Directions are provided for each individual activity.



EXPLORATION BLOG - DAY 10

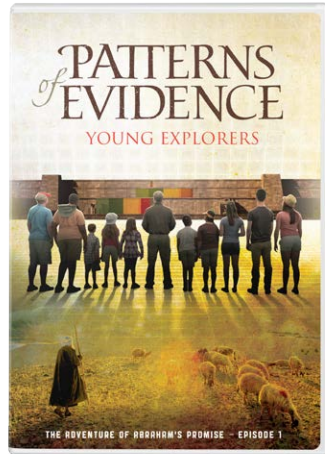
Just as the Young Explorers blog each episode to recall and report what they are learning, the student can do the same on their Exploration Blog. This is a re-telling of what happened during the episode and what was learned. It can be used as an evaluative tool as you check for understanding. They can record their thoughts on this page or, you could even help them set up a blog on your computer to share what they are learning with family and friends!



DIGGING DEEPER

Digging deeper provides suggestions designed to give your student additional ideas that might enhance their studies. There are also several options to have even younger children to join in on the fun!





EPISODE 1

THE ADVENTURE OF ABRAHAM'S PROMISE

WELCOME FELLOW EXPLORER!

We are so excited to have you join the journey as we head out on *The Adventure of Abraham's Promise*. By the time we are done with this unit you will have read about God's plan for Abraham and his descendants in the Bible. You will learn some new words, find places on ancient maps and create a timeline of ancient Egyptian history. You will also get a chance to be an archaeologist as you create your own sitemap as well as decode some hieroglyphics. Sound like fun? Let's go!



INVITATION

YOUR FIRST CLUE

of PATTERNS
EVIDENCE
YOUNG EXPLORERS

*Once you have found your clue...
paste it here so it doesn't get lost!*



SURVEYING SCRIPTURE

Draw a picture showing what you read about Abraham's Adventure in the Bible:



SURVEYING SCRIPTURE

What happened?

Who did we meet?

What did God do?

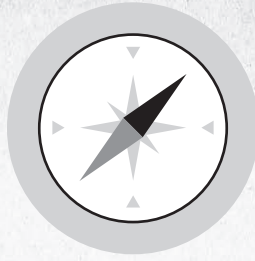


JOIN THE ADVENTURE

Join the other Young Explorers as you watch *Episode 1 - The Adventure of Abraham's Promise*. Be thinking about all the new things you learn and all the questions you have so you can record them in your QUESTION journal on the following pages.

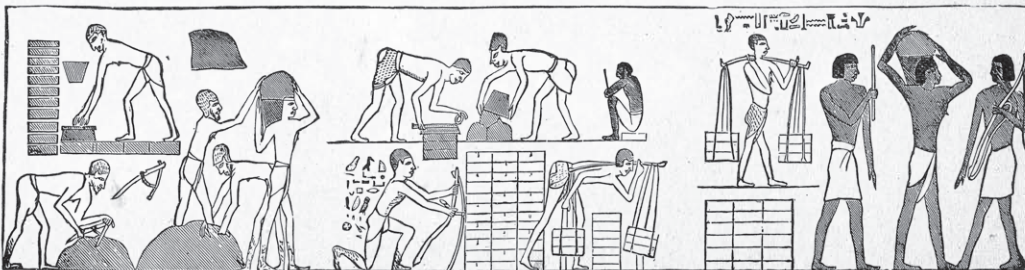






QUESTiON JOURNAL

What I want to know . . .





HIDING GOD'S WORD IN YOUR HEART

By faith Abraham, when called to go to a place he would later receive as his inheritance, obeyed and went, even though he did not know where he was going. Hebrews 11:8

By faith Abraham, when called to go to a place he would later receive as his inheritance, obeyed and went, even though he did not know where he was going. Hebrews 11:8



EXCAVATING EVENTS

Steps of Evidence

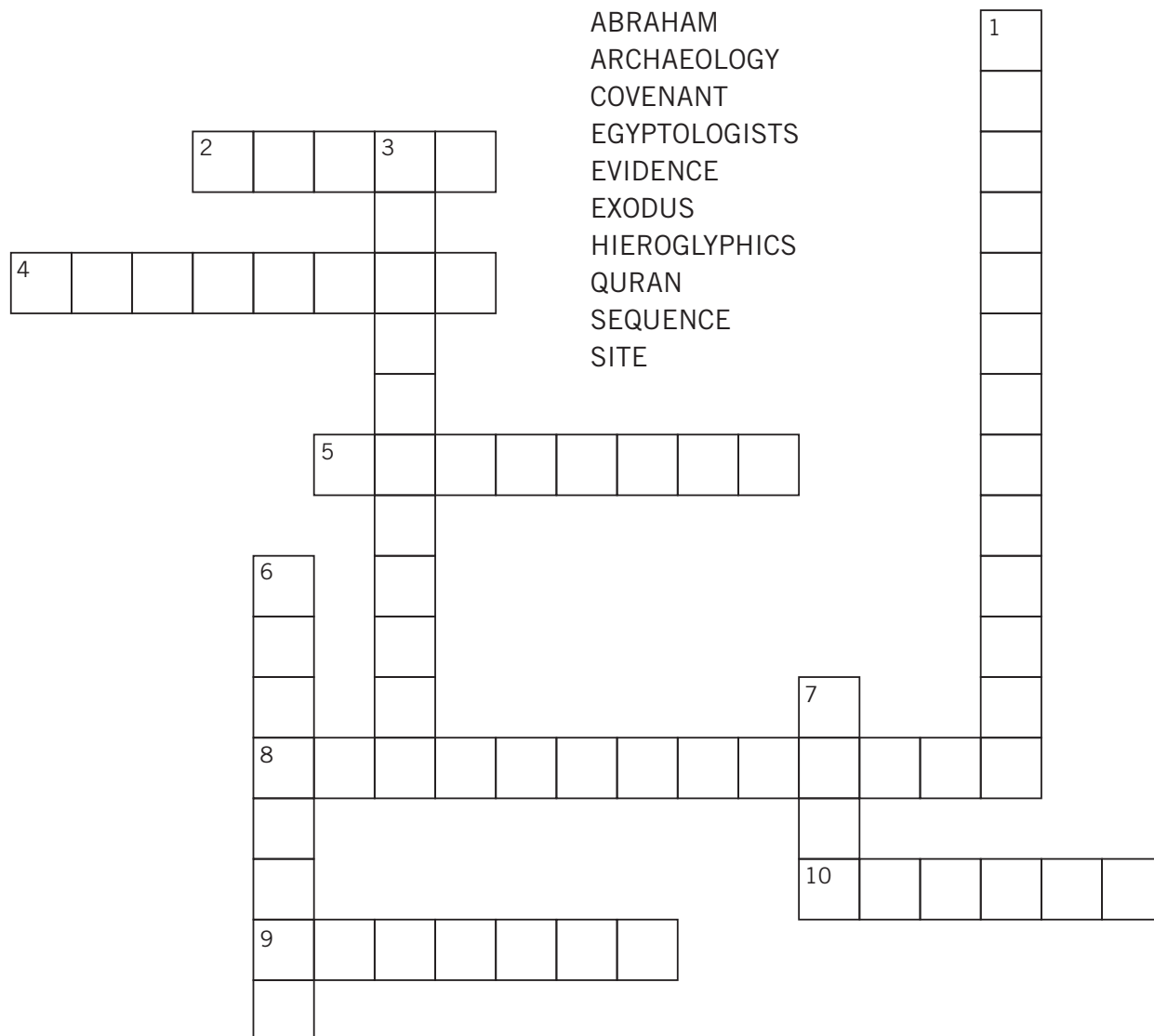
Please see Activity Sheets section

DID YOU KNOW???

All the *Steps of Evidence* are found in God's covenant with Abraham in Genesis chapter 15. Are you up for the challenge? See if you can find all six promises and add the scripture reference to your Steps of Evidence.



DECIPHERING VOCABULARY



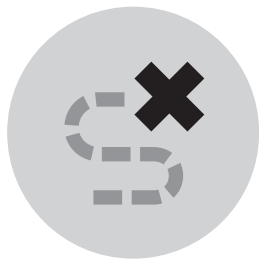
ABRAHAM
ARCHAEOLOGY
COVENANT
EGYPTOLOGISTS
EVIDENCE
EXODUS
HIEROGLYPHICS
QURAN
SEQUENCE
SITE

ACROSS

2. The holy book of Islam
4. Something that gives proof
5. A set of related events, movements, or things that follow each other in a particular order
8. People who study the culture and artifacts of the ancient Egyptian civilization
9. Father of the Jewish nation
10. To come out, to leave

DOWN

1. Ancient Egyptian writing system
3. The study of human history through excavation of sites and analysis of artifacts
6. A formal, solemn and binding agreement
7. A place in which evidence of past activity is preserved



NAVIGATING THE CLUES

- 1) Put an X on Haran where Abraham was from.
- 2) Draw a circle around the area that God promised Abram and his descendants.
- 3) Draw an arrow from Canaan to Egypt.
- 4) Trace the course of the Nile River up to the sea.

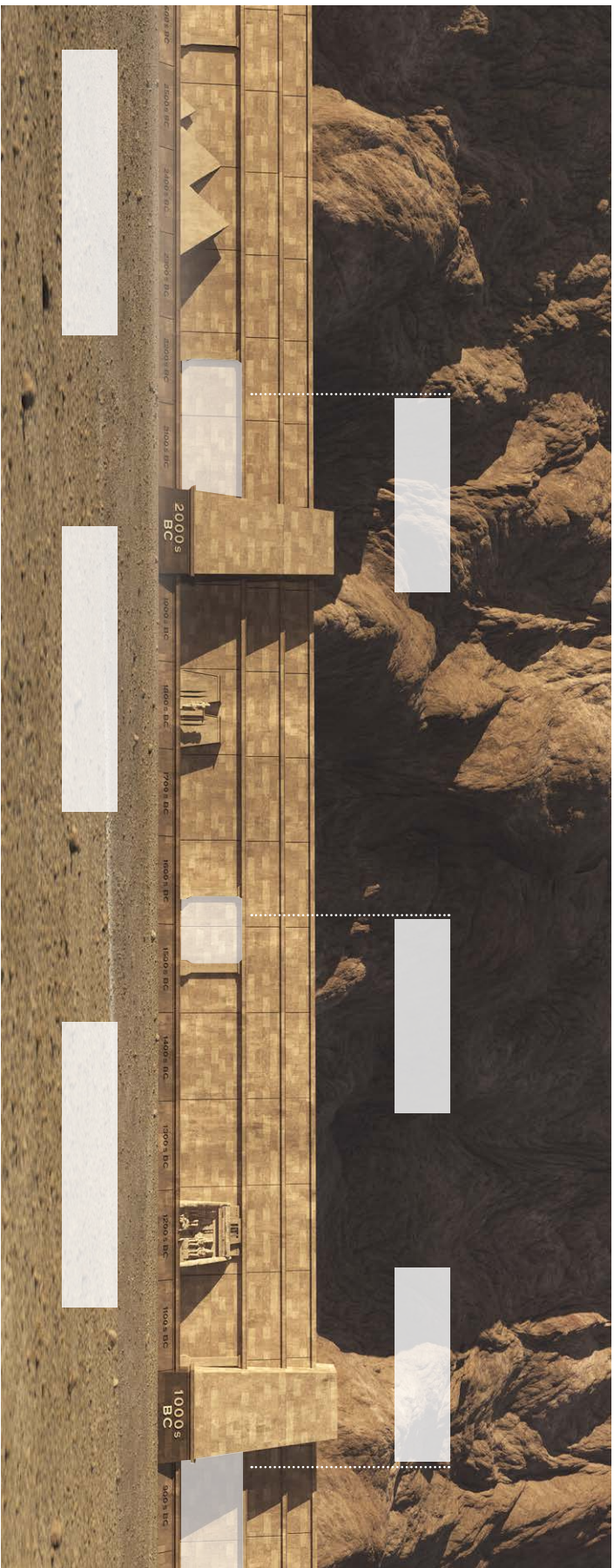




TRACKING THROUGH TIME

- 1) Go to timeline below and label the blocks for each time period, Old Kingdom (2650 BC-2181 BC), Middle Kingdom (2050 BC-1650 BC), New Kingdom (1550-1069 BC). These are the current standard dates for these periods, but some scholars think these dates need to change.
- 2) Shade in the open areas between the kingdom periods for what are referred to as the dark periods. Label them as First Intermediate Period, Second Intermediate Period and Third Intermediate Period. These are times archaeologists believe Egypt experienced times of trouble and instability.
- 3) Do you remember when the Young Explorers talked with Mr. Mahoney about what each period is remembered for? If not, go back and watch the video again and see what he says! You can turn on the subtitles to help you catch a few more details.

Write what you discover here:





ARCHAEOLOGICAL ACTIVITY

An archaeologist creates an archaeological survey of the site they are studying by defining an area with boundaries, surveying the land, mapping the surface and recording all objects found. The archaeologists analyze the objects found and study the objects in relation to each other. They then draw conclusions about the people who lived there and write a report on what they found. Today, you will act like an archaeologist by using the basic archaeological procedures to survey a room in your house or area on your school campus. You will determine how sites and artifacts relate information and analyze survey data. Write up conclusions about what you found in a report just like an archaeologist.

- 1) Draw a sitemap using the grid on p.25.
- 2) Walk the site and record the artifacts found using the artifact record found on the next page.
- 3) Mark where each artifact is found on the sitemap using its number designation from the artifact record on p.24.
- 4) If you find items on top of each other, which layer is the oldest and what layer was laid down most recently – the top or the bottom?

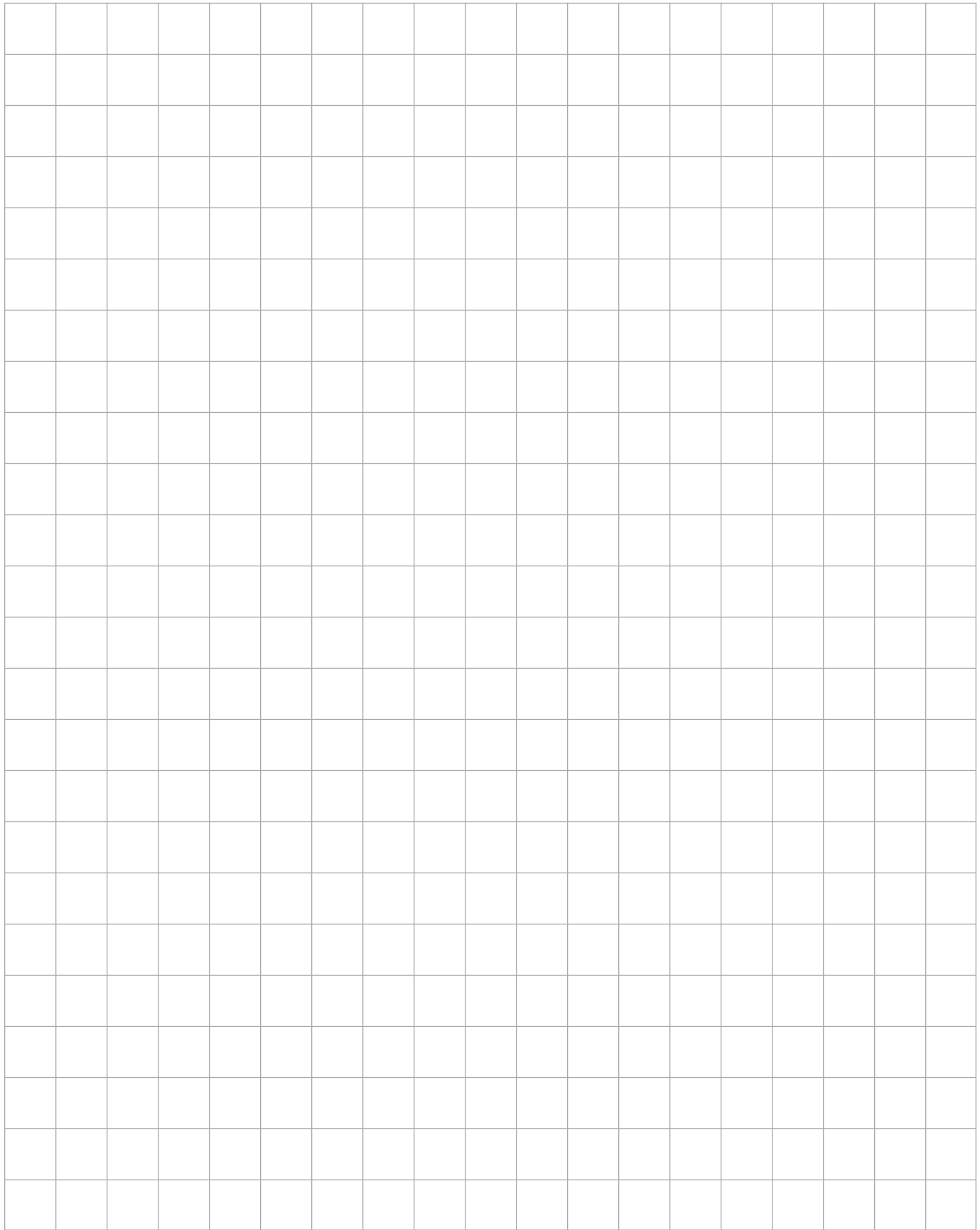




ARCHAEOLOGICAL ACTIVITY

Artifact Record

| NUMBER | LOCATION | DESCRIPTION | USE |
|--------|----------|-------------|-----|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |





























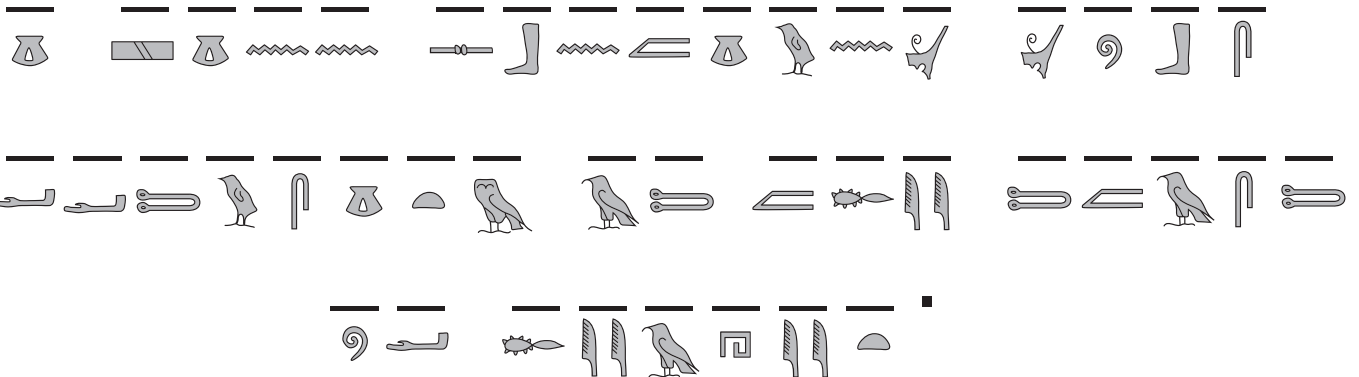


MORE TO EXPLORE

HIEROGLYPHIC DECODING

Try your hand at decoding a message using picture symbols as letters! Using the decoding key, fill in the blanks below and read God's promise to Abraham!

| | | | | |
|--|--|--|--|--|
|  A |  B |  C |  D |  E |
|  F |  G |  H |  I |  J |
|  K |  L |  M |  N |  O |
|  P |  Q |  R |  S |  T |
|  U |  V |  W |  X |  Y |
|  Z | | | | |



DID YOU KNOW??

There are more than 900 symbols in Egyptian hieroglyphics. Our 26 letter alphabet seems pretty uncomplicated compared to that!



EXPLORATION BLOG:

A large, stylized computer monitor with a thick black frame and a black base. The screen area is white and contains ten horizontal gray lines for writing.



DIGGING DEEPER

Here are a few ideas if you are not ready for this adventure to end!

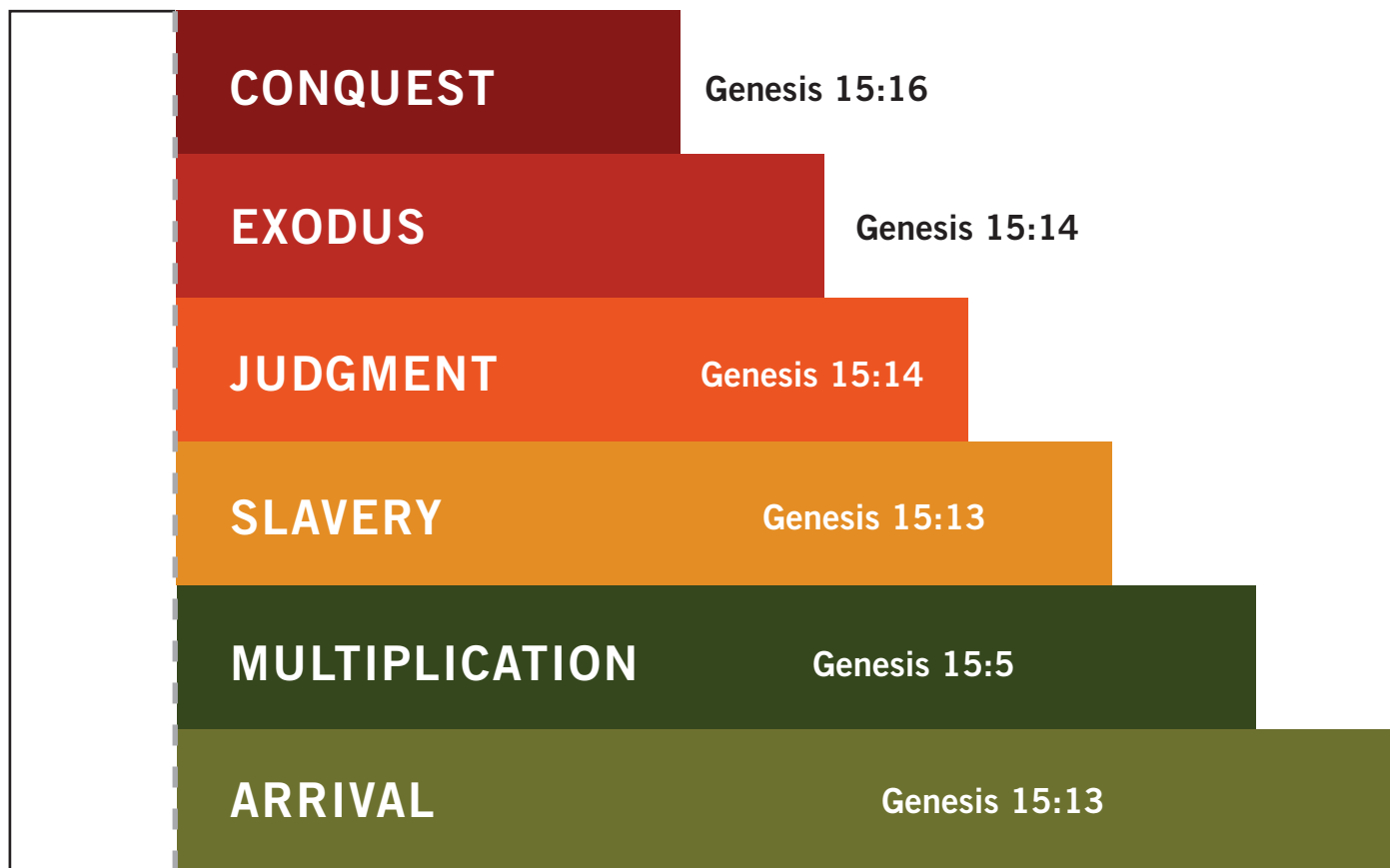
- Go out on a clear night and try to count as many stars as you can. Record your number. Now go and find out the number of stars astronomers estimate are in the sky. Imagine... that is part of God's covenant with Abraham: I will multiply your offspring as the stars of heaven (Gen 26:4 ESV)!
- Write your own message in hieroglyphics and give it to a friend to decode. There is a hieroglyphic typewriter if you go to:
<https://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/>
- Write your name in sculpting clay using hieroglyphics.

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ANSWER KEY

ANSWER KEY / ANSWER KEY / ANSWER KEY

**ACROSS**

2. QURAN
4. EVIDENCE
5. SEQUENCE
8. EGYPTOLOGISTS
9. ABRAHAM
10. EXODUS

DOWN

1. HIEROGLYPHICS
3. ARCHAEOLOGY
6. COVENANT
7. SITE

I will multiply your offspring as the stars of heaven. (Genesis 26:4)

ANSWERS MAY VARY: Joseph given the coat of many colors, Joseph's dreams and interpretations, Joseph being sold as a slave to traders, Joseph being put in prison, Joseph interpreting Pharaoh's dreams, Joseph given charge of Egypt, Joseph reuniting with his brothers, Joseph moving his family to Egypt.

- 1) Bahr Yusef
- 2) archaeologist
- 3) canal
- 4) Semite
- 5) artifact
- 6) basin

- Size
- Mushroom hair style
- Weapon (throw stick)
- Yellow skin color
- Many colored coat
- Red hair color

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ACTIVITY SHEETS

ACTIVITY SHEETS / ACTIVITY SHEETS / ACTIVITY SHEETS

A MAP OF THE
*Lands of the
Exodus*



of PATTERNS EVIDENCE

YOUNG EXPLORERS

CLUE #1



of PATTERNS EVIDENCE

YOUNG EXPLORERS

CLUE #2

Before we head out on our first adventure your assignment is to read passages from Genesis chapters 12-35. That is a lot of reading! On the other page is a plan for reading the key passages throughout our time in Episode 1.

We all need to gear up to join the other Young Explorers when we meet next, so let's get ready.

Complete your Surveying Scripture page when you are done reading.

Day 1: Genesis 12:1-9 and Genesis 13

Day 2: Genesis 15, Genesis 17-18:15, Genesis 21:1-7

Day 3: Genesis 24

Day 4: Genesis 25

Day 5: Genesis 27-28

Day 6: Genesis 29-30:24

Day 7: Genesis 30:25-31

Day 8: Genesis 32

Day 9: Genesis 33

Day 10: Genesis 35

Time to gear up for the next leg of our journey!

Get your Bible and start reading from Genesis chapters 37-50. Feel free to follow the reading plan on the next page.

Remember to write or draw what you read on the Surveying Scripture pages.

Day 1: Genesis 37

Day 2: Genesis 39-40

Day 3: Genesis 41

Day 4: Genesis 42

Day 5: Genesis 43-44

Day 6: Genesis 45

Day 7: Genesis 46

Day 8: Genesis 47

Day 9: Genesis 48

Day 10: Genesis 49:29-50

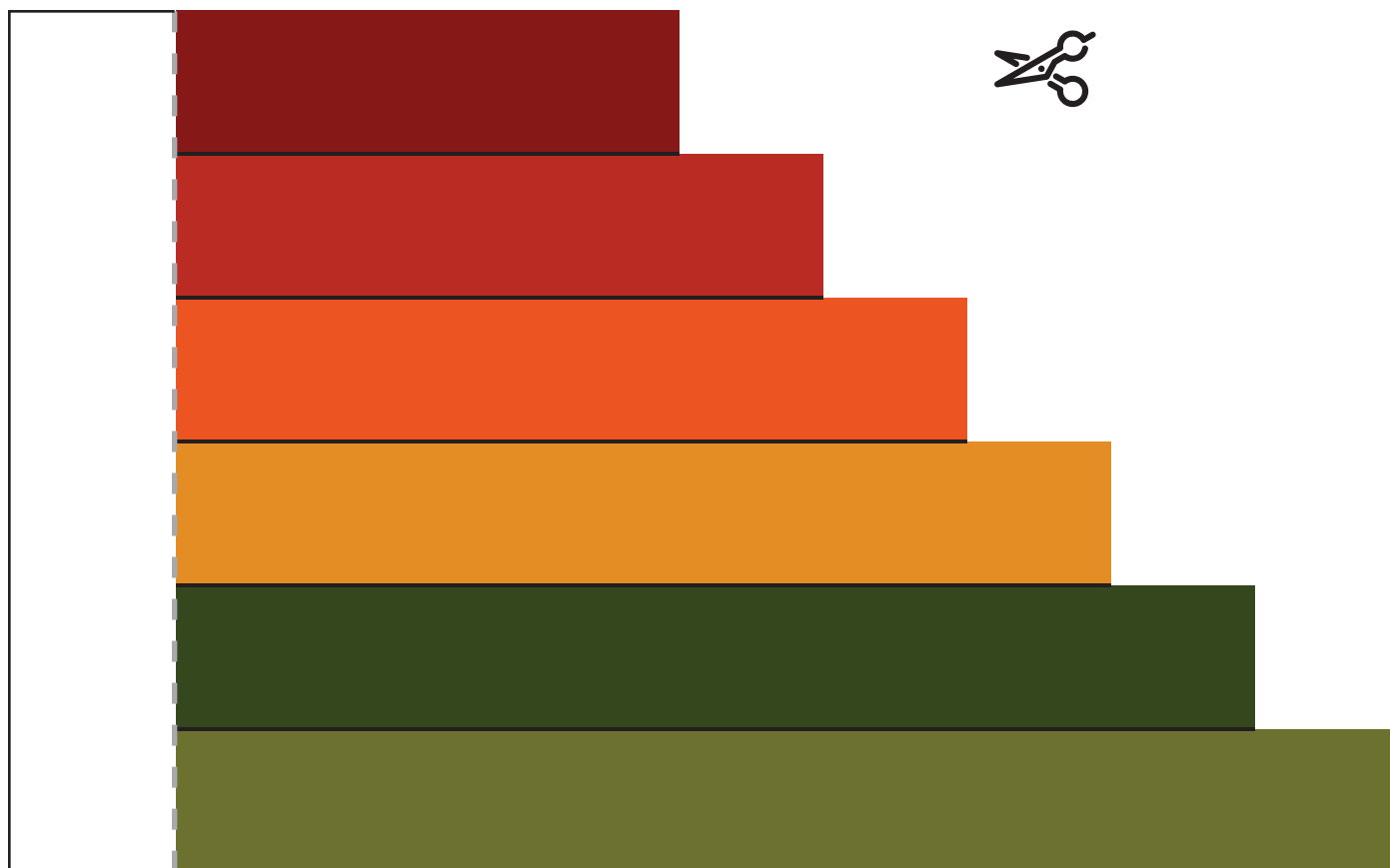


EXCAVATING EVENTS

INSTRUCTIONS:

- 1) Cut out each rectangle along the solid line.
- 2) From the choice at the right, determine the correct order for the Steps of Evidence. Starting at the bottom step and working your way to the top, write the steps in their correct order.
- 3) On the backside of each step explain what or who we are looking for.
- 4) Glue the solid strip on the far left edge to the Excavating Events page.

ARRIVAL
CONQUEST
JUDGMENT
SLAVERY
EXODUS
MULTIPLICATION

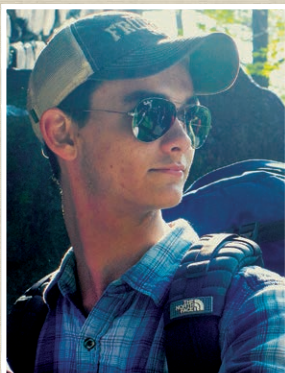


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THE EXPLORERS



Paste your
picture here

OUR NEWEST EXPLORER!

A MAP OF THE
Lands of the
Exodus



"From day one, the Patterns of Evidence curriculum draws students into the exciting discovery of the history of the Exodus. Using engaging videos and educational activities, the whole family will travel back in time, becoming historians, adventurers, and archaeologists. As a homeschool mom and curriculum writer, I am so excited about this curriculum! It is easy to use, engaging, and thorough... a great addition to any homeschool year!"

– SHERRI SELIGSON (AUTHOR, SPEAKER, SCIENTIST)

"Tim Mahoney has taken history and archaeology, and he's looked at it through the lens of Scripture, instead of looking at the Bible through the lens of history and archaeology."

– ANNE GRAHAM LOTZ (BEST-SELLING AUTHOR AND SPEAKER, FOUNDER OF ANGEL MINISTRIES)

"Patterns are really more important than dates, because dates kind of fluctuate and the argument about dates is still ongoing... Here's not just one event, here's a series of events, and I don't think there's any other place that you can really put that pattern of events than in that particular spot. Which is exactly the same spot that the Old Testament itself places the events."

– NORMAN GEISLER (CHRISTIAN PROFESSOR, PHILOSOPHER, LECTURER, APOLOGIST, AUTHOR OR CO-AUTHOR OF 96 BOOKS)

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Recommended for Elementary Students
"Patterns of Evidence-Young Explorers"

High School Curriculum available titled
"Patterns of Evidence-Exodus"

www.PatternsOfEvidence.com