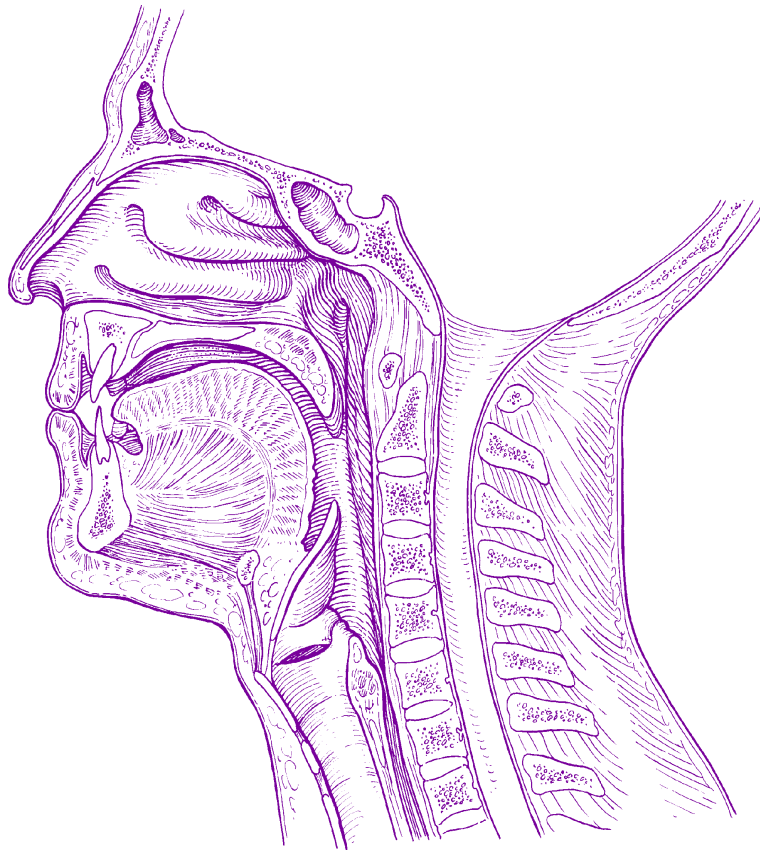


Designing Your
Own School Program

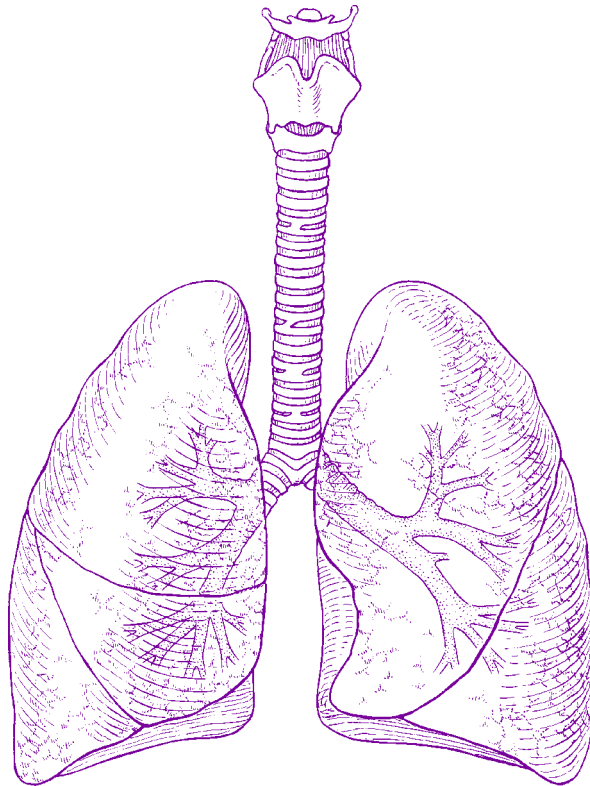
6

THE VOCAL Cords



A "True Education" Voice Series

“Let me see thy countenance,
let me hear thy voice;
for sweet is thy voice,
and thy countenance is comely.”
Song of Solomon 2:14



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TEACHER Section





INSTRUCTIONS

For the Teacher

Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 5. Use the Steps in Bible Study.

Bible Lesson

“We Have Seen His Star” –
Matthew 2

Memory Verses

Numbers 24:17; Jeremiah 29:11-14;
Micah 5:2; Isaiah 49:6; Matthew
2:23

CHARACTER QUALITY

Integrity – complete honesty and sincerity; wholeness; entireness; unbroken state; moral soundness or purity; incorruptness; uprightness; honesty

Antonyms – duplicity; deceit; dissimulation; guile; dishonesty; deceitfulness; mendacity; perversity

Character Quality Verse

Proverbs 11:3 “*The integrity of the upright shall guide them: but the perverseness of transgressors shall destroy them.*”

Step 2

Understand How To/And

- A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.
- B. Mark the Bible.
- C. Evaluate Your Student’s Character in relation to the character quality of **integrity**.
- D. Familiarize Yourself With the Vocal Cords, and how they work. Notice the Projects.

E. See the Student Section for the Scripture References.

F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Voice Words

articulate
cartilages
channel
distinguishes
epiglottis
glottis
inflammation
ligaments
melodious
octave
pitch
quality
range
vibrates
vocal cords

Bible Words

comfort
demanded
departed
destroy
dream

Bible Words

Egypt
lee
frankincense
gold
governor
integrity
joy
Judea
lamentation
mock
myrrh
Nazarene
Rachel
search
star
treasure
troubled
weeping
wise men
worshiped
wroth

See the book *Spelling From the Scriptures* for instructions about the spelling cards.

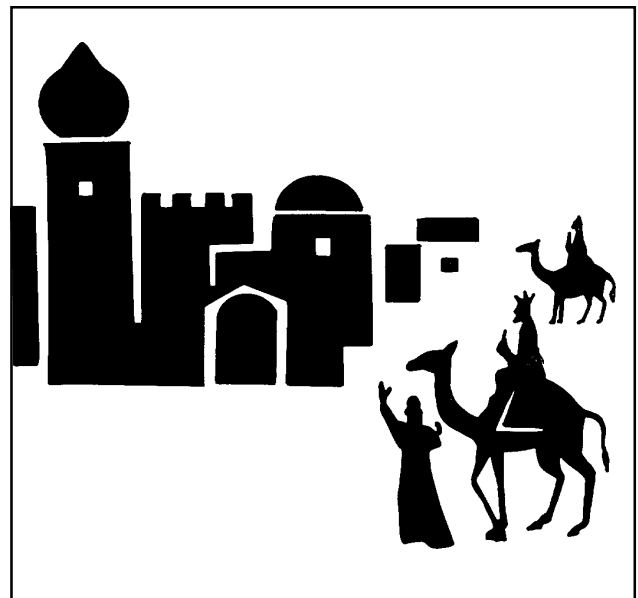
B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain referenced.

3. Have the student present the study to family and/or friends.

4. In the Student Section collect the Bible verses. And make your own Bible study. Mark your Bible. Add more verses if you need to.



Place I = Grades 2-3-4
Place II = Grades 4-5-6
Place III = Grades 6-7-8

C. EVALUATE YOUR Student's CHARACTER

This section is for the purpose of helping the teacher know how to encourage the students in **integrity**.

See page 7.

D. FAMILIARIZE Yourself With How the VOCAL Cords Works – Notice the Projects Projects

1. Find examples in nature that make sound when the wind blows (like leaves on a tree).
2. Practice being aware of sounds around you.
3. Draw an illustration of the vocal cords and label each part.
4. Explain (1) How the vocal cords make sound. And (2) How they are like the wise men.

E. SEE the Student Section for Scripture REFERENCES

See the Student Section, and check all the Bible verses listed in the lesson.

F. Notice the Answer Key

The Answer Key for the student book is found on page 8.

Step 3

Read the Lesson Aim.

LESSON Aim

The intent of this lesson is to give the student an awareness of the anatomy of the vocal cords and how they produce sound.

The student should understand that he needs to respond to the Holy Spirit, as the wise men did, and as the vocal cords respond to the air.

By responding to the Holy Spirit, **integrity** is gained.

The vocal cords are small bands of tissue that stretch across the larynx. Muscles in the larynx relax and stretch the vocal cords. When stretched, the two bands are close together, when relaxed, the two bands are apart. The air that moves up from the lungs, when we choose to make a sound, causes the vocal cards to vibrate. This vibration causes sound to emit in all directions, causing other vibrations. It finally climaxes in the desired result—speech or song.

The wise men were willing to be vibrated by the Holy Spirit. This resulted in their movement toward the Star. They continued with **integrity** until they found Jesus.

When we choose to make sound, the vocal cords respond and vibrate as the air moves out of the lungs, like the wise men chose to respond with **integrity**, and allowed the Holy Spirit to cause them to “vibrate” in action.

God wants us to respond with **integrity**, as well as allow the Holy Spirit to cause us to “vibrate” into action.

Step 4

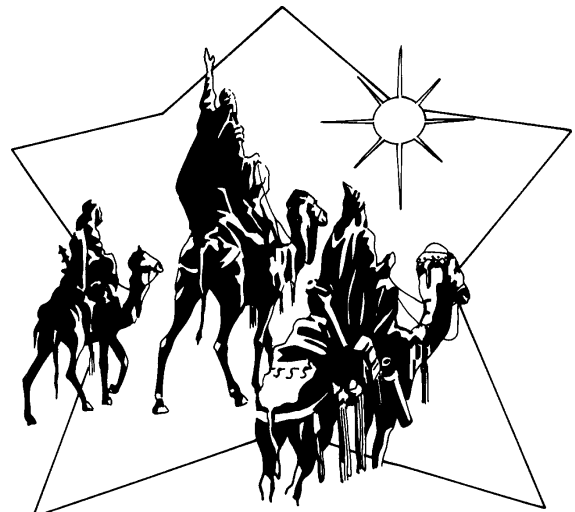
Prepare to begin the Voice Lesson.

To Begin the Voice Lesson

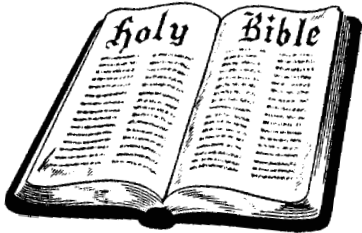
As a family read Psalm 100 and record it on a tape. Notice how each voice sounds so uniquely different.

Step 5

Begin the Voice Lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.



Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.

Review Questions

1. Where was Jesus born, and who was king at this time? (Matthew 2:1)
2. Who came to see Jesus? From what direction? (Matthew 2:1)
3. For whom did they ask? What had they seen? (Matthew 2:2)
4. For what reason had the wise men come to see Jesus? (Matthew 2:2)
5. Who was troubled by the question of these men? (Matthew 2:3)
6. Whom did he gather together? (Matthew 2:4)
7. What did he demand of them? (Matthew 2:4)
8. Where did they say Jesus was to be born? (Matthew 2:5-6)
9. How did they know? Quote where they got their information from. (Micah 5:2)
10. What did Herod inquire of the wise men? (Matthew 2:7)
11. To what place did he send them? (Matthew 2:8)

12. What did he tell them to do?
(Matthew 2:8)

13. How did they find Jesus? (Matthew 2:9)

14. How did they respond when they saw the star again? (Matthew 2:10)

15. Whom did they worship? (Matthew 2:11)

16. Name the gifts that they presented. (Matthew 2:11)

17. How were the plans of Herod defeated? (Matthew 2:12-15)

18. When did Joseph start for Egypt? (Matthew 2:13-14)

19. How long did he remain in Egypt? (Matthew 2:15, 20)

20. How was Herod's death made known to Joseph? (Matthew 2:19)

21. Where did Joseph and his family dwell after they left Egypt? (Matthew 2:23)

22. Why was he afraid to go into Judea? (Matthew 2:21-22)

22. How was the prophecy, "*He shall be called a Nazarene,*" fulfilled? (Matthew 2:23)

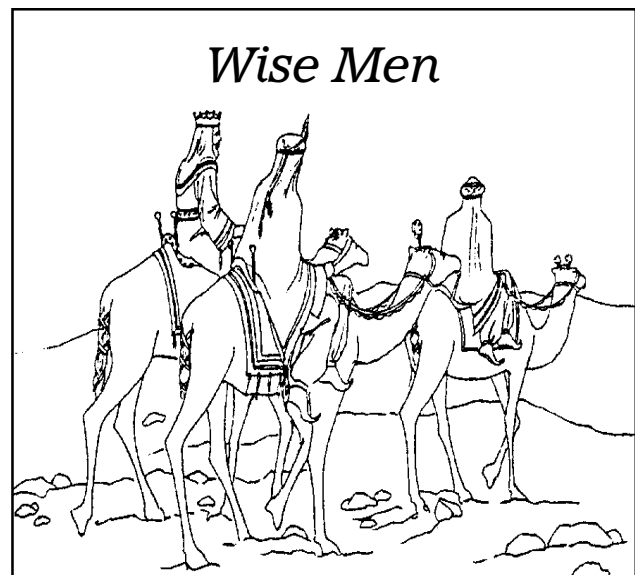
Thought Questions

1. How many wise men were there? (It is not stated in Scriptures.)

2. What does the Bible say in regard to the type of building Jesus was in at the time of the visit of the wise men? (Greek "house" – *Strong's Concordance* number 3614 = residence, an abode, a family [especially a domestic home])

3. What was the star that guided the wise men to the place of Jesus' birth? (It is not stated in Scripture, but some say it was the angels that appeared to the shepherds on the night of Jesus' birth.)

4. What Bible reference proves that it was a part of God's plan for Jesus' parents to take Him to Egypt? (Hosea 11:1; Jeremiah 31:15; Matthew 2:16-18)



Evaluating Your Child's CHARACTER

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

Integrity

1. Does the child keep his word, even when it hurts to do so?

MN NI PD A

5. When any work is assigned to the child, does he go forward as steadily and industriously when he is not watched as when he is?

Yes No

2. Are the child's heroes people of integrity?

Yes No

3. Is the child able to stand alone on the side of right even when it means unpopular treatment?

MN NI PD A

4. Is the child completely honest and sincere in speech and actions?

MN NI PD A

Notes

Answer Key

Page 12

1. The human voice has more variation in tone and pitch.
2. Very thin mucous membrane
3. Close
4. It causes them to bow.
5. Three
6. Length of vocal cords and the size of the voice box.

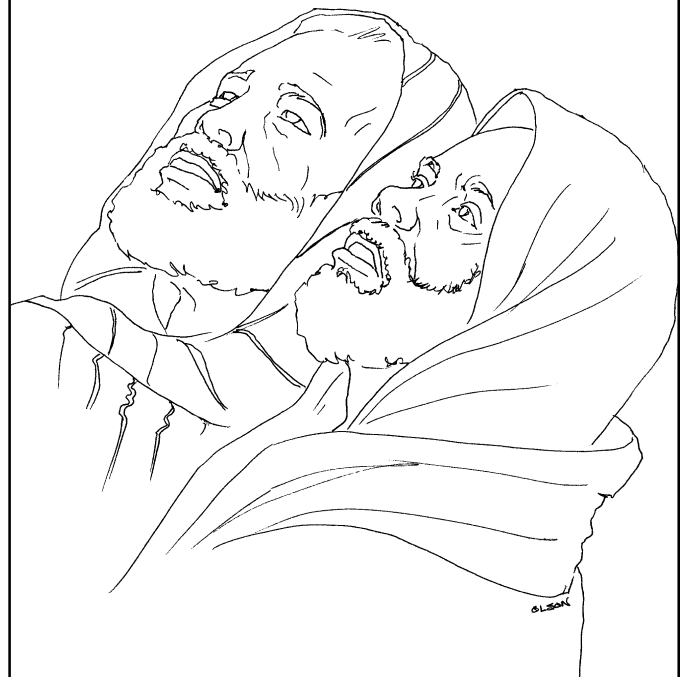
Notes

Wise Men

“...THERE CAME WISE MEN
FROM THE EAST
TO JERUSALEM,

“SAYING, WHERE IS HE
THAT IS BORN KING
OF THE JEWS?
FOR WE HAVE SEEN
HIS STAR IN THE EAST,
AND ARE COME
TO WORSHIP HIM.”

MATTHEW 2:1-2



GARDENING SHEET

Lesson Six Subject Voice

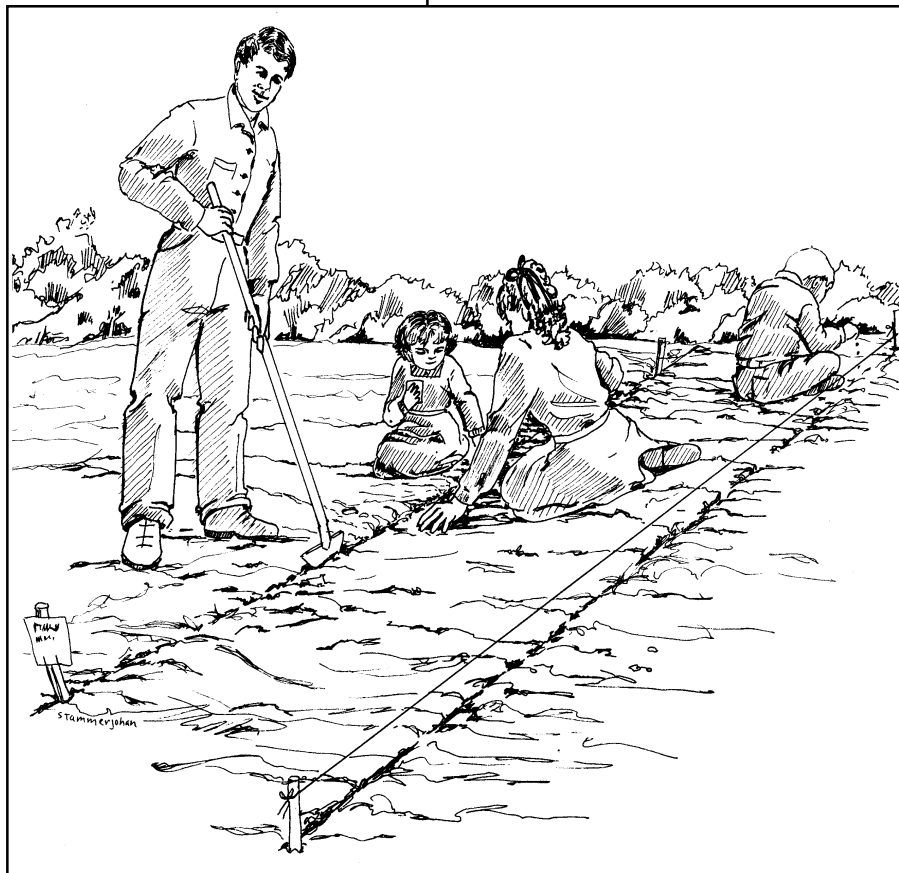
Title "The Vocal Cords"

In SEASON

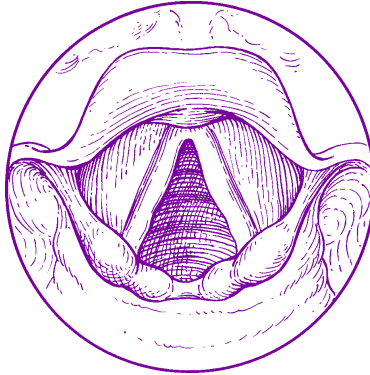
Fertilizer builds the soil and moves the plants to grow. Sing while you are fertilizing or watering the garden and move your vocal cords. The wise men were willing to be vibrated by the Holy Spirit. This resulted in their movement toward Bethlehem. Singing while working can help our thoughts move to "heavenly places."

Out of SEASON

Experiments show that good music in the home helps house plants to grow and be more beautiful. Sing Scripture songs while you work about the house. Use a spray bottle to water your plants; it is more like rain. With proper water, fertilizer, and good "vibrations" (sound), your house plants should be very healthy.



“I drew them
with cords of a man,
with bands of love.”
HOSEA 11:4



Each booklet in the series,
“Designing Your Own School Program,”
is planned for a family to study together
for their homeschool curriculum;
yet versatile enough to be used
in the conventional classroom.

Learn the principles
of the subject matter from the Scriptures;
discover more academic information;
then apply it to your daily life.

Other titles in the voice series are available
in the following subjects:

- 1 – WHAT is the Voice?
- 2 – CARE of the Voice
- 3 – Voice Culture
- 4 – THE Principle of BREATHING
- 5 – MUSCLES and BREATHING
- 6 – THE VOCAL CORDS
- 7 – CORRECT Bodily ALIGNMENT
- 8 – RESONATING CHAMBER, RESONANCE
- 9 – GROWING VOICE
- 10 – VOICE in COMMUNICATION



Mark 4:29