

Unit 1
“Origins & Ancient Times
(& Orderliness)”

Grades
7 - 10

History & Social Studies



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Origins & Ancient Times

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SUMMARY:

In this first term students discover the fascinating why and how of history and archaeology; they discover evidence that ancient humans had highly developed intelligence from their creation, disproving the narrative that mankind evolved from dumb beasts. While exploring ancient civilisations, the students discuss evidence for the true historicity of the people and events recorded in the Bible. Students follow the life and journeys of key figures in the ancient world, and understand the reasons for the rise and fall of civilisations. Through studying the lives and events in ancient cultures, students develop a sense of God's purposeful design and are inspired to develop their own sense of orderliness.

RESOURCES:

All the information you need is included within the informational story in each lesson plan.

The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some **art and craft materials**.

Each child will also need a **History Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities). It is also helpful to have a good **dictionary**.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

Prior to starting each week, review the recommended resources.

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Assessment If you are enrolled in a school or correspondence course, then they may require you to hand in your History Journal including the final assessment. You could include photographs of any practical activities or creative projects. To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.		

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TOPIC 1

INTRODUCTION TO HISTORY

Lesson 1: What Is History and Why Does It Matter?

Theme: Understanding the Nature and Value of Historical Study

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Explain what history is and why it is important to study it.
2. Identify how historians and archaeologists investigate the past using different sources of evidence.
3. Recognise how historical knowledge helps us understand human behaviour, societal change, and God's ongoing plan.
4. Develop historical questions to guide inquiry.
5. Interpret and evaluate sources of historical information.
6. Apply a biblical worldview to the study of history.

A) Introduction

Before we begin, let's learn some important vocabulary:

- **Archaeology** – the study of human history through excavation and analysis of artefacts and remains.
- **Primary source** – evidence from the time being studied (e.g., diaries, letters, artefacts).
- **Secondary source** – later interpretations or studies about the past (e.g., history books).
- **Continuity** – aspects of life or society that stay the same over time.
- **Change** – aspects of life or society that become different over time.
- **Perspective** – the viewpoint or opinion of a person or group from the past.
- **Interpretation** – an explanation or opinion about what happened in the past.

History is not only about “what happened,” but also about **how we know** what happened, and **why it matters**. This lesson will help you understand how to think like a historian while also seeing God's purposes in the story of humanity.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH7S03, AC9HH7S05, AC9HH9S01, AC9HH9S05

B) Historical Story – “The Trail and the Stone” –

It was a crisp autumn morning, and the forest was alive with the quiet stirrings of creation – leaves rustling in the wind, a kookaburra laughing in the distance, and the steady crunch of your boots on the trail. This was your thinking place, a path you had walked many times before. The world felt orderly here, like a well-written page in God’s book of creation.

But this morning was different. As you rounded a familiar bend, your eyes caught on something unusual – just beyond the trail, half-hidden under a tangle of ferns and moss, was a stone. Not just any stone, but one that seemed deliberately shaped.

Its surface was rough, yet at one angle you noticed something odd – lines carved into it. You crouched down, brushed away the moss, and your breath caught. The marks were symbols, carefully etched, though weathered by centuries.

In that moment, you were no longer just a walker in the forest – you had become a detective of the past.



The Questions Begin

Your mind filled with questions: Who put this stone here? What did the carvings mean? Was this a grave marker? A boundary stone? Part of an ancient path? This is exactly where history begins – not with answers, but with questions. Historians call these the “historical questions” that drive research: *What happened? Who was involved? When did it happen? Where did it happen? Why did it happen? How do we know?*

You took out your phone and snapped a picture. Maybe you could compare it later with similar finds online. This is the work of historians and archaeologists – gathering evidence, looking for patterns, piecing together a puzzle whose picture is never fully complete.

The Nature of Evidence

Later that day, you visited the local library and spoke to the reference librarian. She told you that early settlers in the region sometimes carved markers to show land boundaries. But before them, the First Nations people of the area had their own system of markers – stones that could signify sacred sites, travel routes, or meeting places. This opened up even more questions. Which group had placed the stone? How could you find out for sure?

Historians use **primary sources** – objects, documents, and records from the time – to answer such questions. Archaeologists might study the type of rock, the style of the carving, or the weathering patterns to estimate its age. They also compare it with **secondary sources** – the writings of later historians, maps, or local histories.

History and the Bible

As you delved deeper, you remembered something you had learned at church. The Bible itself is filled with archaeological markers – ancient cities, inscriptions, and artefacts that match the events described in Scripture. When archaeologists discovered the Pool of Siloam in Jerusalem, it confirmed the location where Jesus healed a blind man (John 9). These finds remind us that biblical history is not myth – it is rooted in real places and times.

God often commands His people to remember the past. In Deuteronomy 32:7, Moses urges the Israelites: *“Remember the days of old; consider the years of many generations; ask your father, and he will show you; your elders, and they will tell you.”* Memory keeps us connected to truth.

Learning from Patterns

Your search for the stone’s origins led you to realise that history reveals patterns. Civilisations that honoured God often enjoyed peace and justice; those that turned from Him fell into corruption and decline. The Old Testament is full of such cycles – obedience, blessing, rebellion, judgement, repentance, and restoration.

By studying history, we learn not only about others but also about ourselves. Our freedoms, institutions, and values are built on the foundations laid by those before us. Without history, we lose perspective. We might think our way of life just “happened,” when in fact it is the product of countless choices, struggles, and mercies from God.

History is Personal

One afternoon, you sat down with your grandmother and told her about the stone. She smiled and began to share her own history – stories of your great-grandfather building his home by hand, of rationing during wartime, of faith holding the family together in hardship. These weren’t in any textbook, but they were treasures of memory, part of your own identity.

And that was when you understood something profound – history is not only to do with distant kings or faraway battles. It is also about family, community, and faith. You are part of a story still being written.

Returning to the Stone

A few weeks later, you returned to the stone with a local historian. He examined it closely and told you it was likely a colonial-era survey marker, placed there in the mid-1800s when settlers were mapping the land. But he also pointed out that the area was an ancient pathway used by First Nations peoples, and there might be even older history beneath the soil.

The stone, then, was more than just a rock. It was a marker of two overlapping histories – Indigenous and settler – each with its own significance. It was a reminder that history is layered, and that understanding it requires respect, patience, and careful investigation.

Why History Matters

From that moment, you realised that history is not a dead subject locked in dusty books. It is alive. It shapes the present and influences the future. It teaches humility, because we see that we are part of something bigger. It inspires gratitude, because we see God’s hand at work through the ages. And it warns us, because we see what happens when people forget Him.

Just as the stone stood quietly in the forest for centuries, history stands all around us – waiting for someone to stop, notice, and ask questions. The more we dig, the more treasures we find. And in those treasures, we see the orderliness of God’s plan from creation to eternity.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH7S03, AC9HH7S05, AC9HH9S01, AC9HH9S05

C) HASS Thinking Questions

For Years 7 & 8:

1. Why is it important to ask questions before looking for answers in history?
2. How do primary sources differ from secondary sources? Give one example of each.
3. How might the same historical event be interpreted differently by two groups of people?

For Years 9 & 10:

1. How can the interpretation of a historical source change over time? Give an example.
2. Why is it important to evaluate the reliability of both primary and secondary sources?
3. In what ways can studying history influence the values and decisions of a society today?

Content Descriptions Addressed: AC9HH7S01, AC9HH7S03, AC9HH9S01, AC9HH9S05

D) Biblical Worldview

Throughout this course, as we study history of people and cultures, we will be noticing the hand of God in history, and hopefully gradually begin to understand the plans and purposes of God, and what these mean for you personally. To aid us in this search we will look at history through a four-fold worldview lens, asking the following questions...

- i) **CREATION:** What is God's original intention for this idea or area of life?
- ii) **FALL:** What went wrong and how has God's purpose been distorted?
- iii) **REDEMPTION:** How does Christ's example guide the way we live?
How does God want us to respond and care?
- iv) **RESTORATION:** Where is future hope to be found; and what would restoration of God's purposes look like? What difference does it make when we hold an eternal perspective?

When we ask these questions about the whole of history and why it matters today, the following observations provide just a glimpse of the plans and purposes of God.....

CREATION: God created people to live in relationship with Him and with each other, remembering His works and passing on truth through generations.

FALL: Human sin (trying to live separate from God) has led to pride, distortion of truth, and the loss of historical memory, causing societies to repeat mistakes. Human sin created an unfathomable chasm/gap between God and humans.

REDEMPTION: As Christ came to bridge the chasm and restore people back into relationship with God - if we accept that Jesus has paid the penalty for our sin, and we ask Him to come into our life we can now experience a renewed life of peace and purpose, living in a way that God has intended for us. Through Christ, we are called to remember God's works in history, to learn from the past, and to now live in ways that reflect His truth and grace.

RESTORATION: One day, God will restore all things, and history will find its fulfilment in His eternal kingdom. Knowing this gives meaning and hope to our study of the past.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S05, AC9HH9S05

E) Activities

Choose one of the following:

1. **Hands-on Practical Activity:** Create a mini archaeological dig in your backyard or a sand tray. Maybe your teacher or parent can bury small objects (coins, pottery pieces, etc.), for you to “excavate” them, recording your findings and making hypotheses (an informed guess) about their origin.
2. **Creative Artistic Activity:** Draw or paint a symbolic “History Stone” that represents your family’s history. Include images or symbols that tell key parts of your story.
3. **Academic Thinking/Writing Activity:** Write a short historical research report about a local landmark, including its origins, historical significance, and how it connects to wider history.

Content Descriptions Addressed: AC9HH7S01, AC9HH7S03, AC9HH9S01, AC9HH9S05

F) Wrap-up

History is God’s way of showing us that life is part of a bigger plan. Every piece of evidence, every story, is a thread in the tapestry of His work through time. When we study history with orderliness, we honour both truth and the God who made time itself.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S05

G) Narration

Once you have finished the lesson, your final task is this:

Ask your parent or tutor to be available for 5 minutes, so you can retell everything you can remember about the lesson and what you thought about it. This could be done over lunch or morning-break and may lead into further discussion. This narration activity will help you to place this knowledge into your long-term memory.

H) Australian Curriculum (v9) Content Descriptions

History – Knowledge and Understanding

- **AC9HH7K08** – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past.

History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.
 - **AC9HH7S03** – identify the origin, content, context and purpose of primary and secondary sources.
 - **AC9HH7S05** – describe causes and effects, and explain continuities and changes.
 - **AC9HH9S01** – develop and modify a range of historical questions about the past to inform historical inquiry.
 - **AC9HH9S05** – analyse cause and effect, and evaluate patterns of continuity and change.
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Lesson 2: Clues from the Ancient World – How We Know What Happened

Theme: Investigating the Past Through Archaeology and Historical Sources

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Explain how archaeologists and historians investigate the past using artefacts, inscriptions, and written records.
 2. Describe how the discovery of the Rosetta Stone unlocked understanding of Egyptian hieroglyphs.
 3. Recognise the significance of archaeological finds that confirm biblical history.
 4. Develop and refine historical questions for inquiry.
 5. Identify and evaluate primary and secondary sources of historical evidence.
 6. Apply a biblical worldview to the study of archaeology and history.
-

A) Introduction

Before we explore today's story, let's prepare by learning some vocabulary:

- **Artefact** – an object made or used by humans in the past.
- **Inscription** – words or symbols carved, written, or engraved on a surface.
- **Hieroglyphs** – the picture-writing system used in ancient Egypt.
- **Demotic script** – a simplified form of Egyptian writing used for everyday purposes.
- **Primary source** – evidence created during the time being studied.
- **Secondary source** – later analysis, interpretation, or summary of historical information.
- **Decipher** – to work out the meaning of something written in a code or unknown language.

In this lesson, you'll be thinking like an archaeologist. Archaeologists must work in an orderly way: carefully uncovering clues, documenting them, and piecing together the story of the past without damaging the evidence.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH7S03, AC9HH7S05, AC9HH9S01, AC9HH9S03

B) Historical Story – “The Black Stone in the Sand”

It was the summer of 1799 in Egypt, and Napoleon's soldiers were far from home. They were part of a military expedition that aimed not only to conquer but also to explore and study the mysteries of the ancient land. Among them was a young French soldier named Pierre-François Bouchard.

One hot afternoon, while supervising some fort repairs near the town of Rosetta (Rashid), his spade hit something solid. At first, he thought it was just a buried block from the ruined walls. But as the sand fell away, he saw smooth black basalt, etched with three distinct bands of writing.

The top section was covered in rows of strange pictures – little birds, eyes, snakes, and other symbols – Egyptian **hieroglyphs**. The middle section was written in a flowing script that scholars later identified as **Demotic**, the everyday writing of the later Egyptians. The bottom section was written in **Ancient Greek**.

Pierre realised this was no ordinary stone.



The Language Puzzle

For centuries, no one in Europe had been able to read hieroglyphs. The knowledge had been lost after the last Egyptian temples closed in the 4th century AD. Many thought the pictures were just decoration. But the Greek text offered a clue: if it was the same message as the hieroglyphs, then perhaps it could be used as a key to unlock the code.



The Rosetta Stone, as it came to be called, was later studied by brilliant minds, including the French scholar Jean-François Champollion. After years of painstaking work comparing symbols with Greek letters, he announced in 1822 that he had cracked the code. Suddenly, the voices of ancient Egypt – its kings, priests, merchants, and workers – could be heard again.

Why This Matters to History

The Rosetta Stone taught historians an important lesson: understanding the past often depends on finding the right key to interpret evidence. Without orderliness in recording discoveries, such treasures could easily be lost or misunderstood.

Other Clues from the Ancient World

The Rosetta Stone is just one famous example. Throughout history, archaeologists have unearthed countless artefacts that shed light on lost civilisations:

- The **Cuneiform tablets** of Mesopotamia, some more than 4,000 years old, preserving trade records, laws, and epic poems like *Gilgamesh*.
- The **Dead Sea Scrolls**, found in caves in 1947, containing ancient copies of the Hebrew Scriptures, confirming the remarkable accuracy of the Old Testament text over centuries.
- The **Tel Dan Stele**, discovered in 1993 in northern Israel, with the words “House of David” carved into it – clear archaeological evidence for the biblical King David.

The Bible and Archaeology

The Bible is a unique historical source because it combines spiritual truth with real historical events, places, and people. Luke’s Gospel opens with an assurance that he had “carefully investigated everything from the beginning” (Luke 1:3). In other words, biblical writers valued accurate, orderly research.

Archaeology has repeatedly confirmed details in the Bible – names of kings, locations of cities, and even specific events. For example, the discovery of the Pool of Bethesda in Jerusalem matched the Gospel of John’s description exactly (John 5:2).

An Orderly Process

Archaeology is not just digging randomly. It follows careful methods:

1. **Surveying the site** – mapping and planning before excavation.
2. **Excavating in layers** – digging slowly to record the exact position of each find.

3. **Recording and cataloguing** – keeping detailed notes, drawings, and photographs.
4. **Analysing and interpreting** – comparing finds with other evidence to form conclusions.
5. **Preserving and displaying** – ensuring artefacts are protected for future study.

This orderliness means that even the smallest find – a pottery shard or bead – can help reconstruct the bigger picture.

Legends, Myths, and Memory

Interestingly, many cultures around the world preserve stories of a great flood. From Mesopotamia's *Epic of Gilgamesh* to the flood legends of Native Americans and Pacific Islanders, these accounts echo the biblical record of Noah's Flood. While the details differ, the widespread memory suggests a shared historical event, remembered imperfectly over time.

God's Purposes in Discovery

Why does God allow us to find such things? Perhaps to strengthen our faith, to remind us that His Word is grounded in reality, or to call the world to remember "the former things of old" (Isaiah 46:9). Each discovery is like a whisper from the past, affirming that truth does not fade with time.

As you imagine the soldier brushing away the sand from that black stone in 1799, think about how many other clues still lie hidden – waiting for someone, perhaps even you, to uncover them.



Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH7S03, AC9HH7S05, AC9HH9S01, AC9HH9S03

C) HASS Thinking Questions

For Years 7 & 8:

1. How did the Rosetta Stone help scholars understand ancient Egypt?
2. Why is it important for archaeologists to record their findings in an orderly way?
3. What is one example of archaeology supporting a biblical event or person?

For Years 9 & 10:

1. How do historians determine whether an artefact is reliable evidence for a historical event?
2. Why might different cultures record similar events, such as a great flood, with different details?
3. How can archaeological discoveries influence modern debates about the accuracy of historical records, including the Bible?

Content Descriptions Addressed: AC9HH7S01, AC9HH7S03, AC9HH9S01, AC9HH9S03

D) Biblical Worldview

Let's look at today's topic through our four-fold worldview lens, asking the following questions...

- i) **CREATION:** What is God's original intention for this idea or area of life?
- ii) **FALL:** What went wrong and how has God's purpose been distorted?

- iii) **REDEMPTION:** How does Christ's example guide the way we live? How does God want us to respond and care?
- iv) **RESTORATION:** Where is future hope to be found; and what would restoration of God's purposes look like? What difference does it make when we hold an eternal perspective?

When we ask these questions about '**clues from the ancient world and how we know what happened**', the following observations provide another brief glimpse of the plans and purposes of God.....

CREATION: God created people with the ability to record and remember events, enabling the passing down of truth through generations.

FALL: Sin has led to the distortion, loss, or destruction of historical records, sometimes causing truth to be forgotten or twisted.

REDEMPTION: Christ calls us to be seekers of truth. Through research and honest investigation, we can uncover evidence that points to God's faithfulness.

RESTORATION: In eternity, all truth will be revealed. Until then, archaeological discoveries give glimpses of God's unfolding plan and the certainty of His Word.

Content Descriptions Addressed: AC9HH7S05, AC9HH9S05

E) Activities

Choose one of the following:

1. **Hands-on Practical Activity:**
Create a "History Detective" dig site in a box (as described in the original). Include at least five artefacts, record their positions as you find them, and write a short hypothesis about their origin.
2. **Creative Artistic Activity:**
Design an illustrated "Archaeology Timeline" showing three major discoveries that have confirmed biblical events or people. Include dates, places, and brief notes.
3. **Academic Thinking/Writing Activity:**
Write a 500-word report analysing how one archaeological discovery has changed historians' understanding of an ancient civilisation. Include how the find was made, what it revealed, and why it matters.

Content Descriptions Addressed: AC9HH7S01, AC9HH7S03, AC9HH9S01, AC9HH9S03

F) Wrap-up

History is like a giant puzzle, and archaeology provides some of the most important pieces. By carefully uncovering, recording, and interpreting evidence, we not only learn about ancient peoples but also see the accuracy of God's Word confirmed again and again.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S05

G) Narration

Once you have finished the lesson, your final task is this:

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about the lesson and what you thought about it. This could be done over lunch or morning-break and may lead into further discussion. This narration activity will help you to place this knowledge into your long-term memory.

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History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.
 - **AC9HH7S03** – identify the origin, content, context and purpose of primary and secondary sources.
 - **AC9HH7S05** – describe causes and effects, and explain continuities and changes.
 - **AC9HH9S01** – develop and modify a range of historical questions about the past to inform historical inquiry.
 - **AC9HH9S03** – evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships.
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For Lesson 3: Character Training – Orderliness,
refer to the Character Training Supplement to be released in
January 2026.

Lesson 4: What Makes a Civilisation Rise or Fall?

Theme: The Patterns Behind the Growth and Decline of Civilisations

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Explain key factors that contribute to the rise of civilisations.
 2. Identify common causes of a civilisation's decline.
 3. Describe biblical examples of nations rising or falling according to their values and actions.
 4. Analyse historical patterns to apply lessons for modern life.
 5. Develop historical questions about the strengths and weaknesses of societies.
 6. Recognise the importance of justice, unity, and truth in maintaining a civilisation.
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A) Introduction

History is full of examples of nations that rose to greatness and then disappeared. Some were strong for centuries; others flourished briefly before collapsing. Today we will examine the “building blocks” that make a civilisation grow strong, and the “fault lines” that cause it to fall.

Before we read the expanded story, let's learn some key terms:

- **Civilisation** – an organised society with cities, government, culture, and systems for law, trade, and belief.
- **Infrastructure** – the basic systems and structures needed for a society to function (roads, bridges, water supply, etc.).
- **Corruption** – dishonesty or abuse of power, especially by leaders.
- **Unity** – agreement and cooperation within a group.
- **Justice** – fairness according to moral or legal standards.
- **Moral decay** – loss of values, standards, and self-control within a society.

Content Descriptions Addressed: AC9HH7K09, AC9HH7S01, AC9HH8K07, AC9HH9K04

B) Historical Story – “Why Civilisations Rise and Fall”

Imagine standing on the edge of a green valley at sunrise. Mist curls above the grass, and a river winds its way between distant hills. A group of families arrives after weeks of travel. They carry what they can – tools, seeds, animals – and hope for a new life.

They choose their spot carefully: fertile land for crops, clean water, and nearby hills for protection. Timber from the forests will provide homes and fuel; the river will bring fish and connect them to other settlements.

At first, life is simple. Families plant crops, build homes, and help each other during harvest. They share meals, celebrate births, and bury their dead with respect. They create rules for resolving disputes. Soon, they have markets, places of worship, and leaders chosen for their wisdom. This is the birth of a civilisation.

How Civilisations Rise

1. Geography and Resources

Ancient Egypt grew strong because of the Nile River's fertile floodplains. Mesopotamia thrived between the Tigris and Euphrates, where irrigation channels brought water to crops. In China, the Yellow River nourished early dynasties. Civilisations near rivers could trade, farm, and connect more easily with other peoples.

Key Principle: A good location with natural resources gives a civilisation a strong foundation.

2. Strong Leadership and Wise Laws

Imagine a leader who settles disputes fairly, protects the people from enemies, and encourages hard work. Hammurabi of Babylon carved his code of laws so everyone would know the rules. King Solomon prayed for wisdom, and during his reign, Israel prospered in peace.

Key Principle: Justice and wise leadership bring stability; corrupt leadership brings unrest.

3. Shared Beliefs and Cultural Unity

People are more united when they share values, traditions, and goals. In ancient Israel, God's law provided a clear moral foundation. Even in nations that worshipped false gods, shared beliefs helped people cooperate. However, unity built on lies eventually crumbles.

Key Principle: Shared values create unity, but truth is the only lasting foundation.

4. Hard Work and Innovation

Civilisations that invent, improve, and work diligently often rise above others. Roman aqueducts, Greek philosophy, Chinese paper, and Mesopotamian writing still influence the world today.

Key Principle: Diligence and creativity make a civilisation stronger.

How Civilisations Fall

The valley civilisation you imagined begins to change. Years pass, and its leaders grow wealthy and proud. Laws are twisted to protect the rich. Families begin to quarrel. People care more about entertainment than responsibility.

1. Corruption and Injustice

Rome's decline was hastened by corrupt officials who taxed unfairly and sought personal power. In Israel, prophets warned that ignoring justice would bring ruin – and it did.

2. Forgetting What Is Right

When truth is abandoned, morality decays. Babylon, once mighty, fell to the Medes and Persians in a single night, fulfilling prophecy.

3. Moral Weakness and Division

When families break down and citizens fight among themselves, a nation becomes easy prey for enemies. Jesus' warning – "A house divided against itself cannot stand" – applies to nations as well.

4. Outside Attacks and Natural Disasters

Strong civilisations can still be shaken by invasion or disaster. The Minoan civilisation of Crete was devastated by a volcanic eruption and tsunami. But nations with unity and resilience can rebuild.

The Biblical Example: Israel

Under David and Solomon, Israel was a powerful, respected kingdom. But after Solomon's death, division and idolatry led to weakness. Both Israel and Judah were conquered – by Assyria and Babylon – just as God's prophets had warned. Their rise and fall was not random; it followed spiritual choices.

Lessons for Us Today

Civilisations are built from the actions of individuals. Your home, church, and community are "mini-civilisations." When you live by truth, work diligently, and treat others justly, you strengthen the foundation. But selfishness, dishonesty, and laziness weaken it.

Your choices today – kindness to a sibling, fairness in a game, honesty in your work – are like bricks in a wall. What kind of wall are you building?

Content Descriptions Addressed: AC9HH7K09, AC9HH7S01, AC9HH8K07, AC9HH9K04

C) HASS Thinking Questions

For Years 7 & 8:

1. Which factor do you think is most important for a civilisation's rise, and why?
2. How can corruption harm a nation even before an enemy attacks?
3. Can you think of a civilisation that rebuilt itself after disaster?

For Years 9 & 10:

1. How do geography and resources continue to affect the power of nations today?
2. Why might moral decay be more dangerous to a civilisation than an outside attack?
3. What lessons should modern nations learn from the fall of ancient empires?

Content Descriptions Addressed: AC9HH7S01, AC9HH8K07, AC9HH9K04

D) Biblical Worldview

Once again, we need to look at today's topic through our four-fold worldview lens, asking the following questions...

- i) **CREATION:** What is God’s original intention for this idea or area of life?
- ii) **FALL:** What went wrong and how has God’s purpose been distorted?
- iii) **REDEMPTION:** How does Christ’s example guide the way we live?
How does God want us to respond and care?
- iv) **RESTORATION:** Where is future hope to be found; and what would restoration of God’s purposes look like? What difference does it make when we hold an eternal perspective?

When we ask these questions about ‘**what makes civilisations rise and fall**’, we make the following observations.....

CREATION: God designed nations to live in justice, unity, and truth, caring for their people.

FALL: When nations ignore and reject God, gradually the results of sin take hold of the culture (pride, greed, immorality, injustice, and division). The natural consequences of these things leads such a nation toward destruction.

REDEMPTION: Through Christ, individuals and communities can be restored to righteousness, influencing society for good.

RESTORATION: God’s future kingdom will be a perfect, eternal civilisation where justice and peace never end.

Content Descriptions Addressed: AC9HH7K09, AC9HH8K07

E) Activities

Choose one:

1. **Hands-on Practical Activity:**
Make a “Rise and Fall” chart on paper. Left side: five reasons civilisations rise. Right side: five reasons they fall. Use colours and symbols for each point.
2. **Creative Artistic Activity:**
Design a poster showing an imaginary civilisation at its height and after its fall. Include drawings of buildings, people, and symbols to show the changes.
3. **Academic Thinking/Writing Activity:**
Write a 700-word essay comparing two real civilisations – one that lasted centuries and one that fell quickly. Identify the key differences in geography, leadership, values, and unity.

Content Descriptions Addressed: AC9HH7S01, AC9HH8K07, AC9HH9K04

F) Wrap-up

The rise and fall of civilisations follow patterns we can see clearly in history – and in the Bible. Justice, truth, and unity build strength; corruption, pride, and falsehood bring collapse. God’s principles not only guide individuals – they are the foundation for entire nations.

Content Descriptions Addressed: AC9HH7K09, AC9HH9K04

G) Narration

Once you have finished the lesson, your final task is this:

Ask your parent or tutor to be available for 5 to 10 minutes, so you can retell everything you can remember about the lesson and what you thought about it. This could be done over lunch or morning-break and may lead into further discussion. This narration activity will help you to place this knowledge into your long-term memory.

H) Australian Curriculum (v9) Content Descriptions

History – Knowledge and Understanding

- **AC9HH7K09** – how the physical environment and geographical features influenced the development of the ancient society.
- **AC9HH8K07** – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion.
- **AC9HH9K04** – significant events, ideas, people, groups and movements in the development of Australian society.

History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.

Advanced Extension #1: Four Ancient Civilizations to Know

Theme: Understanding the Key Cultures that Shaped the Ancient World

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Identify key features of Mesopotamia, Egypt, Israel, and Greece.
 2. Explain how geography, beliefs, and ideas shaped each civilisation.
 3. Recognise how each civilisation connects to biblical history.
 4. Compare cultural achievements and worldviews.
 5. Develop historical questions about ancient societies.
 6. Understand that God is sovereign over the rise and fall of nations.
-

A) Introduction

Today you will travel – through imagination – into four ancient worlds. These places are not just names in history books; they were real societies where people worked, invented, ruled, fought, worshipped, and sought meaning. Some followed God’s ways, others did not.

Before reading, learn these terms:

- **Civilisation** – a complex society with cities, government, religion, and culture.
- **Polytheism** – belief in many gods.
- **Monotheism** – belief in one God.
- **Cuneiform** – wedge-shaped writing of Mesopotamia.
- **Hieroglyphs** – picture writing of Egypt.
- **Democracy** – a system where people have a say in government.
- **Covenant** – a sacred agreement between God and His people.

As you read, visualise each place like a movie scene. Notice sights, sounds, smells, and emotions.

Content Descriptions Addressed: AC9HH7K09, AC9HH7K11, AC9HH7S01, AC9HH8K07, AC9HH8K12, AC9HH9K04

B) Historical Story – “The Museum with Four Doors”

You hold a heavy golden key. It hums faintly in your palm, as though eager to unlock its secrets. Before you stretches a dim hallway, its walls carved with symbols from a hundred ages. The air smells of stone, parchment, and incense. Four grand doors stand in a row, each marked with a name from the distant past: **Mesopotamia, Egypt, Israel, Greece.**

The key warms in your hand. You step toward the first door.

Door One – Mesopotamia

The key turns with a soft click, and heat rushes out to meet you. You step into a bustling city – perhaps Ur or Babylon – around 2100 BC. Sunlight bakes the clay-brick streets. Canals snake through the city, carrying water from the life-giving rivers, the Tigris and Euphrates.

Traders call out prices for grain, wool, and copper. Children play with clay balls, laughing. A scribe sits cross-legged, pressing a sharpened reed into a clay tablet. This is **cuneiform**, the world's first written script. Without it, laws, trade records, and stories would vanish with the speaker's breath.

You glance upward and see a ziggurat towering above the city – a stepped temple reaching for the sky. Priests climb its slopes, carrying offerings to gods of the sun, moon, and river.

Near the city gates, a man gathers his family. His name is Abram. He is leaving his homeland because he has heard the call of a single, unseen God – different from the idols around him. This God has promised to make him into a great nation. You watch as Abram walks away from the city, not knowing where the road will lead, but certain of the One who called him.

The key grows warm again.

Door Two – Egypt

The air changes as you step through the second door. Heat shimmers over golden sands. The green ribbon of the Nile winds through the land, dotted with palm trees and bustling villages. Towering above all stand the pyramids – mathematical marvels of stone, built to house the bodies of pharaohs for eternity.

In the royal palace, scribes scratch hieroglyphs on papyrus scrolls, recording laws and taxes. Priests burn incense in vast temples, where statues of falcon-headed Horus and jackal-headed Anubis loom in the flickering light.

Outside the palace, Hebrew slaves labour under the sun, hauling stones and mixing mud for bricks. Among them will rise a deliverer – Moses – who will one day lead his people out of Egypt by God's mighty hand.

You glimpse another scene: a young Hebrew named Joseph standing before Pharaoh. He interprets the king's dreams – seven years of plenty, then seven years of famine – and is made second-in-command over all Egypt. His wisdom, given by God, saves millions from hunger.

Centuries pass in moments. A cruel Pharaoh rises who does not know Joseph. Slavery deepens, until God sends plagues and parts the Red Sea, proving His power over Egypt's gods.

The key pulses once more.

Door Three – Israel

You emerge into rolling hills dotted with sheep and olive groves. A shepherd boy named David plays a harp beneath the stars, singing psalms of praise to the God who made heaven and earth.

The scene shifts. You now stand in the courts of Solomon's Temple in Jerusalem. Gold gleams on the walls, incense curls upward, and the songs of Levites fill the air. Israel is at peace, renowned for wisdom, justice, and worship of the one true God.

But shadows creep in. Idols from foreign lands find their way into the hearts of the people. Prophets rise – Isaiah, Jeremiah, Ezekiel – calling the nation back to covenant faithfulness. They warn of exile but also promise a coming Messiah who will bring salvation to all nations.

Here in Israel, history is more than dates and kings – it is the unfolding of God's plan. The covenant, the law, the promises all point forward to Jesus Christ.

The key glows brightly now.

Door Four – Greece

A sea breeze greets you as the door opens. Olive trees line the hills, and marble temples crown the city. Philosophers gather in the agora, debating truth, virtue, and the nature of the soul. Here in Athens, Socrates questions, Plato imagines ideal states, and Aristotle categorises the natural world.

Citizens meet to vote in one of the earliest experiments in democracy. Artists carve statues so lifelike they seem ready to breathe. Dramas unfold in open-air theatres. Athletes compete in the Olympic Games to honour their gods.

Yet beneath the beauty lies idolatry. Temples to Zeus, Athena, and Apollo rise in splendour, but they cannot hold the truth. Into this world walks Paul the apostle. Standing before the Areopagus, he speaks of the “unknown God” who made the world and does not live in temples built by hands. Some mock, some listen, a few believe – and the gospel begins to take root in Greek soil.

The Hallway Once More

You return to the quiet hallway. The four doors are shut, but you now see the thread that links them. Mesopotamia, Egypt, Israel, Greece – different in language, customs, and beliefs – yet all part of the tapestry of history God is weaving. Nations rise and fall, but His purposes stand.

You look at the key. It is still warm, waiting. History is not over. You are part of the ongoing story. What door will you open next?

Content Descriptions Addressed: AC9HH7K09, AC9HH7K11, AC9HH7S01, AC9HH8K07, AC9HH8K12, AC9HH9K04

C) HASS Thinking Questions

For Years 7 & 8:

1. Which civilisation impressed you the most, and why?
2. What is one key invention or idea from these four civilisations that still affects us today?
3. How was Israel's belief system different from those of Mesopotamia, Egypt, and Greece?

For Years 9 & 10:

1. How did the ideas from ancient Greece influence later societies, including modern democracy?
2. In what ways did geography shape the development of Mesopotamia and Egypt?
3. How do the histories of these civilisations help us understand the spread of biblical truth?

Content Descriptions Addressed: AC9HH7S01, AC9HH8K07, AC9HH8K12, AC9HH9K04

D) Biblical Worldview

Let's look at today's topic through our four-fold worldview lens, asking the following questions...

- i) **CREATION:** What is God's original intention for this idea or area of life?
- ii) **FALL:** What went wrong and how has God's purpose been distorted?
- iii) **REDEMPTION:** How does Christ's example guide the way we live?
How does God want us to respond and care?
- iv) **RESTORATION:** Where is future hope to be found; and what would restoration of God's purposes look like? What difference does it make when we hold an eternal perspective?

When we ask these questions about '**the four ancient civilisations**', the following observations provide another brief glimpse of the plans and purposes of God.....

CREATION: God created nations and cultures with unique abilities and purposes, intending them to reflect His glory.

FALL: Sin led nations into idolatry, injustice, and pride, turning them from God's ways.

REDEMPTION: God's plan to bless all nations began with His covenant with Abraham and continued through Israel to the coming of Christ.

RESTORATION: In the future, all nations will be gathered before God, and history will be fulfilled in His eternal kingdom.

Content Descriptions Addressed: AC9HH7K11, AC9HH9K04

E) Activities

Choose one of the following:

1. **Hands-on Practical Activity:**
Make a Civilisations Comparison Chart as described in the original, but add a column for "Biblical Event or Connection" with a reference.
2. **Creative Artistic Activity:**
Create four illustrated "door panels" on cardboard, one for each civilisation, with drawings or collage images of key features, inventions, and biblical links.
3. **Academic Thinking/Writing Activity:**
Write a 600-word essay comparing the religious beliefs of these four civilisations, including how they align or conflict with a biblical worldview.

Content Descriptions Addressed: AC9HH7S01, AC9HH8K07, AC9HH8K12, AC9HH9K04

F) Wrap-up

These four civilisations shaped the world in different ways – through ideas, inventions, politics, and faith. Yet their stories remind us that God rules over history. Nations rise and fall, but His plan continues.

Content Descriptions Addressed: AC9HH7K09, AC9HH9K04

G) Narration

Once you have finished the lesson, your final task is this:

Ask your parent or tutor to be available for 5 to 10 minutes, so you can retell everything you can remember about the lesson and what you thought about it. This could be done over lunch or morning-break and may lead into further discussion. This narration activity will help you to place this knowledge into your long-term memory.

H) Australian Curriculum (v9) Content Descriptions

History – Knowledge and Understanding

- **AC9HH7K09** – how the physical environment and geographical features influenced the development of the ancient society.
- **AC9HH7K11** – key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.
- **AC9HH8K07** – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion.
- **AC9HH8K12** – the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society.
- **AC9HH9K04** – significant events, ideas, people, groups and movements in the development of Australian society.

History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.

TOPIC 2

THE INTELLIGENCE OF EARLY MANKIND

Evidence of the Intelligence of Early Mankind

Grades: 7–10

Subject: History, Bible, and Archaeology

Recommended Materials: Bible, notebook, internet access, printouts of key readings, optional books (*Dead Men's Secrets* by Jonathan Gray, *The Genius of Ancient Man* by Don Landis)

Lesson Objectives

By the end of the next two weeks of lessons, students will be able to:

1. **Understand** the biblical view of early human intelligence.
 2. **Analyse** archaeological and historical evidence that supports early advanced knowledge.
 3. **Compare and contrast** biblical history with the evolutionary view of early mankind.
 4. **Explain** how ancient structures, writings, and technologies demonstrate early intelligence.
 5. **Develop critical thinking** by evaluating different perspectives on ancient civilizations.
-

Lesson 5: Introduction to Early Human Intelligence

Theme: The Biblical Foundation of Early Human Intelligence

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Explain the biblical teaching that humans were made in God's image with intelligence from the beginning.
 2. Describe early human achievements in building, music, agriculture, and technology from Genesis.
 3. Compare the biblical view of early human intelligence with evolutionary ideas about primitive man.
 4. Identify archaeological and historical evidence that supports early advanced knowledge.
 5. Develop critical thinking by asking questions about different historical perspectives.
-

A) Introduction

When you hear the term “early man,” what image comes to mind? Many school textbooks and movies picture hunched, fur-clad figures stumbling through caves, grunting in confusion. But the Bible tells a very different story.

Today's lesson takes you to the very first generations of humanity – not as an evolutionary accident, but as intelligent image-bearers of God. Before reading, learn these key terms:

- **Image of God** – the unique way humans reflect God's nature in thinking, creativity, morality, and relationship.
- **Civilisation** – an organised society with culture, laws, trade, and art.
- **Bronze and Iron** – early metals used for tools, weapons, and building.
- **Agriculture** – farming and raising animals for food.
- **Design** – purposeful planning and creation with an intended function.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH9S01

B) Historical Story – “Step into the Past”

The sunlight streams across the threshold as you step into the stone workshop. You expect crude tools scattered in a dusty pile, maybe a few sharpened sticks or rocks. But what you see changes your view completely.

Against one wall hang finely crafted musical instruments – flutes with precisely drilled holes, stringed lyres with polished wood frames, reeds stretched into harmonious shapes. On a bench, a craftsman hammers bronze into a perfect blade. Another worker uses a grindstone to sharpen an iron chisel. Across the room, men study a rolled-out plan for a city wall, marking where each stone should be placed.

This is not the world of “primitive” humanity. This is the world of Genesis 1–4 – a world alive with order, skill, and creativity.

Made in the Image of God

Genesis 1:26–27 tells us that God made man in His own image. This is no small thing. It means humans have an intellect and creativity that reflect their Creator. We are not just more advanced animals; we are designed to reason, communicate, plan, and build.

Think about Adam's very first recorded task: naming the animals (Genesis 2:19–20). Naming isn't random – it requires observation, classification, and language. Imagine trying to name every animal in the world today, from elephants to eagles to earthworms. You'd need to notice each one's features, habits, and differences. Adam, fresh from God's hand, had a mind capable of this immense intellectual work.

The Task of Naming

Let's imagine Adam at work. A pair of tall, long-necked creatures steps forward – he studies their gentle eyes and sweeping necks and names them accordingly. A colourful bird with a hooked beak and a loud call inspires another name. With each word he speaks, he is building the first language, creating the categories of biology and zoology without a textbook or teacher.

This was not the slow crawl of evolutionary intelligence. This was the instant gift of God, fully operational from the start.

Early Builders and Innovators

Genesis 4:17–22 introduces us to Cain’s descendants, and what we see is astounding. Cain builds a city – complete with homes, streets, and an organised layout. His family line includes:

- **Jabal** – a pioneer in animal husbandry, managing herds and livestock.
- **Jubal** – a musician who invents and plays the harp and flute.
- **Tubal-Cain** – a metalworker forging tools from bronze and iron.

These skills require mathematics, engineering, artistry, and chemistry. Far from being nomadic wanderers, these early people had industry, agriculture, and the arts.

Music and the Human Spirit

Music is one of the clearest signs of human creativity. It is more than sound – it carries meaning, emotion, and beauty. In Jubal’s day, music required tuning, rhythm, and craftsmanship. These are the marks of people who think abstractly, plan ahead, and value beauty.

The Agricultural Mind

Jabal’s work in raising livestock was more than just keeping animals alive. It involved selecting breeding stock, providing shelter, and managing resources – a form of agricultural science. The ability to plan for future seasons, store food, and trade animals shows organisation and foresight.

Tools of Bronze and Iron

Tubal-Cain’s metalwork required mining, smelting, and shaping – advanced technology still respected today. Bronze is an alloy of copper and tin, requiring precise heat control. Iron requires even higher temperatures and knowledge of carbon content. The fact that this was happening in the earliest generations of mankind overturns the idea of a long “stone age” before metallurgy.

Contrasting Worldviews

The evolutionary story tells us that humans gradually gained intelligence over hundreds of thousands of years, starting with simple stone tools. The biblical account shows fully intelligent humans from the beginning – capable of art, science, governance, and worship.

Archaeology often uncovers evidence that supports the biblical view:

- Ancient metal tools in geological layers thought to be “too early.”
- Sophisticated cave paintings showing perspective and shading.
- Megalithic structures like Stonehenge or the Great Pyramids requiring advanced mathematics and engineering.

Legacy and Lesson

When we picture “primitive man,” we must replace the image of the stooped, grunting figure with that of Adam naming animals, Jubal composing music, and Tubal-Cain forging metal. Early man was the handiwork of God, bearing His image, capable of reason, beauty, and invention.

And what about us today? We are still made in His image. Our intelligence is a gift meant to be used for truth, goodness, and beauty – not for pride or destruction.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH9S01

C) HASS Thinking Questions

For Years 7 & 8:

1. Why is Adam’s naming of the animals a sign of high intelligence?
2. Which of Cain’s descendants impresses you most, and why?
3. How does the Bible’s view of early humans differ from the evolutionary view?

For Years 9 & 10:

1. How could the technological skills of early humans challenge the idea of a “primitive” stone age?
2. Why might archaeology sometimes be interpreted differently by people with different worldviews?
3. How can recognising the image of God in humanity shape our understanding of ancient history?

Content Descriptions Addressed: AC9HH7S01, AC9HH9S01

D) Biblical Worldview

What do our worldview questions tell us about early humans? If we think correctly about it, we realise that...

CREATION: Humans were created in God’s image, fully intelligent, creative, and capable from the beginning.

FALL: Sin has corrupted human hearts, often twisting intelligence toward selfish or destructive ends.

REDEMPTION: Through Christ, our minds and creativity can be restored to honour God.

RESTORATION: In God’s kingdom, human ability and creativity will be fully used for His glory.

Content Descriptions Addressed: AC9HH7K08

E) Activities

Choose one:

1. **Hands-on Practical Activity:**
Create a small model (from clay, cardboard, or recycled materials) of one tool, instrument, or

building that could have existed in the pre-Flood world. Write a short label explaining how it shows intelligence.

2. **Creative Artistic Activity:**

Draw or paint an illustrated scene of Adam naming the animals, showing the orderliness and beauty of God's creation. Include at least five different animals.

3. **Academic Thinking/Writing Activity:**

Write a 600–800 word essay comparing the biblical and evolutionary views of early human intelligence, using both Scripture and archaeological examples.

Content Descriptions Addressed: AC9HH7S01, AC9HH9S01

F) Wrap-up

Early human history is not the story of slow progress from ignorance, but the account of God's image-bearers using their gifts from the very start. Archaeology and Scripture together show that intelligence, art, music, and technology were part of the earliest human story.

Content Descriptions Addressed: AC9HH7K08

G) Narration

Now that you've explored this lesson, your final task is to **tell the story yourself**.

Ask your parent or tutor to set aside 5 to 10 minutes. Then, without looking at your notes, try to **retell everything you remember** from the story – about Adam naming the animals, early musicians and metalworkers, and what it really means to be made in the image of God.

This could be done over breakfast, at lunchtime, or even during a walk. As you retell the story, your own understanding will grow – and your listener might ask questions that help you think even more deeply.

H) Australian Curriculum (v9) Content Descriptions

History – Knowledge and Understanding

- **AC9HH7K08** – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past.

History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.
 - **AC9HH9S01** – develop and modify a range of historical questions about the past to inform historical inquiry.
-

Lesson 6: The Great Structures of the Ancient World

Theme: Ancient Engineering and Human Intelligence

Character Focus: Orderliness

Learning Objectives:

By the end of this lesson, you will be able to:

1. Describe several ancient structures and what they reveal about early human intelligence and organisation.
 2. Explain how construction of these sites required planning, mathematics, astronomy, and engineering skill.
 3. Compare the biblical view of early human intelligence with evolutionary ideas of “primitive” humanity.
 4. Recognise the role of teamwork, design, and problem-solving in building monumental structures.
 5. Apply a biblical worldview to understanding the achievements of early civilisations.
-

A) Introduction

Today, you’ll visit four famous ancient sites – not with a plane ticket, but through your imagination and study. Each one stands as a silent witness to the intelligence and skill of early humans.

Before reading, review these important terms:

- **Monument** – a large, important structure built to last and to honour a person, event, or idea.
- **Alignment** – the precise positioning of a structure in relation to natural features like the sun or stars.
- **Quarry** – a place where stone is cut from the earth for building.
- **Engineering** – applying science and mathematics to design and construct structures or machines.
- **Astronomy** – the study of the stars, planets, and other objects in the universe.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH9S01

B) Historical Story – “Journey to the Great Structures”

The Great Pyramid of Giza – Egypt

The desert sun glints off massive stone blocks as you stand at the foot of the Great Pyramid. Its sides rise at an almost perfect angle, the joints between stones so tight you can barely slide a piece of paper between them. Over 2 million blocks – each weighing up to 15 tons – were fitted together to create a monument taller than a modern skyscraper.

Four thousand years ago, there were no cranes or bulldozers. Yet the pyramid’s base is aligned almost perfectly to true north. Historians believe it may once have been covered in gleaming white limestone, making it visible from miles away.

How was it built? Ancient workers likely used sledges, ramps, levers, and astonishing coordination. They had to quarry the stone, transport it, and place it with precision. This required mathematics, surveying, and leadership on a scale still respected today.

Göbekli Tepe – Turkey

Wind sweeps across low hills where shepherds once grazed their flocks. Beneath the soil lay an astonishing secret until the 1990s – enormous carved pillars arranged in circles, some weighing over 10 tons. The carvings show lions, birds, and abstract designs.

What surprises archaeologists is the date – believed to be over 11,000 years old, far older than the pyramids. Before pottery, before written language, here were people carving stone, organising labour, and constructing temples. They transported massive pillars without wheels or pack animals, using ropes, wooden rollers, and sheer manpower.

Göbekli Tepe challenges the idea that religion and complex building only began after farming. These people already understood planning, symbolism, and engineering.

Baalbek – Lebanon

You enter the ruins of a once-mighty Roman city. The towering columns and temple foundations are impressive enough – until you see the stones in the base. One weighs an estimated 800 tons. Even today, moving such a block would be a major engineering project.

Ancient builders quarried these stones, transported them over uneven ground, and lifted them into place without cranes. They used knowledge of geometry, leverage, and manpower, along with ramps and pulleys.

While some modern theories claim “aliens” must have been involved, the truth is more remarkable: God-designed human minds solved the problems themselves.

Stonehenge – England

On a misty plain, grey stones stand in a great circle. Some are as tall as a two-storey building. The arrangement isn't random – Stonehenge is aligned with the rising and setting sun on the summer and winter solstices.

This tells us the builders studied the sky, tracked the sun's movement, and used that knowledge for agriculture and religious ceremonies. Some stones came from over 200 kilometres away, dragged over hills and rivers. Moving them took planning, teamwork, and ingenious methods with sledges and rollers.

The Message of the Stones

What do these sites have in common? They tell us that early humans:

- Could organise large workforces.
- Understood mathematics, geometry, and astronomy.
- Designed for both beauty and purpose.
- Worked with materials and tools skilfully.

The Bible agrees. From the Tower of Babel in Genesis 11 to the cities built by Cain’s descendants in Genesis 4, humans were intelligent builders from the beginning. These monuments are reminders that intelligence, design, and problem-solving are part of God’s gift to humanity.

Content Descriptions Addressed: AC9HH7K08, AC9HH7S01, AC9HH9S01

C) HASS Thinking Questions

For Years 7 & 8:

1. Which ancient structure impressed you the most, and why?
2. What skills would ancient builders have needed to complete these projects?
3. How do these monuments challenge the idea that early humans were “primitive”?

For Years 9 & 10:

1. How might archaeological evidence from these sites be interpreted differently depending on worldview?
2. What does the planning and design of these monuments reveal about the societies that built them?
3. How does the Bible’s description of early human ability help explain these achievements?

Content Descriptions Addressed: AC9HH7S01, AC9HH9S01

D) Biblical Worldview

Asking our worldview questions about ‘the great structures of the ancient world’, we understand that....

CREATION: God made humans in His image, with the ability to design, build, and work together.

FALL: Human pride, such as at Babel, can twist creativity into rebellion against God.

REDEMPTION: Our skills can be used to glorify God – building in ways that reflect His order and beauty.

RESTORATION: In eternity, human creativity will be used perfectly in God’s kingdom, without corruption or pride.

Content Descriptions Addressed: AC9HH7K08

E) Activities

Choose at least one activity. If you have been choosing the same type of activity every lesson, it would be good to try a different type of activity. Try to engage with different types.

1. **Hands-on Practical Activity:**
Using cardboard, clay, or LEGO, create a small-scale model of one of the ancient structures. Include labels showing key features and construction techniques.
2. **Creative Artistic Activity:**
Draw or paint an artist’s impression of one ancient site at the time it was being built. Show workers, tools, and the surrounding environment.
3. **Academic Thinking/Writing Activity:**
Write a 750-word research report on how one of these structures might have been built without

modern technology. Include evidence from archaeology and link your explanation to the biblical view of human intelligence.

Content Descriptions Addressed: AC9HH7S01, AC9HH9S01

F) Wrap-up

The great monuments of the ancient world remind us that intelligence and creativity are not new. From Egypt's pyramids to England's stone circles, early people displayed skill, cooperation, and knowledge that still inspire awe today. The Bible tells us this is exactly what we should expect from humans made in God's image.

Content Descriptions Addressed: AC9HH7K08

G) Narration

Once you've completed your lesson and research, it's time to **retell what you've learned**.

Ask your parent or tutor to sit with you for **5 minutes or so**. Then, without looking at your notes, explain:

- What ancient structures you explored
- What made them special
- Why they show that early humans were intelligent
- What the Bible says about early builders and creators

This conversation might happen over lunch, during a walk, or at bedtime. It's a way to make the lesson come alive in your own words – and maybe even inspire some deeper questions!

H) Australian Curriculum (v9) Content Descriptions

History – Knowledge and Understanding

- **AC9HH7K08** – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past.

History – Skills

- **AC9HH7S01** – develop historical questions about the past to inform historical inquiry.
 - **AC9HH9S01** – develop and modify a range of historical questions about the past to inform historical inquiry.
-

For Lesson 7: Character Training – Orderliness, refer to the Character Training Supplement to be released in January 2026.

Lesson 8: Ancient Technologies and Inventions

Theme: Human Ingenuity and God’s Order in Creation

Character Focus: Orderliness

Learning Objectives

By the end of this lesson, you will be able to:

1. Describe key examples of technological achievements from ancient civilizations and explain how they worked.
2. Analyse historical evidence to challenge modern misconceptions about early human intelligence.
3. Explain how geography and cultural needs influenced the development of ancient technologies.
4. Evaluate the causes and effects of technological developments on societies and their interactions.
5. Apply a biblical worldview to understand God’s purposes for human creativity and how these have been distorted and will be restored.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K13, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14, AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

A) Introduction

Before diving into our story, let’s look at some vocabulary that will help you understand ancient technologies:

- **Metallurgy** – the science and technology of working with metals, including extracting them from ores and shaping them into tools.
- **Irrigation** – artificial watering of land to help grow crops.
- **Electroplating** – using electricity to coat one metal with another.
- **Analogue computer** – a mechanical device that uses gears or moving parts to perform calculations.
- **Continuity and change** – what has stayed the same and what has changed over time in a society.
- **Innovation** – a new method, idea, or product that improves life or solves a problem.

Remember: In History and Studies of Society, **Orderliness** means looking for patterns, systems, and structured thinking in the way people designed, built, and maintained their technologies.

(Codes: AC9HH7K08, AC9HH7K09)

B) Historical Story – “*The Museum of Forgotten Genius*”

You push open the heavy oak door of a museum at the edge of an old, cobbled street. The sign outside is faded, and the building looks like it hasn’t seen a crowd in years. Inside, dust drifts lazily in the beams of sunlight streaming through high windows. You are here not for grand statues or famous paintings, but to meet the minds of the past.

In the first room, you notice a clay jar about the size of a lunchbox. Two corroded metal rods poke from its top. The label reads: **The Baghdad Battery – over 2,000 years old.** Some scientists think it may have been used to electroplate metals or store small amounts of electric charge. Imagine a craftsman dipping a bronze object into a solution, connecting it to this jar, and watching as a fine layer of gold slowly formed over its

surface. Electricity, in ancient times? Yes – centuries before lightbulbs lit city streets in our modern era. The discovery shakes the idea that “primitive” people were fumbling in darkness.

Moving into the next gallery, you see a lump of corroded bronze, gears frozen together by centuries beneath the Mediterranean Sea. This is the **Antikythera Mechanism**, dated to around 100 BC. Scientists call it the first analogue computer, a device for predicting eclipses and tracking planetary movements. Some gears are as fine as those in a modern watch, yet this machine was built long before the invention of modern clockwork. To make it, ancient Greek engineers needed advanced astronomy, mathematics, and metallurgy. Their society valued precision enough to invest hundreds of hours shaping and fitting bronze teeth to mesh in perfect harmony.

You recall how often history books focus on wars and kings, but here is the quiet testimony of craftsmen and thinkers – people who mapped the heavens and sought to understand the invisible patterns governing time itself.

In the next room, you find tools of **metallurgy**. Bronze chisels, iron plough tips, gold jewellery, each a result of smelting (heating rock to release metal). In Genesis 4:22, Tubal-Cain is named as an instructor in bronze and iron working. The skill is not random; it is inherited knowledge, improved generation by generation. Mining scenes from ancient Egypt show workers using fire and hammers to crack rock, baskets to haul ore, and bellows to pump air into furnaces. The process required understanding heat, airflow, and material strength – evidence of scientific thinking.

Further along, a model shows an **ancient Mesopotamian irrigation system**. Canals branched from a river, feeding water into fields in perfect grids. Gates could be opened or shut to control the flow. Without these channels, the arid land could not sustain large populations. Farmers worked with scribes and officials to measure water shares – an early example of engineering mixed with government administration.

The South American section of the museum draws your attention with its **stone architecture**. In Peru, Inca stonemasons fitted blocks so perfectly that not even a knife blade can slip between them. Some walls have survived earthquakes that reduced modern buildings to rubble. How? Their stones were cut in irregular shapes but locked together like puzzle pieces – an ingenious design that allowed them to flex without collapsing.

Nearby is a towering photograph of the **Iron Pillar of Delhi**, over 1,600 years old and barely rusted. Modern scientists still debate how ancient Indian metallurgists achieved such purity in the iron and how they applied a thin, protective layer of crystalline iron hydrogen phosphate.

To give another example of lost knowledge, when the ancient Greek civilisation spread throughout the middle east, they had the most amazing library with thousands of books (or scrolls). Once the largest library in the ancient world, and containing works by the greatest thinkers, scientists, and writers of antiquity, including Homer, Plato, Socrates and many more, the **Library of Alexandria**, northern **Egypt**, is believed to have been destroyed in a huge fire around 2000 years ago and its voluminous works lost forever.



The Serapeum at Alexandria. The building was used by the Library of Alexandria for extra storage of parchment scrolls after it ran out of space. The area is now a part of an archaeological excavation. Credit: [Daniel Mayer](#) /CC BY-SA 4.0

You begin to see a pattern. Across continents and centuries, human beings observed, experimented, refined, and recorded knowledge. The tools differed, but the orderly thinking was a common feature of their activities. From the very beginning, God had equipped people with minds capable of both creativity and structure.

A final display shows early surgical instruments from ancient Rome – scalpels, forceps, bone drills. Though lacking modern anaesthetics, Roman doctors set bones, stitched wounds, and performed cataract surgery. Their medical writings guided practitioners for centuries.

Stepping back, you realise the “museum” is more than artefacts – it is a mirror reflecting the intelligence God wove into humanity from the beginning. Yes, wars, disasters, and pride have erased some knowledge, but in every age, some have rediscovered old truths, built upon them, and passed them forward.

And so, as Ecclesiastes 1:9 reminds us, “What has been, will be again... there is nothing new under the sun.” Many of our so-called modern breakthroughs are rediscoveries, polished with new materials and methods, but rooted in ancient ingenuity.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K13, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14)

C) HASS Thinking Questions

Years 7–8

1. How do archaeological discoveries like the Antikythera Mechanism change historians’ interpretations of the past?
2. In what ways do you think that geography (where people lived) might have influenced which technologies were invented in different regions?
3. How can studying ancient technology help us solve modern problems?

Years 9–10

1. Compare the impacts of one ancient technological development on its society with the impacts of a modern equivalent.
2. Can you think of some ways in which technological changes can affect/alter social organisation, cultural practices, and economic systems.
3. Evaluate: If ancient people had particular technologies that were forgotten and lost for many centuries, then was this due more to environmental, political, or cultural factors? Maybe because of the rise and fall of civilisations.- What do you think? Discuss and write down some thoughts about this.

(Codes: AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

D) Biblical Worldview

Applying our four worldview questions to the study of ‘Ancient Technology & Inventions’ we are reminded that....

Creation: God’s original intention was for humans, made in His image, to steward creation with wisdom and creativity. Technologies were meant to enhance life, sustain communities, and reflect His order.

Fall: When humans ignore God and lose their moral compass, then pride and greed leads to the misuse of technology – sometimes for war, exploitation, or idolatry – and to the loss of valuable knowledge through conflict or neglect.

Redemption: Jesus models servant leadership, using knowledge and skill to bless others, not exploit them. As believers, we are called to develop and use technology with humility, care, and justice.

Restoration: One day, God will restore creation to perfect order. In the New Heaven and New Earth, human creativity will be fully aligned with His purposes, free from corruption. Knowing this future hope shapes how we choose to create and preserve knowledge today.

(Codes: AC9HH7K13, AC9HH8K07, AC9HH9K13, AC9HH10K14)

E) Activities

Option 1 – Hands-on Practical:

Create a working model of a simple ancient technology (e.g., a water-lifting shaduf or a basic gear system). Document the materials, process, and challenges.

Option 2 – Creative Artistic:

Design a detailed illustrated “museum display” panel for one ancient invention, including diagrams, a map of origin, and a short narrative of its use.

Option 3 – Academic Thinking/Writing:

Write a comparative essay analysing an ancient technology and its modern equivalent, focusing on similarities, differences, and the influence of cultural values on design.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

F) Wrap-up

Ancient people were not less intelligent than us. They were problem-solvers, engineers, artists, and scientists working with the resources God placed around them. Our task is to honour their legacy by preserving knowledge, using technology wisely, and recognising God as the source of all knowledge, order and creativity.

(Codes: AC9HH7K13, AC9HH8K07, AC9HH9K13, AC9HH10K14)

G) Narration

Find your parent, teacher or a study-buddy and retell what you have learnt today. Retell the whole story and your insights. Try to include the following:

- Two specific ancient technologies and how they worked.
- How these inventions reflect both creativity and orderliness.
- A Bible verse that supports the idea of early human ingenuity.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

Australian Curriculum (v9) Content Descriptions Used

History – Knowledge and Understanding

- **AC9HH7K08:** the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past
- **AC9HH7K09:** how the physical environment and geographical features influenced the development of the ancient society
- **AC9HH7K13:** the role and achievements of a significant individual in an ancient society
- **AC9HH8K07:** the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion
- **AC9HH8K08:** a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion
- **AC9HH9K13:** the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century
- **AC9HH9K18:** the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution
- **AC9HH10K14:** changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability

History – Skills

- **AC9HH7S05:** describe causes and effects, and explain continuities and changes
- **AC9HH7S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources
- **AC9HH8S05:** describe causes and effects, and explain continuities and changes
- **AC9HH8S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources
- **AC9HH9S05:** analyse cause and effect, and evaluate patterns of continuity and change
- **AC9HH9S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources
- **AC9HH10S05:** analyse cause and effect, and evaluate patterns of continuity and change
- **AC9HH10S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Advanced Extension #2: Writing, Mathematics, and Language Complexity

Theme: The Gift and Order of Language and Knowledge

Character Focus: Orderliness

Learning Objectives

By the end of this lesson, you will be able to:

1. Describe and compare several early writing systems, including cuneiform, hieroglyphs, and Mayan script, and explain their purposes.
2. Explain the relationship between ancient mathematics, astronomy, and agricultural planning.
3. Analyse how historical sources and archaeological discoveries change our understanding of early human societies.
4. Evaluate the role of language in human cooperation, cultural development, and biblical history.
5. Apply a biblical worldview to understand God's original gift of language, the effects of sin, and the continuing value of communication.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K11, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14, AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

A) Introduction

Today's lesson will take you into the ancient classroom, where the tools are not paper and pencils, but clay and reeds. Before we begin, here are some key terms to know:

- **Cuneiform** – an early writing system from Sumer, made by pressing wedge-shaped marks into clay tablets.
- **Hieroglyphs** – the picture-based writing system of ancient Egypt, used for history, religion, and administration.
- **Base-60 System** – a mathematical system used by Babylonians; the reason we divide circles into 360 degrees and hours into 60 minutes.
- **Symbol for zero** – a mathematical concept developed by the Maya and some ancient Indian mathematicians, allowing more advanced calculation.
- **Astronomy** – the study of the stars, planets, and other objects in space.
- **Continuity and change** – identifying what has stayed the same and what has changed over time.

In this lesson, you will see that writing and mathematics were not crude beginnings but highly organised systems of thought from humanity's earliest days.

(Codes: AC9HH7K08, AC9HH7K09)

B) Historical Story – “The Clay Tablet Classroom”

The sun beats down on the rooftops of a bustling Sumerian city. The air smells of warm clay, baked bread, and oil lamps. You step into a low, mud-brick building and find yourself in a schoolroom – about 4,500 years ago.

Inside, a dozen young students sit cross-legged on reed mats. Each has a lump of soft clay in front of them, smoothed flat like a blank page. Their “pens” are sharp reeds, cut and trimmed from the riverbanks of the Euphrates.

The master scribe walks slowly among them, his eyes scanning every mark. He recites a list of symbols, and the students copy them with steady hands. A careless tilt of the reed can change a number into a word, or a name into something meaningless. The students know that what they are learning is no game – this is the key to running a city.

The script they are learning is **cuneiform**, one of the world’s first writing systems. With it, they can record trade agreements, laws, religious hymns, and even mathematical tables. These tablets will be dried and stored in archives, ready to be read centuries later by another set of eyes. Writing is more than marks – it is memory made permanent.

Travel forward in your imagination to the banks of the Nile. Here, scribes dip reed brushes into black ink and draw rows of **hieroglyphs**: falcons, eyes, lotus flowers, thrones. Each symbol can stand for a sound, a word, or an idea. Hieroglyphs decorate temple walls, record the reigns of pharaohs, and preserve prayers for the afterlife. This is not simple art – it is a complex code that takes years to master. Egyptian scribes are not mere writers; they are keepers of history and guardians of order.

Now journey across the ocean to the jungles of Mesoamerica. Among the Maya, you see carved stone stelae covered in intricate symbols. Their writing, a blend of phonetic signs and pictures, records kings’ victories, astronomical events, and ceremonial dates. Beside these monuments, Maya astronomer-priests climb pyramid observatories to watch the sun and stars. They use their observations to refine calendars that track not just years, but cycles spanning centuries. One of their most astonishing contributions is the use of **zero** – a placeholder that allows calculations far beyond what Roman numerals could manage.

In Mesopotamia, mathematics grows alongside writing. The Babylonians develop a **base-60** number system. This strange choice leaves a legacy that survives today: 60 minutes in an hour, 360 degrees in a circle. Their clay tablets record multiplication tables, loan agreements with interest rates, and measurements for building canals.

In China, early astronomers carefully note the appearance of comets, eclipses, and supernovae, connecting these events to agricultural planning. Accurate calendars are vital for survival; plant too early or too late, and an entire community may starve.

In every corner of the world, writing and mathematics serve the same purpose – bringing order to life. Without records, laws fade from memory. Without numbers, trade collapses. Without calendars, farmers are at the mercy of chance.

The Bible confirms that complex language is not an invention of slow evolution but a gift from God from the beginning. In Genesis 2, Adam names the animals, showing structured thought and vocabulary. In Genesis 11, all humanity shares one language until pride drives them to build the Tower of Babel. God’s response is not to strip away their intelligence but to scatter their languages. With new tongues, families migrate, carrying their skills with them.

After Babel, diversity in language blooms. Some scripts, like the Phoenician alphabet, will eventually form the basis of many modern alphabets. Others, like cuneiform, will be lost for millennia, only to be deciphered by patient archaeologists. Each tells the same story: humans are thinkers, recorders, and organisers.

This orderliness is no accident. Whether pressing reeds into clay or aligning pyramids to the stars, early peoples showed the image of their Creator – One who speaks, names, orders, and remembers. Every letter and number is a reflection of His gift of communication.

C) HASS Thinking Questions

Years 7–8

1. How did geography influence the development of different writing systems?
2. In what ways do ancient number systems still influence our lives today?
3. How does the story of Babel help explain the diversity of languages in history?

Years 9–10

1. Compare the purposes of cuneiform and hieroglyphs – how did their uses shape their societies?
2. Evaluate how mathematical innovations (like zero or base-60) impacted trade, astronomy, and agriculture.
3. Analyse how the loss of certain ancient writing systems affected historical knowledge.

(Codes: AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

D) Biblical Worldview

Creation: God created humans with the ability to communicate in complex language, to name, record, and organise knowledge for His glory.

Fall: Pride and rebellion at Babel led to language confusion, scattering humanity and sometimes isolating cultures from sharing knowledge.

Redemption: Through Christ, the Gospel breaks language barriers (Acts 2 at Pentecost), showing God’s heart for communication that unites rather than divides.

Restoration: In the new creation, redeemed humanity will share one voice of praise (Revelation 7:9–10), using language and knowledge perfectly aligned with God’s purposes.

(Codes: AC9HH7K11, AC9HH8K07, AC9HH9K13, AC9HH10K14)

E) Activities

Option 1 – Hands-on Practical:

Create your name or a short sentence in an ancient script (choose cuneiform, hieroglyphs, or Mayan glyphs). Use clay, paper, or card to make your “inscription.”

Option 2 – Creative Artistic:

Design an illustrated chart comparing three ancient number systems, including their symbols, base values, and modern uses.

Option 3 – Academic Thinking/Writing:

Write an essay analysing how one ancient writing system and its matching number system worked together to organise society. Include examples from trade, law, or astronomy.

F) Wrap-up

Early writing and mathematics were not primitive beginnings but fully developed systems, tailored to the needs of each civilisation. These achievements show that from the start, people used their God-given intelligence to bring order, preserve memory, and coordinate life. As modern learners, we inherit their legacy whenever we write a sentence or calculate a problem.

(Codes: AC9HH7K11, AC9HH8K07, AC9HH9K13, AC9HH10K14)

G) Narration

After you complete the activities, find your parent or tutor and **retell everything you remember** from today's lesson:

- What a Sumerian schoolroom was like.
- How early mathematics connected to farming and astronomy.
- Why God created humans with language, and how Babel changed history.

Use your own words. Share the story. Bring history to life in your retelling!

This could be a wonderful conversation starter at morning tea or lunchtime – helping you and your family reflect on **the gift of communication** that God has entrusted to us all.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

Australian Curriculum (v9) Content Descriptions Used

History – Knowledge and Understanding

- **AC9HH7K08:** the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past
- **AC9HH7K09:** how the physical environment and geographical features influenced the development of the ancient society
- **AC9HH7K11:** key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs
- **AC9HH8K07:** the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion
- **AC9HH8K08:** a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion
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- **AC9HH10K14:** changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability

History – Skills

- **AC9HH7S05:** describe causes and effects, and explain continuities and changes
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- **AC9HH8S05:** describe causes and effects, and explain continuities and changes

- **AC9HH8S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources
 - **AC9HH9S05:** analyse cause and effect, and evaluate patterns of continuity and change
 - **AC9HH9S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources
 - **AC9HH10S05:** analyse cause and effect, and evaluate patterns of continuity and change
 - **AC9HH10S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources
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TOPIC 3

THE INTELLIGENCE OF EARLY MANKIND

Lesson 9: Global Patterns of Knowledge

Theme: Shared Human Memory and the Order of Early Civilisation

Character Focus: Orderliness

Learning Objectives

By the end of this lesson, you will be able to:

1. Identify and describe examples of similar structures and myths found across ancient cultures.
2. Analyse how these similarities might reflect shared historical events and knowledge.
3. Evaluate how biblical accounts (Creation, Flood, Babel) provide a coherent explanation for global cultural patterns.
4. Compare and contrast historical and archaeological evidence from different regions.
5. Apply a biblical worldview to assess theories about human origins and ancient connections.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K12, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14, AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

A) Introduction

Before we begin, here are some key terms:

- **Cultural diffusion** – the spread of cultural beliefs and social activities from one group to another.
- **Oral tradition** – stories, history, and customs passed down by word of mouth.
- **Alignment (architectural)** – positioning a structure so it faces a particular direction, often related to the sun, moon, or stars.
- **Myth** – a traditional story, often containing historical truth mixed with cultural or religious elements.
- **Continuity and change** – identifying what aspects of societies stayed the same and what changed over time.

In this lesson, we'll see how structures and stories separated by oceans still share remarkable similarities – and how that might point back to a common source.

(Codes: AC9HH7K08, AC9HH7K09)

B) Historical Story – “*Threads Across the World*”

You are an explorer, travelling across time and space, stepping into the lives of ancient peoples scattered across continents. At first, you expect sharp differences – unique languages, customs, and architecture. After

all, these communities are separated by vast oceans and mountain ranges. Yet as you journey from land to land, a strange pattern emerges: they build similar monuments, tell similar stories, and even use similar tools.

Your first stop is **Egypt**, where the Great Pyramid of Giza rises against the desert sky. Built over 4,000 years ago, this structure is aligned almost perfectly to true north, its base nearly square, with sides that differ by mere centimetres. The pyramid's slope reflects mathematical ratios still used in engineering. The alignment of its passages hints at a deep understanding of astronomy – tracking stars and solstices with astonishing precision.

Next, you sail west to **Mesoamerica**. In the jungles of Mexico and Guatemala, Maya and Aztec pyramids tower above plazas. Unlike Egypt's smooth-sided pyramids, these are stepped, with broad staircases leading to temples on top. Priests once climbed these steps to perform ceremonies, some to honour gods, others to mark celestial events. At Chichen Itza, the Pyramid of Kukulcán casts a shadow shaped like a serpent during the equinox – clear proof of astronomical design.

Heading north in your travels, you reach **China**, where grassy hills hide ancient pyramid-shaped tombs. The Mausoleum of the First Qin Emperor – surrounded by the famous Terracotta Army – is one of the most elaborate burial complexes in the world. Some Chinese pyramids were once clad in polished stone, gleaming white in the sun. Like their Egyptian and Mesoamerican cousins, they follow precise geometric principles.

Three continents. Three cultures. No known contact. Yet the architectural theme repeats: monumental, sky-aligned structures built to endure for centuries.

Your journey continues into the realm of **global flood legends**. In Mesopotamia, the *Epic of Gilgamesh* tells of Utnapishtim, warned by the gods to build a massive boat, saving family and animals from a world-engulfing flood. Across the ocean, Native American tribes like the Hopi recount a time when the world was drowned, and survivors escaped in canoes or on rafts. Far to the east, in the mountains of China, ancient tales speak of Emperor Yu taming floodwaters so vast they threatened all life.

Despite differences in detail, these stories share striking features:

- A warning before the flood.
- A vessel built for survival.
- Preservation of animals.
- A resting place on high ground after the waters recede.
- A promise or sign afterward.

These echoes, heard in dozens of cultures, align closely with the biblical account of Noah's Flood in Genesis 6–9.

You now step into the plains of **Shinar**, where Genesis 11 places the Tower of Babel. Here, humanity – united by one language – works together on an ambitious project to “make a name” for themselves. The tower rises as a monument to human pride and independence from God. But instead of destroying the structure, God changes their speech. Confusion spreads. Builders shout instructions that their neighbours can no longer understand. The project halts. Families gather with those who share their new language, and they depart – north, south, east, west – carrying with them the skills, stories, and technologies they already knew.

And so, from a single source, knowledge fans out across the globe. Pyramid-building techniques, engineering principles, star charts, and memories of the Flood all disperse, adapted to new lands and climates. Over generations, these memories blend with local experiences, becoming the unique yet strangely similar traditions we find worldwide.

The **biblical worldview** makes sense of these patterns. Rather than imagining isolated, primitive groups developing identical ideas by coincidence, we understand that humanity began as a unified family, was scattered by God's judgment at Babel, and carried with them a shared history.

Modern archaeology often views these similarities as either independent invention or evidence of prehistoric contact. Yet without the Bible's account, the depth and global scope of these patterns remain puzzling. The Creator who made humans in His image also gave them intelligence, creativity, and memory – qualities that survived even as nations drifted apart.

Seen in this light, the ancient world comes alive not as a chaotic jumble of disconnected civilisations, but as an ordered tapestry woven from common threads of knowledge, history, and purpose.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K12, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14)

C) HASS Thinking Questions

Years 7–8

1. What features of pyramids from Egypt, Mesoamerica, and China are most alike, and what does this suggest about their builders?
2. List three elements common to most flood stories worldwide. How do these compare with the biblical account?
3. How does the Tower of Babel help explain both the similarities and differences in global myths?

Years 9–10

1. Analyse whether the similarities in global architecture are more likely due to independent invention or a shared source of knowledge.
2. If the stories of past events were passed down by word-of-mouth (oral tradition) from generation to generation, then what effect would that have on the stories? Find a summary of each of the three different flood accounts across the three cultures – compare the three accounts.
3. Evaluate how archaeological evidence of similar structures supports or challenges the biblical explanation of human origins.

(Codes: AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

D) Biblical Worldview

Creation: God created humanity with the capacity to design, build, and remember. Early societies used these gifts to develop advanced architecture and preserve historical events.

Fall: Pride led humanity to rebel at Babel, resulting in God's judgment through the confusion of languages and dispersion.

Redemption: Through Christ, unity is restored not by one human language but by the Spirit's work, as seen at Pentecost, where people of many languages heard the Gospel.

Restoration: In the future, people from every tribe, tongue, and nation will worship God together, united in truth. Ancient memories will be fulfilled in the perfect knowledge of God's plan.

E) Activities

Option 1 – Hands-on Practical:

Build a small model pyramid using blocks, clay bricks, or cardboard. Align it to the cardinal points using a compass. Record the process and compare with historical methods.

Option 2 – Creative Artistic:

Create an illustrated comparison chart showing three pyramids from different continents and three flood myths from different cultures. Include key similarities and unique features.

Option 3 – Academic Thinking/Writing:

Write an analytical essay discussing how the Babel account explains global similarities in structures and myths, supported by at least three archaeological or historical examples.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

F) Wrap-up

Global patterns in architecture and storytelling are not coincidences. They point to a shared human past, as described in the Bible: a world united, scattered, and carrying common memories into new lands. This understanding affirms both the ingenuity God gave humanity and the accuracy of His Word in explaining our history.

(Codes: AC9HH7K12, AC9HH8K07, AC9HH9K13, AC9HH10K14)

G) Narration

After completing the activities, it's time for **narration**!

Ask your parent or tutor to sit with you for **5 to 10 minutes**. Then, without using your notes, retell everything you can remember about:

- One similarity between pyramids in different parts of the world.
- A common element found in multiple flood stories.
- How Babel's scattering could explain shared human knowledge.

Bring the lesson to life in your own words – and you might even inspire a deeper family discussion about history, faith, and the wonder of God's design for humanity.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

Australian Curriculum (v9) Content Descriptions Used

History – Knowledge and Understanding

- **AC9HH7K08:** the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past
- **AC9HH7K09:** how the physical environment and geographical features influenced the development of the ancient society
- **AC9HH7K12:** causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties
- **AC9HH8K07:** the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion
- **AC9HH8K08:** a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion
- **AC9HH9K13:** the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century
- **AC9HH9K18:** the role of a significant individual or group such as agricultural and factory workers, inventors and entrepreneurs, landowners, politicians and religious groups in promoting and enacting some of the ideas that emerged during the Industrial Revolution
- **AC9HH10K14:** changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability

History – Skills

- **AC9HH7S05:** describe causes and effects, and explain continuities and changes
 - **AC9HH7S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources
 - **AC9HH8S05:** describe causes and effects, and explain continuities and changes
 - **AC9HH8S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources
 - **AC9HH9S05:** analyse cause and effect, and evaluate patterns of continuity and change
 - **AC9HH9S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources
 - **AC9HH10S05:** analyse cause and effect, and evaluate patterns of continuity and change
 - **AC9HH10S08:** create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources
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Lesson 10: Biblical Explanation for the Decline of Knowledge

Theme: God's Word Endures When Human Knowledge Fails

Character Focus: Orderliness

Learning Objectives

By the end of this lesson, you will be able to:

1. Identify biblical events that disrupted the growth and preservation of human knowledge.
2. Analyse how sin affects not only spiritual life but also culture, technology, and communication.
3. Evaluate historical examples of lost knowledge in light of the Bible's account.
4. Recognise the enduring nature of God's truth, even when human knowledge fades.
5. Create cause-and-effect explanations linking biblical events to historical changes in human society.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K12, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14, AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

A) Introduction

Before we start, let's clarify some important words:

- **Disruption** – an event or force that interrupts the normal process of development.
- **Judgment** – God's action in response to human sin, often involving consequences for nations or individuals.
- **Preservation** – the act of keeping something safe so it is not lost or destroyed.
- **Continuity** – aspects that stay the same over time.
- **Decay** – the gradual loss or breakdown of something, such as knowledge or skills.

In this lesson, you will see that the Bible not only tells us *that* knowledge was lost at certain points in history – it explains *why*.

(Codes: AC9HH7K08, AC9HH7K09)

B) Historical Story – “*The Vanishing Library of the World*”

Imagine standing in front of the Great Pyramid of Giza. You marvel at its perfect alignment, the precision of its stonework, the scale of its ambition. Now you walk in a museum and gaze at the Antikythera Mechanism, a corroded bundle of bronze gears from ancient Greece – an astronomical calculator centuries ahead of its time. You read about the Maya, who charted the movements of Venus with astonishing accuracy, and the Babylonians, who developed trigonometry thousands of years before modern mathematicians refined it.

The question rises in your mind:

If they could do all that, why was so much forgotten?

To answer, we must return to the earliest chapters of the Bible.

The Fall – The First Great Disruption

In Eden, Adam and Eve lived in perfect harmony with God and creation. Their minds were clear; their relationship with God was unbroken; their work was satisfying. Naming the animals was not just an act of classification – it was an exercise of God-given intellect, creativity, and orderliness.

But Genesis 3 records the tragedy: Adam and Eve disobeyed God, and sin entered the world. From that moment:

- Work became toil.
- The ground produced thorns and thistles.
- Pain and hardship became part of daily life.

The Fall did not erase human intelligence, but it clouded it. Learning became harder. Creativity was misused for selfish ends. Pride, fear, and conflict began to sap energy that could have been used for discovery and building. Knowledge could still grow, but now it would also be forgotten, misapplied, or even destroyed.

The Flood – A World Washed Away

By Genesis 6, human corruption had reached a peak. Violence filled the earth. God's judgment came in the form of a global Flood. Only Noah, his family, and the animals in the Ark survived.

Before the Flood, humanity already had cities (Genesis 4:17), metallurgy (Genesis 4:22), musical instruments (Genesis 4:21), and complex social life. We can only imagine what technologies, records, and cultural treasures perished when the waters rose.

Consider what happens today when disasters strike – libraries lost to fire, archives destroyed by floods. Multiply that by a catastrophe that covered the whole earth. After the Flood, Noah's family had to rebuild from scratch:

- Many skilled workers were gone.
- Entire centres of learning had been destroyed.
- Tools, machines, and buildings were gone or unusable.

Some knowledge would have survived in memory and basic practice, but much was swept away.

Babel – The Shattering of a Common Language

After the Flood, the world's people settled in Shinar and began a great building project – the Tower of Babel (Genesis 11). They were united by one language and a common goal: to make a name for themselves apart from God.

God's judgment was swift but ingenious: He confused their languages. Overnight, instructions could not be understood, plans could not be shared, and the great project ground to a halt. Groups of people gathered with those they could understand and began to migrate in different directions.

The result was not just the division of language, but the fragmentation of shared knowledge. Skills once pooled in one community were now scattered:

- Some groups retained knowledge of architecture.
- Others carried agricultural expertise.
- Others preserved navigation skills or metalworking.

But without constant exchange, some knowledge began to fade. Over generations, isolated communities forgot techniques they once knew.

History Repeats – The Fragility of Human Knowledge

Even after these three great biblical disruptions, the pattern of knowledge loss continued. Sin, war, pride, and disaster worked together to erase vast portions of humanity's accumulated wisdom.

- The **Library of Alexandria**, a treasure of the ancient world, is thought to have contained hundreds of thousands of scrolls – scientific treatises, maps, histories – that vanished in a series of fires.
- The **Mayan codices**, intricately illustrated books, were mostly burned by Spanish conquerors in the 16th century.
- After the **fall of Rome**, certain architectural and engineering skills were forgotten in Europe for centuries.

Human knowledge, no matter how advanced, is fragile. Without deliberate preservation, teaching, and faithful stewardship, it fades.

God's Word – Unbroken Through the Ages

Yet there is one body of knowledge that has never been lost: God's Word. While empires have risen and fallen, while libraries have burned and languages have died, the truth of Scripture has endured.

Psalms 119:105 says, "Your word is a lamp to my feet and a light to my path." Isaiah 40:8 reminds us, "The grass withers, the flower fades, but the word of our God stands forever."

From handwritten scrolls to printed Bibles, from memory in times of persecution to digital Scripture today, God has ensured His truth is preserved. Even as humanity has misplaced much of its own brilliance, He has kept His message of salvation available to every generation.

This is the biblical explanation for the decline of knowledge:

- Sin distorted our thinking.
- Judgment events (the Fall, Flood, Babel) disrupted human progress.
- Pride, war, and disaster have repeatedly erased human achievements.

But God's truth remains unshaken – a light in the darkness.

(Codes: AC9HH7K08, AC9HH7K09, AC9HH7K12, AC9HH8K07, AC9HH8K08, AC9HH9K13, AC9HH9K18, AC9HH10K14)

C) HASS Thinking Questions

Years 7–8

1. How did the Fall make learning and work more difficult?
2. What kinds of knowledge might have been lost in the Flood?
3. Why does the confusion of languages at Babel explain why some knowledge is only found in certain cultures?

Years 9–10

1. Compare the effects of the Flood and Babel on the preservation of knowledge. Which had a greater long-term impact, and why?
2. Analyse how historical examples (like the Library of Alexandria) parallel biblical examples of knowledge loss.
3. Evaluate whether the Bible provides a more convincing explanation for the decline of ancient knowledge than purely secular theories.

(Codes: AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05)

D) Biblical Worldview

Creation: God created humans with the ability to learn, remember, create, and pass on knowledge.

Fall: Sin corrupted both moral and intellectual life, bringing decay and conflict that hinder knowledge.

Redemption: Through Christ, believers are called to use knowledge to glorify God and serve others, preserving truth and wisdom.

Restoration: In the new creation, knowledge will be perfect, untainted by sin, and shared freely among God’s people forever.

(Codes: AC9HH7K12, AC9HH8K07, AC9HH9K13, AC9HH10K14)

E) Activities

Option 1 – Hands-on Practical:

Create a three-column chart with headings: *Event, Cause, Effect on Knowledge*. Fill it in for the Fall, the Flood, and Babel.

Option 2 – Creative Artistic:

Illustrate a “timeline of disruptions” showing how each biblical event caused knowledge to be lost or scattered, with pictures and captions.

Option 3 – Academic Thinking/Writing:

Write a 500–700 word essay: “*Why Human Knowledge Fades but God’s Truth Remains.*” Use biblical examples and at least two historical examples.

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

F) Wrap-up

Human history is full of examples of great skill followed by great loss. The Bible explains this pattern through key events – the Fall, the Flood, and Babel – which disrupted human progress. While human knowledge is fragile, God’s truth endures, lighting the path for all who will hear and believe.

(Codes: AC9HH7K12, AC9HH8K07, AC9HH9K13, AC9HH10K14)

G) Narration

After completing your activities, take time for **narration**.

Ask your parent or tutor to set aside **5 minutes or so**. Then, without looking at your notes, retell:

- Examples of how ancient knowledge was lost – and why you think it was lost.
- How the Fall, the Flood, and Babel affected humanity
- How God preserves truth through His Word even when human knowledge fades

Speak from your heart, using your own words. You might even start a thoughtful conversation about **how we can help preserve truth today** by studying God's Word carefully and passing it on to others!

(Codes: AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08)

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For Lesson 11: Character Training – Orderliness,
refer to the Character Training Supplement to be released in
January 2026.

Lesson 12: Ancient Art and Symbolism

Goal: Explore how early art, design, and symbols reveal human creativity and intelligence

A) Lesson Content (Story-Based)

Step into the Gallery of the Ancients...

Imagine stepping into a dark, echoing cave deep beneath the green hills of **Lascaux, France**.

You flick on your flashlight, and suddenly, the walls come alive.

All around you, illuminated in the beam of your light, are **galloping horses, leaping bulls, and majestic deer** – painted with astonishing skill. The animals seem to move, full of energy and life, their shapes carefully formed with vibrant reds, yellows, and blacks, made from crushed minerals and natural pigments.

These artworks were created **over 15,000 years ago** (according to secular dating) – and yet their beauty and precision still stun the modern eye.

These are not messy scribbles or random smudges.

They are **careful, deliberate, thoughtful works of art**, full of **meaning, technique, and life**.

Art Across the Ancient World

And Lascaux is just the beginning.

Travel across the world, and you'll find the same story:

- At **Angkor Wat** in Cambodia, stunning **stone carvings** show scenes of gods, kings, battles, and ceremonies, stretching across hundreds of metres of temple walls.
- In **Egyptian tombs**, colourful paintings tell stories of the afterlife, honour the gods, and record the lives of pharaohs and nobles.
- In **Australia**, **Aboriginal rock art** depicts the Dreamtime – the spiritual creation stories – with intricate designs of animals, handprints, and spirals.

Across continents and cultures, ancient people used **symbols, colour, form, and design** not only to decorate but to **communicate ideas, beliefs, and memories**.

Art was never just for beauty.

Art was a **language** – a way to speak truths too deep for mere words.

The Meaning Behind Ancient Art

Many of these symbols carried powerful meanings:

- **Spirals** often represented life cycles, the sun, or eternity.
- **Animals** represented strength, speed, or connection to the spirit world.
- **Scenes of worship** showed humanity's longing to connect with the divine.

Even if we don't always understand every symbol today, what is clear is that ancient artists were not mindlessly copying nature.

They were **interpreting, telling stories, and passing on truths through careful, meaningful design.**

They **thought, planned, and created** – just like artists and communicators today.

Art Reflects Intelligence and Spiritual Understanding

What do these paintings and carvings tell us about early humans?

They show that from the very beginning, people had:

- **Creativity** – They imagined scenes beyond their daily survival.
- **Skill** – They mastered tools, colours, and techniques.
- **Symbolic thinking** – They used images to represent invisible truths.
- **Community storytelling** – Art was often placed in communal areas, suggesting it was meant to be seen, remembered, and shared.

These are not the marks of primitive minds.

These are the marks of **brilliant, thoughtful, deeply human souls.**

Biblical Truth: Created to Create

The Bible explains why this artistic impulse exists.

In **Genesis 1:27**, we learn that humans were **created in the image of God.**

God Himself is the ultimate **Artist** – the designer of galaxies, the painter of sunsets, the sculptor of mountains, rivers, and every living thing.

And He placed a small reflection of His own creativity inside us.

When humans create beauty – whether through paint, stone, music, or poetry – they are reflecting the **glory of their Creator.**

In **Genesis 4:21**, Jubal is called the "father of all who play stringed instruments and pipes," showing that even early descendants of Adam expressed creativity through music.

Later, in **Exodus 31**, God fills the craftsman **Bezalel** with His Spirit to design the **beautiful tabernacle** – a place of worship crafted with gold, jewels, and careful artistry.

From the very beginning, **beauty and symbolism were part of God's design** for humanity.

Even today, **symbols** – like a **cross**, a **dove**, or a **rainbow** – carry messages of faith, hope, and divine promise.

This tradition of meaningful art stretches all the way back to the earliest peoples of the earth.

Symbols Across Time

Think about it:

- A **rainbow**, first given by God after the Flood (Genesis 9:13), still reminds us of His covenant today.
- A **cross**, simple in shape, carries the weight of the Gospel message across continents and generations.
- A **dove** speaks peace without a single word.

Art communicates.

It teaches.

It reminds.

It connects heaven and earth.

Early humans understood this deeply – because they were designed to understand it.

B) Thinking Questions

- Why do you think ancient people devoted time and skill to creating art and symbols?
 - How does early art demonstrate that people were already intelligent, thoughtful, and creative?
 - In what ways do you reflect God's creativity in your own life? (Through art, writing, music, problem-solving, building, or another gift?)
-

C) Biblical Connections

- **Genesis 1:27** – “*So God created mankind in His own image...*”
→ Our creativity mirrors God's creativity.
- **Exodus 31:2–5** – “*I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills...*”
→ God gifts people with artistic ability and craftsmanship for His glory.
- **Genesis 9:13** – “*I have set my rainbow in the clouds, and it will be the sign of the covenant between Me and the earth.*”
→ God Himself uses **symbolism** to communicate powerful truths.

These passages show that **beauty, art, and communication** have always been part of God's plan for humanity.

D) *Hands-on Activity*

Choose one of the following tasks:

1. **Choose a piece of ancient art** (such as a cave painting, an Egyptian mural, or a stone carving).
 - **Sketch or print a copy.**
 - **Write a paragraph** explaining:
 - What the artwork might have meant to the people who created it.
 - What it reveals about the intelligence and creativity of its maker.
 2. **Optional Creative Challenge:**
 - Create your own piece of symbolic art!
 - Use **paper, clay, wood, or paint** to design a symbol or scene that expresses an idea such as:
 - **Hope**
 - **Faith**
 - **Family**
 - **Creation**
 - **God's promises**
 - Be ready to explain your artwork and the meaning behind your design.
-

On the next page is a Planning Sheet for your Artwork.....

Symbolic Art Planning Sheet

(for Lesson 12: Ancient Art and Symbolism)

Step 1: Choose a Big Idea to Represent

☒ Tick the idea you want to show in your art:

- **Hope**
 - **Faith**
 - **Family**
 - **Creation**
 - **God's Promises**
 - **Peace**
 - **Wisdom**
 - **Another idea:** _____
-

Step 2: Choose Symbols or Images

Think:

What pictures, shapes, or colours could represent your idea?

Possible ideas:

- Dove = peace
- Tree = life or growth
- Rainbow = God's promise
- Light = hope or truth
- Water = cleansing or new life
- Crown = God's kingship
- Heart = love
- Hands = helping or creating

Write down or sketch the symbols you might use:

Step 3: Plan Your Art Materials

What will you use to make your art?

- Paper and pencil
- Paints
- Clay
- Collage (cutting and gluing pictures)

- Natural materials (like leaves, stones)
 - Digital art (computer or tablet)
 - Other: _____
-

Step 4: Plan the Layout

Sketch a quick plan of where you will place each symbol or design on your page, sculpture, or surface.

(Use this space to do a rough sketch.)

Step 5: Write an Artist's Explanation

After making your artwork, write a few sentences explaining:

- What big idea you chose
- What symbols or colours you used
- Why you chose them

Artist's Statement:

Step 6: Share Your Work

Be ready to:

- **Show your artwork** to your parent or tutor
- **Explain the meaning behind your design**
- **Reflect** on how God made us to create and communicate

E) Narration

Once your project is complete, it's time for narration!

Ask your parent or tutor to be available for **5 to 10 minutes**. Then:

- **Share what you learned** about ancient art and symbolism.
- **Show your artwork** (or sketch) if you created one.
- **Discuss how early human art reflects God's design** for creativity and communication.

Enjoy the conversation!

Every time you reflect on beauty and meaning, you are **joining the story of God's creative purpose for humanity**.

Australian Curriculum Mapping for Lesson 12: Ancient Art and Symbolism

Content Description Code & Wording	Rationale for Inclusion
AC9HH7K08 – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past	The lesson presents artworks (e.g., Lascaux cave paintings, Angkor Wat carvings, Aboriginal rock art) as <i>primary sources</i> . Students learn how these are investigated and why preserving them is important for understanding the past.
AC9HH7K11 – key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs	The artworks discussed depict beliefs (afterlife scenes, divine beings), values (community storytelling, symbolism), and practices (worship, cultural rituals). Students interpret these visual records of daily and spiritual life.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Art examples are linked to the cultural and religious features of ancient societies, showing how artistic production reflected broader social systems and traditions.
AC9HH8K08 – a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion	The emergence of symbolic and narrative art is presented as a <i>significant development</i> in human history, influencing cultural continuity and artistic traditions over time.
AC9HH7S03 – identify the origin, content, context and purpose of primary and secondary sources	Students are asked to identify where artworks came from, what they depict, the cultural context of their creation, and their intended purpose (e.g., communication, ritual, decoration).
AC9HH7S06 – identify perspectives, attitudes and values of the past in sources	Students interpret symbolic meanings in the art (e.g., spirals, animal representations) to uncover the perspectives and values of ancient peoples.
AC9HH7S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources	Activities require students to explain the meaning and cultural significance of artworks, using evidence from the visual source.
AC9HH8S03 – identify the origin, content, context and purpose of primary and secondary sources	For older students, the same skill is applied to more complex examples (temple friezes, monumental carvings), requiring deeper source analysis.
AC9HH8S06 – identify perspectives, attitudes and values of the past in sources	Students analyse artworks to determine how they represent ancient cultural beliefs and values, recognising varied cultural viewpoints.
AC9HH8S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources	Students develop explanations about the cultural role of art and symbolism, supporting their conclusions with examples.
AC9HG8K03 – the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians	Aboriginal rock art is linked directly to spiritual beliefs and cultural stories tied to Country, demonstrating the connection between environment, culture, and art.
AC9HG8S06 – create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources	Students describe the geographical settings of artworks (e.g., caves, cliffs, temples) and explain how location contributes to cultural and symbolic meaning.
AC9HC7K04 – how Australia's secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities	The lesson draws on diverse cultural art traditions (Christian symbols, Aboriginal rock art, global ancient art), showing how cultural origins contribute to a shared heritage recognised in Australia's pluralist society.
AC9HC7S05 – create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence	Students produce explanations about the role of art and symbols in expressing identity and values, using examples from multiple cultures as evidence.

Advanced Extension #3: Project

Goal: Synthesise learning into a project

A) Lesson Content (Story-Based)

The Journey So Far...

Picture yourself standing at the end of a long and fascinating adventure.

Behind you lie the dusty streets of ancient cities, the towering stones of pyramids, the delicate carvings on cuneiform tablets, and the whispering winds of scattered tribes after Babel. You've travelled across deserts, through lost libraries, and among forgotten temples. You've met the builders, the astronomers, the inventors, and the storytellers of the ancient world – and through it all, you've seen one shining truth:

Human beings were made intelligent, creative, and purposeful from the very beginning.

Think back to where we started – right at the very first pages of the Bible.

Genesis 1 told us that humans were made **in the image of God**. From that very first breath, mankind was different from the animals. **We could think.**

We could speak.

We could design, build, dream, and worship.

We saw Adam, freshly created, **naming the animals** with wisdom and creativity.

We saw Cain and his descendants **building cities, creating music, and working with metal.**

We saw early humans who did not stumble blindly through history but **stepped forward with skill, determination, and understanding.**

The Evidence of Intelligence

As we walked through the ancient world together, we uncovered incredible evidence that confirmed the Bible's claims:

- **Architecture:** From the massive pyramids of Egypt and Mesoamerica to the temples of Baalbek and the observatories of the Maya, early people demonstrated **mathematics, astronomy, and engineering** skills that still amaze us today.
- **Technology:** Ancient tools, irrigation systems, the Antikythera Mechanism, and even early batteries showed **advanced understanding** of physics, chemistry, and design.
- **Writing and Language:** Early humans developed **complex written languages** like cuneiform, hieroglyphs, and Mayan glyphs – proving that sophisticated communication existed from the start.
- **Global Memories:** Flood legends and shared symbols across cultures pointed to a **common history** – the truth of Genesis 6–9 and Genesis 11 – woven into the memories of scattered peoples.

Every discovery pointed to the same conclusion: **Early humanity was brilliant.**

Not because they slowly evolved into intelligence, but because they were created intelligent – by the **all-wise Creator**.

The Shadow of Sin and the Loss of Knowledge

Yet as we journeyed through history, we also saw how **sin, judgment, and human pride** caused great losses:

- The **Fall** introduced hardship and toil, making learning and discovery more difficult.
- The **Flood** washed away civilizations rich in knowledge and culture.
- The **Tower of Babel** scattered humanity, breaking down communication and dividing shared wisdom into isolated groups.
- War, disaster, pride, and rebellion destroyed libraries, cities, and records – scattering the pieces of early brilliance across the sands of time.

But even when human knowledge faded, **God's truth never disappeared.**

His Word remained. His wisdom endured.

The Bible stood as a beacon, guiding generation after generation back to the source of true knowledge.

Your Final Challenge: Share the Story!

Now, it's your turn.

You have gathered treasures of truth on this journey – **now you get to craft something that shares what you've learned.**

Through **writing, creating, or building**, you will demonstrate the wonder of early human intelligence – and give glory to the God who designed it.

You are not just a student of history – you are a **messenger** of truth.

Your final project is your voice joining the great story of God's world.

B) Thinking Questions

- What are **three examples** from this course that showed the intelligence and creativity of early humans?
 - Why does it matter that early humans were smart from the very beginning, according to the Bible?
 - How does learning about early human brilliance make you **appreciate God's design** for people – and for yourself?
-

C) Biblical Connections

- **Proverbs 9:10** – “*The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.*”
→ True knowledge starts with honouring God.

- **Psalm 78:4** – “*We will not hide them from their children, but tell to the coming generation the glorious deeds of the Lord, and His might, and the wonders that He has done.*”
→ We are called to **pass down truth** to the next generation.
- **Romans 1:20** – “*For since the creation of the world God's invisible qualities – His eternal power and divine nature – have been clearly seen, being understood from what has been made.*”
→ God’s wisdom is **written into the very fabric of creation** – and into history itself.

These verses remind us that history and creation both **declare the glory of God** – if we have the eyes to see it.

D) Hands-on Final Project

Choose one of the following final challenges:

1. **Write a one-page essay:**
Title: “*Why Early Humans Were Intelligent – A Biblical View*”
 - Use at least **three examples** from the course to show how history matches the Bible's account.
 2. **Create a slideshow presentation:**
 - Pick **one ancient civilisation** (e.g., Egypt, the Maya, Mesopotamia).
 - Show examples of their achievements (pyramids, writing, astronomy, inventions).
 - Explain how this civilisation shows **early human intelligence** according to a biblical worldview.
 3. **Build a model of an ancient artifact:**
 - Examples: a **pyramid**, a **model Antikythera Mechanism**, a **cuneiform tablet**, or a **Stonehenge-style observatory**.
 - Label its purpose and the intelligence behind its design.
-

On the next page is a ‘Project Planning Worksheet’ you can use.

Project Planning Worksheet

(for Advanced Extension #3)

Step 1: Choose Your Project

☒ Tick your project choice:

- **Essay** – Write a one-page essay: *"Why Early Humans Were Intelligent – A Biblical View"*
 - **Slideshow Presentation** – Create slides showcasing one ancient civilisation's achievements
 - **Model** – Build a model of an ancient artifact (pyramid, Antikythera Mechanism, or cuneiform tablet)
-

Step 2: Gather Your Information

List at least three examples from the course that show early human intelligence:

1. _____
 2. _____
 3. _____
-

Step 3: Plan Your Biblical Connections

Choose at least one Bible verse to include in your project:

(You can choose more if you like!)

- Proverbs 9:10 – “The fear of the Lord is the beginning of wisdom.”
- Psalm 78:4 – “We will not hide them from their children...”
- Romans 1:20 – “God’s invisible qualities are clearly seen in creation.”
- Genesis 1:26–27 – Humans made in God's image
- Genesis 11:1–9 – Babel and the scattering of languages

Verse(s) you will use: _____

Step 4: Project-Specific Planning

Essay Planner:

- **Title:** _____
 - **Introduction Idea:** (Explain the Biblical foundation for human intelligence)
-

- **Body Paragraphs:**

- Example 1: _____
 - Example 2: _____
 - Example 3: _____
 - **Conclusion Idea:** (How this shows God’s design and strengthens your belief)
-
-

Slideshow Planner:

- **Civilisation Chosen:** _____
 - **Slide Ideas:**
 - Slide 1: Introduction – Early Human Intelligence
 - Slide 2: Ancient Achievement #1
 - Slide 3: Ancient Achievement #2
 - Slide 4: Biblical Connection
 - Slide 5: Conclusion – Why This Matters
-

Model Planner:

- **Artifact Chosen:** _____
 - **Materials Needed:**
-

- **Purpose of Artifact** (write 2–3 sentences to display with your model):
-

- **How it shows human intelligence:**
-
-

Step 5: Reflect and Review

Write a short paragraph answering:

“How does this course strengthen my belief in the Bible’s account of history?”

Paragraph:

Step 6: Presentation Preparation

When you finish, plan a short 5–10 minute presentation to:

- Show or read your project
 - Explain what you learned
 - Share your reflections on God's design in history
-

Review Assignment:

- Reflect on your **favourite lesson** from the course.
- Write a short personal response:
“How does learning about early human intelligence strengthen my belief in the Bible’s account of history?”

Share specific examples from what you learned!

E) *Narration*

Finally, it’s time for your last **narration**!

Ask your parent or tutor to be available for **5 to 10 minutes**. Then:

- **Present your project** (essay, slideshow, or model).
- **Retell the story of the course:**
 - How early humans reflected God's design
 - How sin and judgment affected knowledge
 - How history and archaeology confirm the Bible’s truth

Speak with excitement – you’ve earned it!

This conversation is **the fruit of your hard work** – and a celebration of all you’ve discovered.

F) Australian Curriculum (v.9) Content Descriptions Used

History – Knowledge & Understanding

- **AC9HH7K08** – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past
- **AC9HH8K07** – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion
- **AC9HH8K08** – a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion

History – Skills

- **AC9HH7S05, AC9HH8S05, AC9HH9S05, AC9HH10S05** – describe/analyse cause and effect, and explain/evaluate continuities and changes
- **AC9HH7S08, AC9HH8S08, AC9HH9S08, AC9HH10S08** – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources

Extra Review Lesson: Assessment & Reflection

✔ Checklist for Understanding:

- Did I understand the biblical perspective on early intelligence?
- Can I explain how ancient structures and technologies prove intelligence?
- Did I complete at least four written activities?
- Can I defend the Bible's historical accuracy using evidence?

Discussion with Parents or Siblings:

- What surprised me the most about ancient knowledge?
 - How does this lesson strengthen my faith?
 - What else would I like to learn about ancient civilizations?
-

Extra Resources for Deeper Learning

Books:

- *Dead Men's Secrets* by Jonathan Gray
- *The Genius of Ancient Man* by Don Landis
- *Unlocking the Mysteries of Creation* by Dennis Petersen

Videos & Documentaries:

- *Patterns of Evidence: The Exodus*
- *Ancient Discoveries* (History Channel)
- *Biblical Creation and Archaeology*

Field Trip Ideas (if possible):

- Visit a **history museum** with ancient artifacts.
 - Explore a **historical site** or **archaeological exhibit**.
-

Final Thoughts

This lesson reveals that **early mankind was never primitive but rather highly intelligent, creative, and capable**. From engineering marvels to advanced writing and mathematics, ancient humans **demonstrated knowledge that aligns with the Bible's historical account**.

By studying ancient civilizations through a **biblical worldview**, we see clear evidence that humanity was designed by God with wisdom and skill. Rather than evolving from unintelligent ancestors, mankind began with **God-given intelligence** – a truth confirmed by archaeology, history, and Scripture.

◆ **Reflection Question:** How do these lessons change the way you see history and God's plan for humanity?

TOPIC 4	NOAH & THE FLOOD

Evidence for the Flood of Noah

Grades: 7–10

Lesson Duration: 40 minutes per lesson (4 lessons total)

Subject: Bible, History, Science (Geology & Archaeology)

Materials Needed: Bible, notebook, internet access, printouts of key readings, recommended books (optional)

Lesson 13: The Biblical Account & Global Flood Legends

Goal: Understand the biblical account of the Flood and how global flood legends confirm a shared historical memory

A) Lesson Content (Story-Based)

"The Flood That Changed the World"

Imagine standing outside one afternoon, looking up at the sky. The sun is bright, the earth is full of life, people are bustling about with no thought of danger.

But something unseen is growing – a storm far bigger than anything the world had ever known.

Thousands of years ago, the earth had become a place of **chaos, violence, and wickedness**.

God had created the world in perfect beauty, but people had **turned away from Him**.

They lived for themselves, ignoring God's ways, filling the earth with injustice and cruelty.

The Bible tells us that **God's heart was grieved** at the corruption He saw.

But in the midst of all that darkness, one man **stood out**.

His name was **Noah**.

Noah wasn't perfect – he was still a man who needed grace – but he **walked faithfully with God**. He listened, obeyed, and honoured the Lord in a world that mocked righteousness.

And because of Noah's faithfulness, **God spoke to him**.

He gave Noah a strange, daunting command: **"Build an ark."**

The Building of the Ark

This wasn't just a small boat.

It was to be an **enormous floating structure** – bigger than anything ever built before:

- **300 cubits** long (about 137 metres!)
- **50 cubits** wide (about 23 metres)
- **30 cubits** high (about 14 metres)

Made of **gopher wood** and sealed with **pitch**, the ark was designed with **rooms, lower, middle, and upper decks** – a colossal vessel built to carry life through a global disaster.

Noah didn't protest.

He didn't argue.

He **obeyed**.

For **around 100 years**, Noah and his sons laboured. Day after day, cutting wood, shaping beams, waterproofing every surface.

All the while, Noah preached – warning others of coming judgment.

People laughed.

They jeered.

Rain? A flood? In a dry land? Impossible!

But Noah remained faithful, working steadily, trusting God's word.

The Flood Begins

Then one day, the work was done.

At God's command, the **animals came**:

- Two of every kind (male and female)
- Seven of every clean animal
- Birds of every kind
- Creeping things, great and small

It must have been an amazing sight – orderly, miraculous, full of wonder.

Noah and his family entered the ark, and **God Himself shut the door**.

And then – the heavens opened.

Rain poured down without mercy for 40 days and nights.

The fountains of the great deep burst forth.

Mountains vanished under water.

The entire world was engulfed.

Every living thing outside the ark perished – wiped clean by a flood that covered the earth.

But inside the ark?

Life. Safety. Preservation.

Noah, his wife, his sons – **Shem, Ham, and Japheth** – and their wives, eight people in all, were safe within God's provision.

A New Beginning

After **150 days**, the waters began to recede.

The ark came to rest upon the **mountains of Ararat**.

Noah sent out a **raven**, which flew back and forth.

Later, he sent out a **dove**.

When the dove returned with an **olive leaf** in its beak, Noah knew that the waters had retreated and life was returning to the earth.

At last, after over a year aboard the ark, God called Noah and his family to **come out** – to walk again upon dry land.

What did Noah do first?

He **built an altar**.

He **worshiped God**, offering sacrifices of thanksgiving.

And God made a **covenant** – a sacred promise:

Never again would He destroy all life with a flood.

As a **sign of this everlasting covenant**, God placed a **rainbow** in the sky – a radiant reminder of His mercy and faithfulness.

Global Flood Memories: Echoes Across the Earth

And here's something truly fascinating:

The story of a great flood is not confined to the pages of Genesis.

All over the world, in hundreds of different cultures, **flood legends** appear:

- **The Epic of Gilgamesh** from Mesopotamia tells of Utnapishtim, warned by the gods to build a boat.
- **Native American tribes** recount tales of a massive flood that swept across the earth.
- **Aboriginal Australians, Africans, Indians, Chinese, and South Americans** all tell variations of a great flood, divine warning, survival on a boat, and a fresh beginning.

Why?

Because these memories are not myths – they are echoes of a real, historical event that shaped human history.

After the **Tower of Babel**, as people spread across the globe (Genesis 11), they **carried with them** the true story of the Flood.

Over time, details shifted, names changed – but the **core truth remained**.

When we study the Bible, **the pieces fit**.

The worldwide flood legends are not proof of human imagination – they are **evidence of shared memory** rooted in real history.

B) **Biblical Connection**

- **Genesis 6:9** – *“Noah was a righteous man, blameless among the people of his time, and he walked faithfully with God.”*

Reflect & Apply:

- What does it mean to **walk faithfully with God** in your daily life?
 - Would you have the **courage to obey** God even if others laughed at you?
 - Are there areas in your life where you need to **trust God's plan**, like Noah did?
-

C) **Thinking Questions**

General Understanding:

1. Why did God decide to flood the earth?
2. What made Noah different from the people around him?
3. Describe the ark using details from the Bible's description.
4. How long did the flood last from the beginning of the rain to the earth being dry?
5. What was the very first thing Noah did after leaving the ark?

Christian Worldview Questions: 6. Why do you think God saved Noah's family instead of starting completely over? 7. What does this story reveal about God's justice and His mercy? 8. Why do cultures around the world share flood legends?

Character Trait Focus: Orderliness: 9. God gave Noah **very specific** instructions. Why do you think following God's detailed plan was so important? 10. How does the story of Noah move from **chaos** (violence, flood) to **order** (safety, new life, covenant)?

D) Activity

In your notebook:

1. Create a Comparison Chart:

2. Compare and Contrast:

Under your chart, answer these questions:

- What are **three similarities** between the Genesis account and the other flood legend?
- What are **three differences**?
- Which version seems **more trustworthy** to you, and why?

Category	Genesis Flood Story	Other Flood Legend (e.g., Epic of Gilgamesh)
Who (main person or people involved)		
What (key event or action)		
When (approximate time or setting described)		
Where (location or area mentioned)		
Why (reason for the flood)		
How long did the flood last?		
Type of boat or ark		
Survivors		
Animals included?		
Sign or promise at the end?		

Compare and Contrast Questions

1. What are three similarities between the two stories?

-
-
-

2. What are three differences between the two stories?

-
-
-

3. Which version do you think is more trustworthy? Why?

Answer: _____

Optional Extension:

- Watch a short YouTube video or Christian apologetics resource that explores flood myths from around the world for extra understanding!

E) Narration

Now it's your turn!

Without looking back at the story:

- Retell what you remember about **why God sent the Flood**.
- Describe **who Noah was** and **what God asked him to do**.
- Explain **how the ark saved Noah's family**.
- Share **what happened after the flood** – and **how different cultures around the world remember the flood story**.

 Speak clearly, confidently, and with as much detail as you can!

This is your chance to **bring the story alive** and **show how history confirms the truth of God's Word**.

Australian Curriculum Mapping Table for this Lesson

Content Description Code & Wording	Rationale for Inclusion
AC9HH7K06 – the nature of sources for ancient history and how they are used, including the investigation of origin, content, context and purpose	The Genesis account and global flood legends are examined as historical sources. Students compare their origin, content, and context to evaluate their reliability.
AC9HH7K08 – the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past	The lesson touches on archaeological and cultural evidence from ancient societies and their preservation of flood narratives through oral traditions and artifacts.
AC9HH7K11 – key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs	The story reveals ancient values – justice, divine judgment, and covenant promises – within the Hebrew society's worldview, as well as other cultures' spiritual interpretations of the flood.
AC9HH8K04 – the nature of sources for the ancient past and how they are used, including the investigation of origin, content, context and purpose	Students investigate both biblical and extra-biblical flood legends as sources, identifying their origin, content, and purpose to better understand ancient history.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Flood accounts are used to explore ancient societies' religious beliefs, cultural traditions, and responses to environmental catastrophe.
AC9HH8K08 – a significant event, development, turning point or challenge that contributed to continuity and change related to the empire and/or expansion	The Flood is presented as a global turning point in human history, influencing cultural memory and traditions across diverse societies.
AC9HH7S03 – identify the origin, content, context and purpose of primary and secondary sources	Students identify where the Genesis account and other flood legends came from, what they contain, their cultural setting, and why they were recorded or passed down.
AC9HH7S05 – explain the perspectives, attitudes and values of people and groups in the past	Students interpret perspectives from both biblical and other ancient cultures about divine judgment, survival, and renewal.
AC9HH7S06 – identify perspectives, attitudes and values of the past in sources	Students analyse how flood legends reveal past societies' beliefs about morality, the divine, and humanity's role in creation.
AC9HH7S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources	Students use comparison charts to create reasoned explanations about the reliability and meaning of different flood accounts.
AC9HH8S03 – identify the origin, content, context and purpose of primary and secondary sources	Older students deepen their analysis of biblical and ancient Near Eastern flood narratives, considering purpose and audience.
AC9HH8S05 – explain the perspectives, attitudes and values of people and groups in the past	Students compare cultural interpretations of the flood to explain varying ancient worldviews.
AC9HH8S06 – identify perspectives, attitudes and values of the past in sources	The activity explicitly involves analysing how different cultures' flood stories reflect their attitudes toward divine authority, nature, and morality.
AC9HH8S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources	Students write or present arguments about which account is more trustworthy, using evidence from the lesson's sources.

Content Description Code & Wording

AC9HC7K04 – how Australia’s secular democracy and pluralist, multi-faith society draws upon diverse cultural origins, including Christian and Western heritage, distinct First Nations Australian histories and cultures, and migrant communities

AC9HC7S05 – create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence

Rationale for Inclusion

The lesson connects global legends (including Aboriginal traditions) and the biblical account, illustrating how multiple cultural narratives exist within modern Australian heritage.

Students construct explanations on how different cultural heritages and beliefs are preserved, respected, and compared in a pluralistic society.

Lesson 14: Geological Evidence for a Global Flood

Goal: Understand how geology supports the Bible's account of a worldwide flood

A) Lesson Content (Story-Based)

"What the Rocks Remember"

Imagine you're hiking through the breathtaking **Grand Canyon**. The sun beats down, and the horizon stretches wide and endless. But as you stand on the edge of the canyon, staring down into its depths, you're not just looking at beauty.

You're looking at **history**.

Layer upon layer of rock stack like a giant layer cake, rising in stunning shades of gold, red, brown, and grey. Some scientists say these layers took millions of years to form, bit by bit, as slow rivers and winds laid down sediment grain by grain.

But what if there's another explanation?

What if instead of slow, gradual processes, these layers were formed **quickly** – during a single, massive, global event?

That's exactly what many Bible-believing geologists believe. And they have some surprising evidence to back it up.

Fossils in the Rocks: A Clue from the Past

Let's zoom in on the rock layers.

Many of them are **packed with fossils** – not just a few bones here and there, but entire layers **stuffed with sea creatures**, including:

- Shells
- Clams
- Fish
- Anemones
- Even **whales**, sometimes found **twisted or fossilised mid-swim**, as though buried alive in panic.

Even more amazing, these marine fossils are not just found at sea level. They are found on **mountain tops** – including the **Himalayas**, **Andes**, and even **Mount Everest**!

Wait... How did sea creatures get onto the tallest mountain in the world?

The Flood as a Better Explanation

Now imagine a global flood – like the one described in **Genesis 6–9**.

Water would surge across the land, **carrying mud, sand, debris, plants, and animals**. Entire regions would be overwhelmed. Creatures would be buried **suddenly**, under layers of sediment that would later harden into rock.

This would happen **quickly** – not over millions of years, but in days or weeks.

And that's **exactly** what we find:

- Jumbled fossils
- Layers without erosion between them
- Sediment that stretches over **entire continents**
- Marine life fossilised far inland or high on mountains

All signs point to a **catastrophic, watery burial** – not slow change.

Modern Evidence: Mount St. Helens

In 1980, something happened in **Washington State** that gave us a glimpse into what the Flood may have looked like on a smaller scale.

Mount St. Helens erupted.

The explosion sent massive amounts of **ash, mud, and rock** surging down the mountain. Within hours:

- **Canyons were carved**
- **Layers of sediment** were laid down – some up to **7 metres deep**, with clear banding
- **A mini “Grand Canyon”** was formed in just a day

One geologist looked at the results and said, *“This changes everything.”*

Why? Because it proved that **under the right conditions**, massive geological features **can form quickly** – not slowly over eons.

It was a **living laboratory** for understanding flood geology.

Polystrate Fossils: Trees Through Time?

In various parts of the world, geologists have found something truly strange – **polystrate fossils**.

These are **trees buried upright**, stretching **through multiple layers** of rock. Some are as tall as three-storey buildings!

Now, if each layer took thousands or millions of years to form, that tree would have **rotted away** long before being fully buried.

But if the layers were laid down **quickly**, in one massive event? Then the tree could be buried completely **while still upright**, preserved as the sediment solidified around it.

This is powerful evidence for a **sudden, global catastrophe**.

So What Do the Rocks Really Say?

Do they whisper of slow, gentle processes over millions of years?

Or do they thunder the memory of a **violent, global judgment** that reshaped the face of the earth?

The **Bible** says the whole world was flooded.

And the **rocks** – layered, fossil-filled, and twisted by power – may be the most enduring **witnesses** of that event.

B) **Biblical Connection**

- **Psalm 104:7–9** – “*At Your rebuke they fled... You set a boundary they cannot cross; never again will they cover the earth.*”

This poetic Psalm speaks of the Flood’s end and God’s power over the waters.

 Reflect & Apply:

- How does it comfort you to know God has **set boundaries** for nature?
 - When you see natural formations, do you think about **God’s power, justice, and mercy**?
 - How can learning about the earth deepen your **praise and awe for the Creator**?
-

C) Thinking Questions

General Understanding:

1. What kind of rock layers often contain fossils?
2. What evidence suggests that fossils were buried **suddenly**, not over long ages?
3. Why is it surprising to find **marine fossils on mountains**?
4. What happened during the **Mount St. Helens eruption** that helps us understand how rock layers can form quickly?
5. What are **polystrate fossils**, and why do they challenge the idea of slow, gradual rock formation?

Christian Worldview Questions:

6. Why is it important for Christians to understand scientific evidence that supports the Bible?
7. How does the global Flood **better explain the fossil record** than evolution or uniformitarianism?
8. What does God’s control over nature tell us about His **justice, mercy, and power**?

Character Trait Focus: Orderliness

9. The Flood was a time of chaos, yet God gave **specific instructions** to Noah. What examples do you see in nature where **order has come from chaos**?
 10. Why does being **orderly and prepared**, like Noah, still matter in our lives today?
-

D) Activity – Visual Learning & Notebook Task

1. Draw a Fossil Record Diagram:

On a large piece of paper or in your notebook:

- Draw several **horizontal rock layers** (like a stacked cake)
 - Label the layers with rock types (e.g., **sandstone, shale, limestone**)
 - In different layers, draw **fossils**: fish, shells, trilobites, marine reptiles
 - Show some fossils **upside down or jumbled**
 - Draw a **polystrate tree** standing vertically through several layers
 - Add a label:
“*Sudden burial = Global Flood evidence!*”
-

2. Answer These Questions in Writing:

- Why do we find **marine fossils on mountaintops**?
 - How does **Mount St. Helens** support the idea of **fast rock formation**?
-

Optional Extension:

Watch a video or slideshow on:

- The **Grand Canyon** from a flood geology perspective
- The **eruption of Mount St. Helens**

This will help bring the concepts to life visually!

E) Narration

Now it's your turn to be the geologist!

Find your parent or tutor and **retell everything you've learned** today.

Use your fossil record drawing to help as you explain:

- How fossils form

- What we see in the Grand Canyon and Mount St. Helens
- Why polystrate fossils are important
- And most of all, **how this all connects to the Bible’s story of Noah’s Flood**

Speak with confidence. The rocks remember. And now – you do too.

Alignment with Australian Curriculum v9 HASS (Years 7–10)

History – Knowledge & Understanding

Content Description Code & Full Wording

AC9HH7K08 – *the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past*

Rationale

The lesson considers fossil and rock strata as physical “sources” used by scientists and historians to interpret past events, emphasising the importance of preserving such evidence.

History – Skills

Content Description Code & Full Wording

AC9HH7S03 – *identify the origin, content, context and purpose of primary and secondary sources*

AC9HH7S04 – *identify and describe the accuracy and usefulness of primary and secondary sources as evidence*

AC9HH8S03 – *identify the origin, content, context and purpose of primary and secondary sources*

Rationale

Students identify geological formations and fossil evidence as primary sources, and compare them with secondary interpretations.

Students evaluate how well geological evidence supports either the flood model or uniformitarian explanations.

Builds on Year 7 skills by applying them to a wider range of geological and fossil evidence in different global locations.

Geography – Knowledge & Understanding

Content Description Code & Full Wording

AC9HG8K01 – *geomorphological processes that produce different landscapes and significant landforms*

AC9HG8K05 – *the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses*

Rationale

The formation of the Grand Canyon, layered strata, and Mount St. Helens deposits are explained through geomorphological processes.

The 1980 eruption of Mount St. Helens is examined as a hazard, including its rapid impact on the landscape and its role as a modern analogue for catastrophic geological change.

Geography – Skills

Content Description Code & Full Wording

AC9HG8S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG8S06 – *create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources*

Rationale

Students interpret patterns in fossil distribution, sediment layers, and the absence of erosion between strata.

Students use geological observations to conclude whether rapid or slow processes best explain the evidence.

Students produce labelled diagrams of rock strata and fossils, applying correct terminology and explanatory notes.

For Lesson 15: Character Training – Orderliness,
refer to the Character Training Supplement to be released in
January 2026.

Lesson 16: Archaeological Evidence of Noah's Flood

Goal: Explore how archaeology may support the biblical account of Noah's Flood

A) Lesson Content (Story-Based)

"Searching for the Ark"

Imagine climbing a windswept mountain where snow crunches beneath your boots and clouds drift below you. You're thousands of metres above sea level, standing in one of the most remote and mysterious places on earth: **Mount Ararat**, in modern-day **Turkey**.

According to the Bible, this is where something world-changing came to rest:
Noah's Ark – the vessel of survival after the greatest catastrophe in human history.

Genesis 8:4 tells us plainly: "*And the ark came to rest on the mountains of Ararat.*"

But is it still there?

Could the Ark – now thousands of years old – still be hidden under ice, rock, or time?

That question has launched **decades of exploration**, both by serious archaeologists and daring adventurers.

Ron Wyatt and the Boat-Shaped Discovery

One of the most famous claims came from a man named **Ron Wyatt**, a nurse and amateur archaeologist.

In the **1970s**, Wyatt reported discovering a large **boat-shaped formation** near **Mount Ararat**, near a place called the **Durupınar site**. The object was roughly **515 feet long** – close to the Bible's measurement of **300 cubits**.

Wyatt and others also found **large stone objects nearby**, shaped like anchors, with **holes drilled through the top**. Could these have been the Ark's **drogue stones** – used to stabilise it in turbulent waters?

Photos of the site sparked excitement. Some Christians believed this was it.

Others, especially secular scientists, were sceptical.

They argued that the structure was a **natural rock formation** and that the "anchor stones" were unrelated. They wanted more – **wood samples**, metal fastenings, **radiocarbon dating**, **core drilling**, and clearer architectural features.

In recent years, all of these have been found using special sensing equipment. The site **remains a place of interest** for creationist researchers and Christian geologists.

The Black Sea Flood Hypothesis

Meanwhile, another fascinating theory comes from **underwater archaeology**.

In the year **2000**, researchers began exploring the bottom of the **Black Sea**, near the borders of Turkey, Bulgaria, and Ukraine. There, they discovered **tools, pottery, and ancient buildings** submerged beneath 100 metres of water.

Some scientists suggested this region experienced a **massive flood**, thousands of years ago – possibly when the **Mediterranean Sea spilled over into the Black Sea**, triggered by melting glaciers after the Ice Age.

This became known as the **Black Sea Flood Hypothesis**.

Was this Noah's Flood?

Maybe. But there's one problem: the Bible says the flood **covered the highest mountains under the heavens** (Genesis 7:19). That's not a **local flood**. That's a **global one**.

So while the Black Sea flood is an interesting event, it doesn't match the **worldwide scale** of the biblical account.

Legends and Ruins Around the World

The Ark isn't just remembered in Turkey.

High in the **Zagros Mountains of Iran**, and in regions of **Armenia**, explorers have discovered **boat-shaped stone patterns, ancient platforms**, and even carved depictions of large vessels.

In **China**, an ancient scroll tells of a man who survived a great flood in a **giant wooden vessel** and repopulated the earth.

In **South America**, native legends speak of a **floating house** that saved a family and animals from the waters.

Even **Aboriginal Australians** tell of a flood that reshaped the land and brought about a new beginning.

Why do so many cultures – from continents that never had contact with each other – share **flood stories, survivor families, and rescue boats**?

The Bible offers a clear explanation: after the **Tower of Babel**, people spread across the earth, taking with them **memories of real history** – like the Flood. Over time, the details changed, but the core truth remained.

Why Hasn't the Finding of a Wooden Ark Been Confirmed?

Some people ask: *"If the Ark was real, why haven't secular scientists confirmed the finding for sure?"*

That's a fair question. But consider these challenges:

- **Political tension and war** in the region make Mount Ararat difficult to explore safely

- Some locals oppose foreign expeditions; and
- the Turkish government is quite anti-Jewish and anti-Christian, and so has no interest in allowing the proving of Biblical stories.

So while the Ark may be out there, it's not surprising that it's hard to prove at the moment.

But the truth of God's Word **doesn't depend on archaeology**.

Faith comes first.

And when evidence supports the Bible – it becomes a **faith-builder** and a **reminder** that God's Word is grounded in real events.

A Symbol of Rescue and Salvation

In the end, the Ark is not just a ship.

It's a **picture** – a picture of **rescue, obedience, judgment, and grace**.

Just as Noah's family was saved through one door, so Jesus said, "*I am the door*" (John 10:9).

Just as the Ark was provided by God to save people from judgment, so **Jesus is our Ark** – our salvation in the storm.

We may or may not find the Ark's wooden remains.

But we have already found the message it points to:

God saves those who trust Him.

B) *Biblical Connection*

- **Hebrews 11:7** – "*By faith Noah, being warned by God concerning events as yet unseen... constructed an ark for the saving of his household.*"

 Reflect & Apply:

- Why is **faith** important even when we don't see physical evidence?
 - How can you be like Noah – **trusting and obeying God** even if others laugh or doubt?
 - What does this verse teach you about **obedience, preparation, and God's reward**?
-

C) *Thinking Questions*

General Understanding:

1. Where does the Bible say the Ark came to rest?
2. Who was **Ron Wyatt**, and what did he claim to find?
3. What is the **Black Sea Flood Hypothesis**?
4. Why might it be difficult to find the Ark today?
5. How do global **flood legends** support the Bible's account?

Christian Worldview Questions:

6. Should Christians **depend on archaeology** to believe in the Bible? Why or why not?
7. What does the global Flood teach us about **God's judgment and mercy**?
8. Would your faith change if we never found the Ark? Why or why not?

Character Trait: Orderliness

9. Why was it important for Noah to build the Ark **exactly** as God instructed?
 10. How do tools like **maps, careful records, and archaeological work** help bring **order** to our understanding of history?
-

D) Activity – Research & Summarise

1. Choose **TWO archaeological discoveries** linked to the flood story to research:

Examples:

- Ron Wyatt's Ark site
- Mount Ararat sightings
- The Black Sea Flood theory
- Anchor stones near Ararat
- Submerged ruins in the Black Sea

☒ For each, write a paragraph in your notebook:

- What was found?
 - Who found it?
 - Why might it support the biblical Flood?
 - What questions or debates exist about it?
-

Bonus Creative Task

Design or draw what you imagine the **Ark** might look like today – partly buried on a mountain, with snow and explorers surrounding it.

Label key parts of the scene and include your imagination – but keep it grounded in the biblical dimensions and location.

E) Narration

Now it's your turn to speak like a biblical historian and explorer.

Without using your notes, explain to your parent or tutor:

- Where the Bible says the Ark landed
- What discoveries people have made
- The difference between global and local floods
- Why it's hard to find the Ark

- And how **faith and evidence** work together

Finish by sharing how the story of the Ark points to Jesus as our place of rescue today.

Australian Curriculum Alignment

History – Knowledge & Understanding

Content Description Code & Full Wording

AC9HH7K08 – *the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past*

Rationale

The lesson examines archaeological techniques and artefacts (e.g., anchor stones, submerged ruins) in the search for Noah's Ark, highlighting both investigation and preservation.

History – Skills

Content Description Code & Full Wording

AC9HH9S02 – *locate, identify and compare primary and secondary sources to use in historical inquiry*

AC9HH9S04 – *explain the usefulness of primary and secondary sources, and the reliability of the information as evidence*

AC9HH10S06 – *compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values*

AC9HH10S08 – *create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources*

Rationale

Students compare photographs, legends, and scientific reports about Ark-related finds and flood traditions.

Students assess credibility of discoveries such as Ron Wyatt's site and the Black Sea Flood Hypothesis.

Students explore how cultural beliefs, religious convictions, and political contexts influence archaeological interpretations of flood evidence.

The research and narration tasks require students to produce reasoned historical explanations that reference evidence from both archaeology and the Bible.

Geography – Knowledge & Understanding

Content Description Code & Full Wording

AC9HG8K01 – *geomorphological processes that produce different landscapes and significant landforms*

Rationale

Mount Ararat, the Black Sea basin, and other flood-related landforms are discussed in terms of how they were shaped by natural processes.

Geography – Skills

Content Description Code & Full Wording

AC9HG9S03 – *evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships*

AC9HG10S04 – *evaluate data and information to justify conclusions*

Rationale

Students analyse the global pattern of flood legends and geographical distribution of Ark-related sites to draw connections.

Students weigh archaeological and geographical evidence against biblical and secular interpretations to form justified conclusions.

Advanced Extension #4: Theological & Scientific Implications of the Flood

Goal: Understand the deeper meaning of the Flood from both a biblical and scientific perspective, and how it connects to the gospel

A) Lesson Content

"The Flood That Still Speaks"

Long ago, the sky opened and the deep foundations of the earth were broken. Waters rose, waves crashed, and the world as people knew it disappeared beneath the flood. But the story of Noah's Ark isn't just a tale of destruction – it's a profound message about **God, humanity, sin, mercy, and salvation**. And that message still speaks today.

A New Beginning After Judgment

Picture the moment when Noah steps off the ark. The world is silent. No noise from cities or crowds. No familiar smells of busy life. Everything is fresh, washed, quiet – waiting to begin again. Noah looks around. The earth has been cleansed. Only eight people remain – Noah, his wife, his three sons, and their wives. Behind them, the great ark has served its purpose.

Noah's first act isn't to explore, settle, or build a house. His first act is to **worship**.

He builds an altar and offers sacrifices to God. And in response, **God makes a covenant** – an unbreakable promise: *"Never again will I destroy all life with a flood."* As a sign of that promise, **God places a rainbow in the sky** – a glowing arc of colour across the clouds, visible even today. Every time we see one, it's a whisper from heaven: *"I remember."*

The Flood as a Picture of What Is to Come

Jesus, too, remembered the Flood.

In **Matthew 24:37–39**, He said:

"As it was in the days of Noah, so it will be at the coming of the Son of Man."

In Noah's time, people were eating, drinking, marrying – going about their everyday lives, with no idea that judgment was on the way. When the door of the ark was shut, it was too late.

Jesus warns that history will repeat itself. There will be another day – unexpected, global, unstoppable – when He returns to judge the earth. Just like in Noah's time, many will be unprepared.

The **Flood** is not just a memory. It is a **mirror** – showing us what once was, and what is coming again.

What About the Science?

Some people say that the Flood is just a myth. They trust in a **naturalistic view of science** that says the earth is billions of years old and that life evolved from simple cells over millions of years.

But the Bible tells a different story:

- The earth was created by God in **six days**.
- Death and suffering entered **after** sin, not before.
- A global catastrophe – **Noah's Flood** – reshaped the earth and left behind the **fossils, rock layers, and geological patterns** we see today.

Creation scientists support the Bible's account with evidence like:

- Fossils that show **sudden burial**, with animals trapped in lifelike positions
- Marine fossils found on **high mountain ranges** (like the Himalayas)
- Thick, flat layers of sediment **covering vast areas**
- Upright trees fossilised through multiple layers (**polystrate fossils**)
- Rapid rock formation observed at **Mount St. Helens**
- Problems with **radiometric dating methods**, which often give wildly varying results
- The sudden appearance of complex life in the fossil record – no gradual “simple to complex” pattern

If the Flood happened as the Bible says, these findings make sense. But if we accept the evolutionary view, we must believe that **death came before sin**, that God called **millions of years of pain and extinction "very good"**, and that the Bible's history is symbolic, not real.

Why It Matters: The Gospel Begins in Genesis

Theologically, this is a big deal.

If **death came before sin**, then why did Jesus have to die?

The Bible clearly teaches:

- Sin brought death (**Romans 5:12**)
- Jesus came to defeat death by dying in our place
- If there was death before Adam, the gospel unravels

That's why we can't ignore the Flood or treat Genesis as a fairy tale.

The **Flood explains** why the fossil record is full of dead things – and it fits the timeline of Scripture.

Just as there was **one ark** to escape judgment, there is **one Saviour**, Jesus Christ.

The ark was **sealed with pitch** – to keep out the waters of destruction.

The Bible says we are **sealed with the Holy Spirit** (Ephesians 1:13).

The ark had **one door** – and Jesus said, “*I am the door*” (John 10:9).

The ark was God's plan to **rescue**. Jesus is God's rescue plan for us.

The Flood isn't just about the past.

It teaches us about **God's holiness, His mercy, and His plan to save those who trust Him**.

B) *Biblical Connections*

- **Genesis 9:13** – “*I have set my rainbow in the clouds, and it will be the sign of the covenant between Me and the earth.*”
- **Matthew 24:37–39** – “*As it was in the days of Noah, so it will be at the coming of the Son of Man...*”

Reflect & Apply:

- What does the **rainbow** promise you personally?
- How is **Jesus like the ark** – a safe place during judgment?
- How does knowing that Jesus will return one day shape how you **live now**?

Comparison Chart: Noah’s Ark and Jesus

This chart shows how the story of Noah’s Ark points forward to Jesus Christ and the gospel message.

Symbol or Element	Noah’s Ark	Jesus Christ
Rescue from Judgment	The Ark saved Noah’s family from the Flood	Jesus saves us from sin and eternal judgment
God’s Provision	God gave Noah instructions to build the Ark	God sent His Son to be the Saviour of the world
Only One Way	Only one door into the Ark	Jesus said, “I am the door” (John 10:9)
Sealed for Safety	The Ark was sealed with pitch to keep out the water	Believers are sealed by the Holy Spirit (Eph 1:13)
Covenant Sign	God gave the rainbow as a promise never to flood the earth again	Jesus gave the cross and His resurrection as the sign of a new covenant
Obedience Required	Noah had to trust God and obey to be saved	We must trust and follow Jesus to be saved

C) *Thinking Questions*

General Understanding:

1. What is the **theological meaning** of the Flood?
2. What did **God promise Noah** after the flood?
3. What does the **rainbow represent**?
4. How does the Flood connect to **Jesus' second coming**?
5. What **scientific evidence** supports the Flood and challenges the idea of evolution?

Christian Worldview Questions:

6. Why does it matter if **death came before or after sin**?
7. How does the **Flood better explain** the fossil record than evolutionary theory?

8. What does it mean that **Jesus is our "ark"**?

Character Trait: Orderliness

9. God brought **order from chaos** in Creation and again after the Flood. How can you follow His example in your home, studies, and relationships?
10. How does living an **orderly, faithful life** help prepare us for Christ's return?
-

D) Activity – Theology + Science Reflection

Part 1: Theological Meaning of the Flood

In your notebook, write a **short explanation in your own words**, covering:

- **God's judgment** of sin
- **God's mercy** in rescuing Noah
- How the **Flood points to Jesus** and the gospel

Part 2: Scientific Support for the Flood

Write a **brief summary** of at least three pieces of scientific evidence (from previous lessons) that support the biblical account. You can choose from:

- Fossils of sea creatures on mountaintops
 - Polystrate fossils
 - Rapid rock layers from Mount St. Helens
 - Global flood legends
 - Geological patterns (like the Grand Canyon)
-

Bonus Creative Task

Create a **drawing or comic strip** showing the connections between **Noah's Ark and Jesus**. Include scenes like:

- The single **door** to the ark
- The ark being sealed
- The **rainbow** promise
- Jesus saying, "*I am the door*"
- People being rescued through faith

Be creative – but make the message clear: Jesus is the way of salvation, just as the ark was.

E) Narration

You've reached the end of the journey.
Now it's your turn to tell the **big picture**.

Explain to your parent or tutor everything you remember from today's lesson:

- The theological meaning of the Flood
- God's judgment and mercy
- The rainbow covenant
- Scientific evidence for the Flood
- Why it matters that Genesis is **real history**
- How **Jesus is like the ark**

Speak like a teacher – because that's what you're becoming.

You're learning to **explain truth**, defend your faith, and see the **connections** between Scripture, science, and salvation.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording

AC9HH7K08 – *the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past*

AC9HH9K17 – *the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism*

Rationale

The lesson incorporates historical and archaeological data (fossils, geological formations, legends) to support the biblical account of the Flood.

While framed in a biblical context, the lesson examines competing worldviews (biblical creationism vs. naturalistic evolution) and their influence on society's understanding of history and science.

History – Skills

Content Description Code & Full Wording

AC9HH7S04 – *identify and describe the accuracy and usefulness of primary and secondary sources as evidence*

AC9HH8S07 – *explain historical interpretations about significant events, individuals and groups*

AC9HH9S05 – *analyse cause and effect, and evaluate patterns of continuity and change*

AC9HH10S06 – *compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values*

AC9HH10S08 – *create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources*

Rationale

Students consider how reliable various scientific and historical evidences (e.g., polystrate fossils, marine fossils on mountains) are for interpreting the Flood.

The Flood is analysed as a significant event, with multiple interpretations from biblical, scientific, and secular perspectives.

Students connect the Flood's cause (judgment of sin) with its effects (geological changes, covenant promise), and relate it to continuing gospel themes.

The lesson compares perspectives of creation scientists, secular geologists, and theologians, identifying how beliefs shape conclusions.

Activities and narration tasks require students to present arguments linking theological meaning with scientific evidence, using proper terminology.

Geography – Knowledge & Understanding

Content Description Code & Full Wording

AC9HG8K01 – *geomorphological processes that produce different landscapes and significant landforms*

AC9HG9K08 – *the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places*

AC9HG10K04 – *causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability*

Rationale

The lesson discusses geological processes (e.g., sedimentary layering, volcanic events) linked to a catastrophic global flood.

The comparison between pre- and post-Flood earth links to how environmental changes alter habitability, resources, and sustainability.

The Flood is examined as a global environmental change, reshaping ecosystems and landscapes.

Geography – Skills

Content Description Code & Full Wording

AC9HG8S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG9S03 – *evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships*

Rationale

Students interpret global flood legends, fossil distribution, and rock formations to find patterns that support the biblical account.

The lesson encourages evaluation of global patterns of geological evidence to draw broader conclusions about past events.

Content Description Code & Full Wording

AC9HG10S04 – *evaluate data and information to justify conclusions*

Rationale

Students weigh biblical, geological, and historical data to justify conclusions about the Flood's historical and scientific validity.

Extra Lesson: Noah & the Flood Project (Optional)

- **Write a 1-page essay** or create a **slideshow** summarizing the best evidence for Noah's Flood.
- **Debate activity:** Present arguments **for or against** a global flood using science and the Bible.

 **Memory Verse:**

"The world that then was, being overflowed with water, perished." (2 Peter 3:6)

Conclusion

These four lessons and the optional fifth Wrap-up equip students with **biblical, geological, and archaeological evidence** that supports Noah's Flood. By understanding this event, we can see how **science and faith align**, strengthening our confidence in God's Word.

Lesson 17: The Pride That Built a Tower

Goal: Understand how pride leads to disorder and how God’s intervention restored His design

A) Lesson Content (Story-Based)

"The City That Reached for Heaven"

The world was quiet again.

The great Flood had passed. The ground had dried. And Noah’s family had begun the enormous task of starting over. God had commanded them to “be fruitful and multiply and fill the earth” (Genesis 9:1). And for a time, they obeyed. Sons were born. Families grew. Herds moved across open valleys, and the earth echoed once more with the sounds of life.

But as generations passed, something changed.

The people found a wide plain in the land of **Shinar** – a rich, fertile region we now associate with **Babylon**. And instead of continuing to scatter, they decided to settle.

They gathered their tents, unpacked their goods, and began to build homes. And then someone had an idea – an idea that grew quickly into a plan.

“Let’s not just live here. Let’s become something great.”

“Let’s make a name for ourselves.”

Technology and the Rise of Pride

The people had learned new building techniques. Instead of using stones, they discovered how to **bake bricks** and seal them together with **tar-like mortar**. It was **cutting-edge construction** – faster, smoother, more uniform.

And with this new knowledge, they decided to build not just a city – but a **tower**. A tower so tall it could reach the heavens.

The goal wasn’t just architecture. It was ambition. It wasn’t about safety. It was about **self-glory**.

“We don’t want to be scattered. We want to be remembered.”

“We don’t want God to tell us what to do. We want to make our own destiny.”

They had the tools. They had the unity. They had **one language**, one culture, and one goal. And brick by brick, they built – higher and higher into the sky.

Dust filled the air. Shouts echoed from scaffold to scaffold. The tower rose, proud and unstoppable.

But pride was rising too.

God Comes Down

The Bible says God saw everything they were doing – and He understood what was happening in their hearts.

He wasn’t afraid of a tower.

He was grieved by what it meant.

They were **united**, yes – but in rebellion.

They had power – but no humility.

They had knowledge – but no wisdom.

So God stepped in – not with an earthquake or storm, but with something far more unexpected: **confusion**.

Suddenly, language broke apart. A man would ask for a hammer, and the response would be gibberish. Confusion spread like wildfire. Teams fell apart. Construction halted. Friendships fractured. What had once been united was now divided.

And the mighty project that was meant to make them famous?

It was **abandoned** – left unfinished, a symbol of human arrogance and God’s justice.

The place was named **Babel**, meaning “confusion,” and the people scattered – just as God had originally commanded.

The Beginning of Nations

Out of that scattering came **languages, cultures, and nations**.

What seemed like a judgment was actually the beginning of something beautiful.

In Acts 2, when the Holy Spirit came, God reversed Babel in a new way – bringing many languages together in worship through the gospel of Christ. And in Revelation 7, we read of a future where **every tribe, language, people, and nation** stands before the throne of God, united – not by pride, but by grace.

The story of the Tower of Babel reminds us of something essential:

God resists the proud, but gives grace to the humble (James 4:6).

When we seek to glorify ourselves, things fall apart.

When we live to glorify God, things come together.

B) *Biblical Connection*

- **Genesis 11:4** – “Then they said, ‘Come, let us build ourselves a city and a tower with its top in the heavens, and let us make a name for ourselves...’”

Reflect & Apply:

- Why do you think the people wanted to “make a name” for themselves?
 - Are there moments in your life when you seek **attention or glory** instead of giving it to God?
 - How can **humility** bring peace and order to your family, your friendships, or your studies?
-

C) *Thinking Questions*

General Understanding:

1. Why did the people settle in the land of **Shinar** instead of obeying God's command to spread out?
2. What did they decide to build, and **why**?
3. What technology did they use to build the tower?
4. What was **God's response** to their actions?
5. What happened to the people after God **confused their language**?

Christian Worldview Questions:

6. Why is **pride** such a dangerous attitude – even today?
7. What does this story teach us about **God's authority** and the limits of human ambition?
8. How does this event show that **humans were designed to depend on God**, not themselves?

Character Trait: Orderliness

9. How did their **unity of language and purpose** help them build so efficiently? What changed when confusion was introduced?
 10. What does this story teach us about keeping **God's design** for order in our lives?
-

D) *Activity – Build and Reflect*

1. Build Your Own Tower of Babel!

Using any of the following:

- LEGO
- Building blocks
- Cardboard boxes
- Plastic cups
- Recycled containers

Build a **model tower** as tall and creative as you can.

Then, write a **reflection paragraph** (about 5–6 sentences) in your notebook:

- What motivated the people to build the tower?
- How does the tower represent **human pride**?
- What happened when **God stepped in**?
- What was the result?
- What lesson can we learn today?

Bonus: Add small signs or labels to your tower model with words like:

- “Pride”
- “Confusion”
- “Scattered Nations”
- “Self-glory”
- “God’s Judgment”
- “Languages”

These visual elements will help you remember the core truths of the story.

E) *Narration*

Now it’s time to tell the story like a biblical historian!

Without looking at your notes, **retell the entire story** to your parent or tutor:

- Start with the people gathering in Shinar
- Describe how and why they built the tower
- Explain God’s response and what happened as a result
- Share the **deeper meaning** – what it teaches us about pride, obedience, and God’s design for order

Finish by saying one thing you learned that you want to **remember and live by**.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording

AC9HH7K09 – *how the physical environment and geographical features influenced the development of the ancient society*

AC9HH8K07 – *the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion*

AC9HH9K01 – *the causes and effects of European imperial expansion and the movement of peoples... and the different responses to colonisation and migration*

AC9HH10K14 – *changing historical perspectives over time in relation to... concern for the environment and sustainability*

Rationale

The fertile plain of Shinar is described as a factor influencing settlement and construction, linking geography to the people’s choice to stay and build.

The story of Babel reflects social unity, cultural ambition, and the beginnings of organised urban development, comparable to early empires.

Although this code is historical in a later time frame, it aligns conceptually with the study of causes and effects of large-scale settlement decisions and resistance to dispersal.

Offers opportunity to contrast the human-centred, pride-driven objectives of Babel with later perspectives valuing balance and sustainability under God’s design.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students can form questions such as, “Why did the people reject God’s command to spread out?” or “What technologies enabled the Tower of Babel?”
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	The lesson explores the cause (human pride) and effect (language confusion, scattering) as well as changes in human unity and purpose.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Students can compare biblical and secular interpretations of Babel, noting the influence of belief systems on the telling of the event.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	Narration and written reflections require students to produce historically reasoned accounts of Babel using evidence from the text.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	The river-fed plain of Shinar provided fertile resources influencing the decision to settle, allowing for large-scale building projects.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Human construction in Shinar illustrates how people reshape landscapes for their purposes, even in ancient times.
AC9HG9K06 – <i>the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places</i>	The deliberate decision to concentrate population in one place affected cultural development and prevented the spread into other lands.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	The people of Babel displayed a human-centred worldview, disregarding God’s design to fill the earth, which offers a point for environmental and stewardship reflection.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students analyse the choice of Shinar for settlement, linking fertile land to human concentration and technological advancement.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	Students conclude that prideful motives, not just environmental suitability, drove the decision to build the tower.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Students use biblical text and historical/geographical reasoning to justify conclusions about the purpose and outcome of Babel.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The tower-building activity with labels and reflections requires structured explanation using geographical and historical concepts.

Lesson 18: Language, Culture & Confusion – Why So Many Nations?

Goal: Understand the biblical origin of language and nations, and how God’s plan includes every tribe and tongue

A) Lesson Content (Story-Based)

"Scattered but Not Forgotten"

The **tower stood silent**, an unfinished monument to human pride. Wind swept through the empty streets of Babel, carrying the dust of abandonment. What had begun as a united project had ended in **confusion**. Where once voices worked in harmony, now they clashed and stumbled, foreign to one another. A tool requested was met with puzzled stares. A simple instruction turned into an argument. And one by one, the builders **walked away** – confused, frustrated, divided.

But this scattering wasn’t meaningless.

It was part of a **divine plan**.

God had commanded Noah’s descendants to **fill the earth**, but they had refused – clinging to power, comfort, and pride. So, God disrupted their language to **reignite His plan**. What began as judgment became the beginning of something much bigger: the birth of **nations, languages, and cultures**.

From One Place to Many Lands

As families left Babel behind, they wandered far and wide. Some climbed into **cold mountain regions**, others settled in **sunlit valleys**, and still others followed rivers until they reached distant **oceans and coastlines**.

They developed new ways of life:

- New homes made from the materials around them
- New styles of clothing for different climates
- New methods of farming, fishing, hunting, and cooking

Each group had to adjust. And as they did, they created something wonderful: **culture**.

- Some painted caves with stories of their past.
 - Some danced in rituals of celebration.
 - Some beat drums or played flutes carved from bone.
 - All remembered something from long ago – a flood, a tower, a Creator God – but over time, the stories blurred.
-

So Many Words

The most striking change was in **language**.

One family might speak in tones that rose and fell like music.

Another in clicks and glottal stops.

Another in strong, consonant-heavy syllables.

Words twisted and changed. Sentences took on different rhythms. Entire **language families** emerged – groups of languages that shared similar grammar and vocabulary, like the **Indo-European**, **Afro-Asiatic**, or **Sino-Tibetan** families.

Today, **linguists estimate there are over 7,000 languages** spoken around the world. Some are closely related; others stand alone, with no known connection. Yet many experts agree – they likely started from a **common origin**.

This supports exactly what the **Bible says**: all people once spoke the same language, and the confusion at Babel caused the branching out of tongues.

We Are Still One Family

As cultures grew apart, something tragic happened. People began to forget that they were all related. **Fear**, **prejudice**, and **racism** crept in. Some began to think their people were better, smarter, or more loved by the gods. Wars broke out. Slavery spread. Division deepened.

But **God never forgot** His plan to redeem the world.

In fact, He had always intended to call **all nations** back to Himself.

Thousands of years after Babel, a new miracle happened in **Jerusalem** – on the day of **Pentecost**. God sent His Holy Spirit on the disciples, and suddenly, people from many nations **heard the gospel in their own languages** (Acts 2). It was like Babel... in reverse.

At Babel, pride scattered the people.

At Pentecost, **grace brought them back together**.

The End of Confusion

The story of the Bible doesn't end with division.

In **Revelation 7:9**, the apostle John sees a vision of heaven, where a **great multitude from every nation, tribe, people, and language** is gathered around the throne, worshipping Jesus.

The confusion of Babel will one day be replaced by **perfect unity**, not built on bricks and towers, but on **faith, love, and truth**.

You and I are part of that story.

We are scattered... but not forgotten.

B) *Biblical Connections*

- **Acts 2:6** – “Each one was hearing them speak in his own language.”
- **Revelation 7:9** – “A great multitude... from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb.”

Reflect & Apply:

- Why do you think **God values** people from every nation and language?
 - How can you **appreciate and celebrate** those who are different from you?
 - What does it mean that the **gospel is for everyone**, no matter their language or culture?
-

C) *Thinking Questions*

General Understanding:

1. What happened to the people after God confused their language at Babel?
2. How did that confusion lead to the formation of **new cultures and nations**?
3. What do modern scientists say about the number of languages in the world?
4. How do **language families** support the idea that all people came from a common origin?
5. What miracle happened at **Pentecost** that reminds us of Babel – but reversed?

Christian Worldview Questions:

6. Why is it important to remember that **all humans are part of one family**?
7. How does the **gospel of Jesus** reverse the division caused by pride at Babel?
8. What does this story teach us about **God’s desire to bring unity** through Christ?

Character Trait: Orderliness

9. Language helps create **communication and order**. What happened when it was taken away?
 10. How does God bring **order out of human confusion**, both then and now?
-

D) *Activity – Cultural Exploration Map*

Step 1: Choose 3 countries from different continents. Use a globe, atlas, or online map.

Step 2: For each country, research and write:

- What **language(s)** do they speak?
- One **unique cultural tradition** or **national food**
- How many **Christians** live there today?

Examples:

- **Brazil:** Portuguese / Feijoada stew / 185 million Christians

- **Japan:** Japanese / Cherry blossom festivals / 2 million Christians
- **Nigeria:** English + Hausa, Yoruba, Igbo / Jollof rice / over 100 million Christians

Step 3: On a world map:

- Label each country
- Draw its flag or symbol
- Write a short **prayer** next to each:
“Lord, bring your truth to the people of ____.”

Optional Creative Task:

Create a **collage** or **poster** with:

- Pictures of people from around the world
- Different languages and flags
- The verse Revelation 7:9 across the top

Cultural Research Template – Lesson 18

Use this template to explore three different countries and learn about their language, culture, and the spread of the gospel.

Country #1

 Country Name: _____

 Language(s) Spoken: _____

 One Cultural Tradition or National Food: _____

 Number of Christians Today: _____

 Write a short prayer for this country:

Country #2

 Country Name: _____

 Language(s) Spoken: _____

 One Cultural Tradition or National Food: _____

 Number of Christians Today: _____

 Write a short prayer for this country:

Country #3

 Country Name: _____

 Language(s) Spoken: _____

 One Cultural Tradition or National Food: _____

 Number of Christians Today: _____

 Write a short prayer for this country:

E) *Narration*

Now it's time to **retell the story in your own words**. Speak clearly and confidently.

Start with:

- The city of Babel
- The confusion of language
- The rise of new cultures and nations
- Modern language diversity
- What happened at **Pentecost**
- And God's plan to unite all people through **faith in Jesus**

End by sharing:

- One way **you can appreciate others**
 - One reason **you're thankful** to be part of God's family
-
-

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society	The fertile plains of Shinar provided the setting for Babel and the later migration of peoples to diverse environments.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	The pre-scattering unity of Babel and post-scattering development of distinct societies reflects significant social and cultural shifts.
AC9HH9K06 – different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values	Parallels can be drawn between ancient dispersal and later historical dispersals, showing how movement of peoples changes cultures and beliefs.
AC9HH10K19 – the effects of global influences on Australia's changing identity as a nation and its international relationships	The Babel account provides a framework for discussing how language and cultural diversity shape identity and relationships between nations, including modern ones.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – develop historical questions about the past to inform historical inquiry	Students can investigate questions such as “How did language confusion lead to cultural diversity?”
AC9HH8S05 – describe causes and effects, and explain continuities and changes	The cause (God's intervention at Babel) and effects (scattering, formation of cultures and languages) are clearly explored.
AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values	Students can compare biblical, linguistic, and anthropological perspectives on the origin of languages.
AC9HH10S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources	Mapping and cultural research activities require coherent explanations connecting biblical narrative and modern cultural diversity.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – classification of environmental resources and the way that water connects and changes places as it moves through environments	Migration routes after Babel likely followed rivers and resource-rich areas, influencing settlement patterns.
AC9HG8K06 – causes of urbanisation and its impacts on places and environments...	The Babel settlement can be studied as an early example of concentrated urbanisation and its abrupt dispersal.
AC9HG9K07 – the ways that places and people are interconnected with other places through trade in goods and services, at all scales	Post-Babel migration eventually led to global networks of exchange, reflecting the spread and adaptation of cultures.
AC9HG10K02 – the environmental world views of people and their implications for environmental management	Contrasting the human-centred worldview at Babel with God's creation mandate provides a lens for discussing stewardship and environmental ethics.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships	Students analyse patterns of language families and cultural traits across regions.
AC9HG8S04 – draw conclusions based on the analysis of the data and information	Mapping and comparing different cultures encourages conclusions about migration and cultural adaptation.

Content Description Code & Full Wording	Rationale
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Students link biblical and linguistic evidence to justify conclusions about a common origin of languages.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	World map labelling, cultural notes, and prayer prompts require synthesis of cultural, linguistic, and biblical knowledge.

For Lesson 19: Character Training – Orderliness,
refer to the Character Training Supplement to be released in
January 2026.

Lesson 20: Ancient Babylon – From Babel to Empire

Goal: Understand how the ancient empire of Babylon grew from the roots of Babel and how it represents pride and rebellion in the Bible's storyline

A) Lesson Content (Story-Based)

"From Tower to Throne"

The ruins of **Babel** were never completely forgotten.

For many generations, the half-finished tower stood like a scar in the plains of **Shinar**, a silent warning of what happens when **human pride challenges God**. The people had scattered, their languages divided, but the land remained – a wide, fertile region where something would grow again.

And grow it did.

From those very plains, a city slowly rose. First came houses, then temples, and soon walls so massive they could fit entire chariots on top. The city's name? **Babylon**. The same place where rebellion once soared skyward in brick and mortar had now become a glittering capital of power.

Babylon Becomes a Kingdom of Splendour

By the time of **King Nebuchadnezzar II**, around 600 B.C., Babylon had become one of the greatest cities in the ancient world.

Located in what is today **Iraq**, Babylon dazzled all who saw it.

- Towering walls wrapped around the city – some say 26 kilometres long and wide enough for racing chariots.
- The **Ishtar Gate**, decorated with deep blue glazed bricks and images of lions and dragons, stood as a powerful entryway.
- More than **50 temples** dotted the city.
- And towering above them all, perhaps, was the ziggurat – a stepped temple that may have been inspired by the unfinished tower of Babel itself.

One of Babylon's most famous features was the **Hanging Gardens** – a lush, man-made mountain of greenery said to have been created by Nebuchadnezzar for his queen. Some historians even counted it as one of the **Seven Wonders of the Ancient World**.

Babylon was powerful, beautiful, and rich.

But just like at Babel, it was also **proud**.

Nebuchadnezzar and the Return of Pride

Nebuchadnezzar was no ordinary king. He conquered Jerusalem and took many Israelites captive – including a teenager named **Daniel**, who would later serve in his palace.

Nebuchadnezzar rebuilt Babylon into a centre of empire. But his power began to go to his head. He had a **massive golden statue** built – likely representing himself – and demanded that everyone bow down to it. Those who refused would be thrown into a fiery furnace.

He tried to erase the faith of the Jewish exiles, giving them Babylonian names and customs. But God had other plans.

One day, as the king stood on the roof of his palace, gazing at the splendour below, he declared:
“Is not this the great Babylon I have built, by my mighty power and for the glory of my majesty?” (Daniel 4:30)

He was claiming credit. Taking the glory. Lifting himself high – just like the tower-builders of long ago.

And once again, **God stepped in**.

Humbled Like a Beast

That very moment, Nebuchadnezzar was **struck with madness**. His mind snapped. He lost his throne, his speech, even his sense of identity. He lived like a wild animal – eating grass, sleeping in the open, his hair growing long and unkempt, his nails like claws.

For **seven years**, the mighty king wandered in humiliation.

And then, he did something simple – but powerful.

He **looked up**.

He lifted his eyes to heaven and **acknowledged the Most High God**.

Instantly, his sanity returned. His kingdom was restored. And this time, Nebuchadnezzar had a new message:

“Now I, Nebuchadnezzar, praise and exalt and glorify the King of heaven... those who walk in pride He is able to humble.” (Daniel 4:37)

The man who once glorified himself had learned to glorify **God**.

Babylon Falls, but the Story Continues

Nebuchadnezzar died. Babylon remained for a time – but its pride did not go unpunished.

In **539 B.C.**, the **Persians** entered Babylon without a battle. The mighty empire fell in a single night, just as God had foretold through the prophet Daniel.

The golden walls lost their shine. The temples were emptied. The ziggurats crumbled. The river that flowed through the city changed course. Babylon faded into dust.

But the name **Babylon** did not disappear from the Bible.

Babylon in the Book of Revelation

In the last book of the Bible – **Revelation** – Babylon reappears. Not as a city on a map, but as a **symbol**:

- A picture of **human rebellion**
- A world that says, “We don’t need God”
- A system built on power, pride, and false religion

Revelation describes “Babylon the Great” falling suddenly – just like the ancient city.

But it also tells of a new kingdom – a **forever kingdom** ruled not by proud kings, but by the **Lamb of God**, Jesus Christ.

Babylon, whether ancient or modern, always falls.
But **God’s kingdom never will**.

B) Biblical Connection

- **Daniel 4:37** – “Now I, Nebuchadnezzar, praise and exalt and glorify the King of heaven... those who walk in pride He is able to humble.”

 Reflect & Apply:

- Have you ever seen pride lead to trouble – in your own life or in history?
 - What would it look like to give **God glory** for your achievements instead of taking credit?
 - Why is **humility** more powerful than pride in God’s eyes?
-

C) Thinking Questions

General Understanding:

1. From what region did **Babylon** rise, and how is it connected to Babel?
2. Who was **Nebuchadnezzar**, and what did he build?
3. What happened when he became **proud** and glorified himself?
4. How did God **humble** him?
5. What eventually happened to the **Babylonian Empire**?

Christian Worldview Questions:

6. How does Babylon reflect the **same spirit** as the Tower of Babel?
7. Why does God **oppose pride** and false glory?
8. How is Babylon used as a **symbol** in the Bible, especially in Revelation?

Character Trait: Orderliness

9. Babylon had beautiful buildings and walls – but its heart was disordered. How can **outward order** hide **inward rebellion**?
 10. What does this story teach us about how true **order comes from submitting** to God?
-

D) Activity – Timeline + Symbol Study

Part 1: Create a Timeline

On a large sheet of paper or in your notebook, draw a horizontal timeline. Add these four key points:

1. **Tower of Babel** – *Genesis 11*
2. **Babylon's Rise** – *Around 600 B.C. under Nebuchadnezzar*
3. **Babylon's Fall** – *539 B.C., conquered by the Persians*
4. **Babylon in Revelation** – *Future/prophetic symbol of worldly rebellion*

Part 2: Add Visual Symbols

- A **tower** for Babel
- A **crown** for Nebuchadnezzar
- A **broken statue or wall** for Babylon's fall
- A **cross** or **throne** to represent God's eternal kingdom

Use colours to show a pattern:

- Pride (red)
 - Fall (grey)
 - Restoration or truth (gold or white)
-

E) Narration

Now it's your turn to **retell the full story** in your own words:

- How did Babylon rise from the same place as Babel?
- Who was Nebuchadnezzar, and how did pride lead to his fall?
- What lesson did he learn, and how was God's justice shown?
- How does the Bible use **Babylon as a symbol** for rebellion throughout history?

End by explaining what this teaches you about **pride**, **humility**, and the unshakable **kingdom of God**.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – <i>how the physical environment and geographical features influenced the development of the ancient society</i>	Babylon's location in the fertile plains of Shinar, with access to resources and trade routes, supported its rise to prominence.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	Describes Babylon's architectural achievements, religious structures, and political influence under Nebuchadnezzar.
AC9HH9K04 – <i>significant events, ideas, people, groups and movements in the development of Australian society</i>	Adapted for context – Nebuchadnezzar as a significant historical figure whose reign shaped Babylon's history, paralleling the study of influential leaders in world history.
AC9HH10K14 – <i>changing historical perspectives over time in relation to... concern for the environment and sustainability</i>	Babylon's fall, and its symbolic use in Revelation, connects to changing historical and moral perspectives on empires and their legacies.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students can pose questions such as, "How did Babylon's pride contribute to its fall?"
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Analyses the causes of Babylon's rise (geography, leadership) and its fall (pride, conquest by Persians), as well as its continued symbolic role.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Compares biblical and secular historical perspectives on Babylon and Nebuchadnezzar's reign.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The timeline and symbol activity require students to synthesise historical events, biblical texts, and symbolic meanings into coherent explanations.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	The Euphrates River's role in Babylon's prosperity and eventual capture links environmental resources to historical events.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Babylon's construction of walls, temples, and gardens demonstrates human modification of the natural landscape for defence, worship, and prestige.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Babylon's role as a trade and cultural hub connects it to regional and international exchange in the ancient Near East.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Nebuchadnezzar's pride and urban expansion reflect a human-centred worldview, contrasting with biblical stewardship principles.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students can analyse maps and archaeological findings to understand Babylon's strategic location and city planning.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	Encourages students to conclude how geography and leadership combined to shape Babylon's rise and fall.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Evaluates historical and biblical accounts alongside archaeological evidence to justify conclusions about Babylon's significance.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The timeline and symbolic mapping tasks integrate geographical and historical knowledge into a visual and explanatory format.

Advanced Extension #5(a):

Babel vs. God's Kingdom – Two Cities, Two Destinies

Goal: Understand the spiritual contrast between the City of Man and the Kingdom of God, and choose to live as a citizen of God's eternal Kingdom

A) Lesson Content (Story-Based)

"Two Cities, Two Loyalties"

Throughout history, **cities rise and fall**.

Some boast in their military strength.

Others shine with culture, art, or wealth.

But behind the bricks and towers, behind the kings and markets, the Bible reveals something deeper: a **spiritual war between two cities**.

These are not just cities on a map.

They are two *ways of living*, two *kingdoms at war*, two *destinies calling your name*.

City of Man – A World Built on Self

The first city began in the Garden of Eden – not with stone, but with a **decision**.

Adam and Eve, made in God's image, were placed in a paradise of order, peace, and beauty. But they chose to reject God's way and trust in their own. That act of rebellion planted the seeds of a city – **the City of Man**.

It showed up again at **Babel**, when humans gathered together and said, "*Let us make a name for ourselves*". They built upward, reaching toward heaven, trying to claim greatness **without God**.

Later, it took the form of **Babylon** – a mighty empire of gold and idols, built by men who said, "*Look at what I have done*." It was a city of pride, luxury, false worship, and power.

But it didn't stop there.

Even today, the **spirit of Babel and Babylon** lives on:

- In nations that deny God's authority
- In companies or celebrities that worship fame
- In classrooms and homes where people say, "I'll do what I want, my way"
- In every heart that pushes God aside to become its own king

The City of Man is built on **self**, but it's headed for **ruin**.

The Kingdom of God – A World Built on Christ

But the Bible doesn't end with human pride. It tells of another city – **the Kingdom of God**. This city is not built with bricks. It doesn't need golden statues or towers that scrape the sky. It starts in the **heart of a person who says, "Jesus is Lord."**

This Kingdom is different:

- It is not ruled by pride, but by **humility**
- It is not held by walls, but by **faith**
- It is not built with armies, but with **love, truth, and mercy**

Jesus described it like a **mustard seed** – tiny, but destined to grow.

Like **yeast**, working silently through the dough.

Like a **treasure hidden in a field**, worth giving up everything to find.

His kingdom **doesn't shout**; it **transforms**.

It spreads as people turn from sin and follow Jesus. It grows in homes where children learn God's Word, in churches where people serve each other, and in hearts where God reigns as King.

Two Cities in Revelation – One Will Fall, One Will Shine

In the final book of the Bible – **Revelation** – God gives us a vision of where these cities are headed.

First, John sees **Babylon the Great** – a symbol of worldly pride, corruption, and spiritual adultery. Its wealth dazzles the world. Its power seems unstoppable. But in a moment, Babylon **falls**.

Then, John sees something else:

A city **coming down from heaven**, radiant and pure.

It is the **New Jerusalem** – a city built by God, not man.

It shines with jewels, flows with living water, and has no temple – because **God is there**.

This city is eternal. It is the **true home** of all who follow Christ.

Where Do You Live?

Right now, we live in the **physical world**, surrounded by countries, cultures, and buildings.

But spiritually, each person belongs to one of these two cities:

- **The City of Man**, where people build for their own glory
- Or the **Kingdom of God**, where people live for Jesus

You can't live in both.

That's why the Bible says that Abraham lived like a stranger on earth. He wasn't looking for just another city. He was *"looking forward to the city that has foundations, whose designer and builder is God."* (Hebrews 11:10)

And that's why Paul wrote, "*Our citizenship is in heaven.*" (Philippians 3:20)

We are called to live like **citizens of God's Kingdom**, even while we still walk the streets of this world.

A New Nation, A New Family

The good news is this: God is calling people **from every nation, tribe, and language** into His Kingdom. He is **healing the divisions of Babel**. He is building a new family in Christ.

And one day, Jesus will return – not as a baby, but as a King. Not to visit the cities of man, but to **reign forever** in the New Heaven and New Earth.

On that day, **Babel will be gone forever**. And those who chose the Kingdom of God will live in a city that never falls.

B) **Biblical Connections**

- **Hebrews 11:10** – "*For he was looking forward to the city that has foundations, whose designer and builder is God.*"
- **Philippians 3:20** – "*But our citizenship is in heaven. And we eagerly await a Savior from there, the Lord Jesus Christ.*"

Reflect & Apply:

- Am I **building my life** around God's Kingdom or my own ambitions?
 - What does it really mean to be a **citizen of heaven**?
 - How can my everyday words, actions, and choices **show my loyalty** to King Jesus?
-

C) Thinking Questions

General Understanding:

1. What does the "**City of Man**" represent in Scripture?
2. How is the **Kingdom of God** different from earthly kingdoms?
3. What two symbolic cities are shown in **Revelation**?
4. What happens to **Babylon the Great** and the **New Jerusalem**?
5. What was Abraham looking forward to, according to **Hebrews 11**?

Christian Worldview Questions:

6. Why is it dangerous to live with a "**Babel mindset**"?
7. What values does God's Kingdom hold that the world often ignores?
8. How can your life today reflect **Kingdom priorities** instead of worldly pride?

Character Trait: Orderliness

9. How does the Kingdom of God bring **peace, structure, and beauty** to our lives?
 10. What are some ways you can help bring God's order to your **home, school, or community**?
-

D) Activity – *Two Cities Poster or Journal Reflection*

Choose one of the following options:

Option 1: Visual Poster – “Two Cities”

- Divide a page vertically into two sections.
 - On one side, write: **City of Man**
 - Add words, drawings, or printed images: *pride, confusion, rebellion, self, temporary*
 - On the other side, write: **Kingdom of God**
 - Add symbols and colours for: *humility, peace, truth, service, eternal*
 - Use colours to show the **contrast**: dark shades for the City of Man, bright for God’s Kingdom.
-

Option 2: Journal Reflection – “Two Ways to Live”

Write **two short paragraphs**:

1. Paragraph 1: What it feels like to live in a world that celebrates **self**, wealth, pride, and power.
2. Paragraph 2: What it would look like to live fully for **God’s Kingdom**, following Jesus, serving others, and living with eternal purpose.

Optional Memory Verse:

Memorise **Philippians 3:20** as a daily reminder that you belong to heaven’s kingdom.

E) Narration – *Tell the Story of Two Cities*

Now it’s your turn to **retell the big picture**:

- Start with **Babel and Babylon**, explaining what they represented.
 - Contrast them with the **Kingdom of God** – what Jesus said, and how it grows.
 - Describe the **visions in Revelation**: Babylon falling, the New Jerusalem shining.
 - Finish with a personal reflection:
 - Which city are you choosing to belong to?
 - What kind of **citizen** do you want to be?
-

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K08 – <i>the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past</i>	The lesson draws on biblical accounts and historical knowledge of Babel and Babylon as symbolic and historical cities.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	Describes Babylon as a historical empire and compares it to the spiritual “City of Man” motif.
AC9HH9K17 – <i>the ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism</i>	Examines pride, self-rule, and rebellion as recurring “ideas” that shape societies, contrasting them with Kingdom values.
AC9HH10K19 – <i>the effects of global influences on Australia’s changing identity as a nation and its international relationships</i>	Provides a link for students to reflect on how values and loyalties shape modern nations in light of biblical principles and God’s Kingdom.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students form questions like, “How does the biblical theme of two cities appear across history?”
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Traces the cause (human pride) and effect (fall of Babel/Babylon) and the continuity of rebellion across history.
AC9HH9S07 – <i>analyse different and contested historical interpretations</i>	Compares interpretations of Babylon and the “City of Man” as literal places, symbolic images, or both.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The poster or journal reflection tasks require students to construct well-reasoned explanations based on biblical and historical evidence.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	Babel/Babylon’s setting in a fertile, river-fed plain underpins its historical and symbolic significance.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Human reshaping of the environment at Babel/Babylon is contrasted with the spiritual “building” of God’s Kingdom.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Ancient Babylon’s role as a trade hub parallels modern “City of Man” systems interconnected by commerce and culture.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Contrasts human-centred, pride-driven worldviews with God-centred stewardship in the Kingdom of God.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Analyses historical and symbolic “city” patterns – Babel, Babylon, and the New Jerusalem.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	Students deduce how physical cities reflect deeper spiritual realities.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Requires weighing biblical prophecy, historical evidence, and cultural patterns to justify which “city” leads to lasting good.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The “Two Cities” poster or journal combines visual and written explanations grounded in geography, history, and theology.

Advanced Extension #5(b): Languages & Legacy – How Babel Shaped the World Today

A) Lesson Content

“Today please read the information/story paying close attention to the story, thinking about it as you go, because after you have read the story and completed the Thinking Questions and Activity, then you will need to retell everything you remember about the story and what you have learnt to your parent or tutor. Ok?”

The Story: "Echoes of Babel in a Global World"

Today, we live in a world filled with airplanes, internet, and Google Translate. You can video call someone in Japan or text a friend in Brazil. You can study French while listening to Spanish music and eating Thai food. The world feels small. But behind all that global connection lies something ancient: *Babel*.

The confusion of languages that began at the Tower of Babel shaped how human civilization developed. As people scattered across the earth, they took different pieces of culture with them – words, traditions, stories, even ideas about God. Some groups held on to memories of the great flood. Others formed myths that vaguely echoed the truths from Eden or Babel. Over time, the shared memory faded. Languages evolved. Nations changed.

But modern researchers are discovering what the Bible said all along: many of the world’s languages are *related*. They belong to language families, with common roots. For example:

- English, German, Greek, and Hindi are all part of the Indo-European family.
- Arabic and Hebrew are Semitic languages.
- Chinese and Tibetan share similarities too.

In fact, one theory called the “Mother Tongue Hypothesis” suggests that all languages may trace back to a single original language – just like the Bible describes before Babel.

Not only that, but cultures around the world often tell similar stories:

- A worldwide flood
- A man saved in a boat
- A time when people spoke the same language and then were scattered

These aren’t accidents. They’re echoes.

Even though the scattering at Babel caused confusion, it also led to creativity. Different art forms, music, food, architecture – all grew from that diversity. And today, we get to enjoy the richness of global cultures because of what God did at Babel.

But the most amazing part? The gospel of Jesus is now being translated into almost **every language on earth**. Bible translators are working hard to make sure people from every tribe and tongue can hear the good news in their *heart language* – the one they understand best.

So while Babel scattered people, Pentecost (Acts 2) brought them back together in Christ. And Revelation 7 tells us the end of the story: every language, every culture, every person who trusts in Jesus will worship together in unity. No confusion. No pride. Just praise.

God turned chaos into creativity – and He’s not done yet.

B) Biblical Connection

 *Revelation 7:9* – “A great multitude... from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb...”

 *Isaiah 66:18* – “The time is coming to gather all nations and tongues. And they shall come and see My glory.”

Reflect & Apply:

- What is your “heart language”? Why is it special that God speaks to us through it?
 - How can you celebrate the good things about cultures different from your own?
 - How can you be part of God’s mission to reach *every language*?
-

C) Thinking Questions

General Understanding:

1. What happened at Babel that caused languages to multiply?
2. What are language “families,” and why are they important?
3. What kinds of stories do cultures around the world share?
4. How are Bible translators undoing some of the effects of Babel?
5. What does Revelation say about language and worship?

Christian Worldview Questions: 6. Why does God care about reaching every language and culture with the gospel? 7. How can we use our words and language to glorify God? 8. What does it mean to bring order and beauty out of confusion, like God does?

Character Trait: Orderliness 9. How does learning and honouring other languages help bring unity and peace? 10. How can you personally help reduce “confusion” and increase understanding in your home or community?

D) Activity

Language Exploration + Prayer Card

1. **Choose a language** that is different from your own.
 - Research how many people speak it, where it's spoken, and whether the Bible has been translated into it.
 - Learn how to say “hello” and “thank you” in that language!

2. Create a **Prayer Card** for that language group:
 - Include: the name of the language, country/region, a flag or drawing, and a short prayer (example: “Dear God, please help more people in [language] hear about Jesus in their own language. Amen.”)

Optional: Listen to part of the Bible being read in that language using an audio Bible app or website like faithcomesbyhearing.com.

E) Narration

Ready to share? Retell what you’ve learned about how Babel shaped languages, cultures, and global diversity. Explain how God is now bringing all those languages back together in worship, and how Bible translation plays a part in that mission. Include one interesting fact about the language you researched.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – <i>how the physical environment and geographical features influenced the development of the ancient society</i>	Links the scattering from Babel to the settlement of diverse environments, influencing cultural development.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	Highlights how post-Babel societies developed unique cultural, religious, and linguistic identities.
AC9HH9K06 – <i>different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's ideas, beliefs and values</i>	Parallels can be drawn to how language and cultural differences affect relationships, identity, and societal change.
AC9HH10K19 – <i>the effects of global influences on Australia's changing identity as a nation and its international relationships</i>	Encourages reflection on how global diversity of languages and cultures – rooted in Babel – affects modern national and global relationships.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students can investigate questions like, “How did Babel influence modern languages and cultures?”
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Identifies Babel as the cause of linguistic diversity and the continuing effect on cultural development.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Compares biblical and linguistic perspectives on the origin of languages.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The prayer card and narration tasks require synthesis of biblical history, cultural research, and modern application.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	Migration from Babel likely followed water systems, influencing settlement and language spread.
AC9HG8K06 – <i>causes of urbanisation and its impacts on places and environments...</i>	Babel’s attempt at urban concentration is contrasted with later dispersion into diverse cultural regions.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Modern global connectivity (internet, travel, translation) mirrors the re-connection of diverse cultures and languages.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Encourages considering how cultural perspectives from different environments shape approaches to stewardship and cooperation.

Geography – Skills

Content Description Code & Full Wording

AC9HG7S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG9S04 – *evaluate data and information to justify conclusions*

AC9HG10S06 – *create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...*

Rationale

Students analyse the distribution of language families and cultural traits.

Uses research on a chosen language group to conclude how diversity reflects Babel's legacy.

Evaluates linguistic and cultural data alongside biblical teaching to reach conclusions about language origins.

Prayer cards combine geographical and cultural research into a visual and written form for real-world application.

Lesson 21: The Land Between Rivers – Geography & Beginnings of Civilization

Goal: Understand how geography influenced early civilizations in Mesopotamia and how human innovation flourished – but without honouring God

A) Lesson Content (Story-Based)

"A Land of Mud and Miracles"

Before the **pyramids** of Egypt were built...
 Before the **stone temples** of Greece rose...
 Before even the name **Rome** meant anything...
 There was a land between two mighty rivers.

The **Tigris** and **Euphrates** flowed down from mountains, carving their way through rocky terrain, then spreading into a wide, flat plain. This land, later called **Mesopotamia** by the Greeks, meant “*between rivers*”. And it would become one of the cradles of human civilization.

Geography Shapes a People

The rivers were both a blessing and a danger.

Each year, the rivers **flooded**, dumping silt and nutrients onto the land. This made the soil incredibly fertile – but the floods were unpredictable. In some years, they destroyed everything. In others, they came too late.

So the people learned to adapt. They dug **canals**, built **levees**, and used **irrigation systems** to control the waters. It took planning, effort, and cooperation. But it worked. Out of the mud came **fields of barley and wheat**, **villages of mud huts**, and **pens of goats and sheep**.

It was no longer just survival. It was the beginning of **settled life**.

The Birth of Cities

Villages became towns. Towns became cities. People built **walls**, **marketplaces**, and **temples**. They developed **laws**, traded with neighbours, and appointed leaders. Life grew more complex – and more organised.

One of the greatest cities was **Uruk**, known for its **temples**, **bustling streets**, and **ziggurats** – massive, stepped towers made of baked bricks. Ziggurats weren't just for show. People believed the gods lived at the top. By building these towering structures, they hoped to reach the heavens and earn divine favour.

Sound familiar?

The **Tower of Babel** was likely built on this same plain – in a land called **Shinar**, part of ancient Mesopotamia.

The Invention of Writing

But how do you run a city with hundreds – or thousands – of people?

You need **records**.

So, they developed one of the world's first writing systems: **cuneiform**.

It wasn't written with ink or letters. Instead, people took **reed sticks**, pressed them into **soft clay**, and made wedge-shaped marks. At first, they recorded how many goats or jars of oil were traded. But soon, they were writing stories, songs, laws, and even school assignments.

Cuneiform opened a door to ideas and history. It allowed people to **remember**, **organise**, and **plan**.

The Spiritual World of Mesopotamia

But there was a problem.

For all their clever inventions – for the farms, towers, temples, and tablets – **the people of Mesopotamia did not know the true God**.

They worshipped **idols**:

- A sun god for light
- A moon god for night
- A storm god for rain
- A war god for battle
- A harvest god for crops

Their cities were filled with **statues**, **rituals**, and **sacrifices**. They built beautiful temples but filled them with **false gods**. They were **wise in the things of earth**, but **blind in the things of heaven**.

A Call Out of the Crowd

And then something miraculous happened.

In the city of **Ur**, one of Mesopotamia's grandest centres, **God spoke to a man**. His name was **Abram** – later called **Abraham**.

He didn't live in a wilderness. He lived in a rich, ordered society. He likely saw the ziggurats. He may have learned cuneiform. He came from a family who worshipped other gods (Joshua 24:2). But **God called him out**.

"Leave your country," God said, "and go to a land I will show you."

And Abraham **obeyed**.

He left behind everything: comfort, order, family ties, and cultural pride. He followed God into the **unknown** – not because he had a map, but because he had faith.

That obedience would change the world.

Mesopotamia's Legacy – and Its Lesson

The people of Mesopotamia gave the world:

- **Cities** and urban planning
- **Writing** and record-keeping
- **Laws** and administration
- **Agriculture** and irrigation

But they also left a warning.

Without God, even the most advanced civilization is confused.

Without truth, even temples and towers lead nowhere.

Without obedience, even brilliance ends in brokenness.

From the rich clay of Mesopotamia came both **great human progress** and **great spiritual need**.

But God, full of grace, stepped into that world – and called Abraham to begin a new people, through whom would come the Saviour of the world.

B) *Biblical Connection*

- **Hebrews 11:8** – *"By faith Abraham obeyed when he was called to go out to a place... and he went out, not knowing where he was going."*

Reflect & Apply:

- Abraham obeyed God, even when he didn't have all the answers. Have you ever done something right even though it was hard?
 - What are the "idols" today that distract us from hearing God's voice – popularity, money, technology?
 - How can you be faithful, even when your culture encourages other paths?
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C) Thinking Questions

General Understanding:

1. What does “**Mesopotamia**” mean, and which rivers shaped it?
2. Why were the **Tigris and Euphrates Rivers** so important?
3. What were **ziggurats**, and what were they used for?
4. What is **cuneiform**, and what kinds of things were written in it?
5. Who was **Abraham**, and where did his journey begin?

Christian Worldview Questions:

6. Why do you think God chose to **call Abraham** out of such an advanced civilization?
7. How do human inventions like cities and writing reflect **God’s gift of creativity**?
8. Why is it dangerous to build a society with **no place for God**?

Character Trait: Orderliness

9. How did the people of Mesopotamia bring **order to their lives** through irrigation and government?
 10. How can we, today, bring **peace and order** into our homes, schools, or communities?
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D) Activity – Clay Tablet Craft + River Map

1. Make a Cuneiform Tablet

- Roll out or flatten some **clay** (or use salt dough or playdough)
- Use a **toothpick or stick** to press shapes or marks to represent numbers, names, or symbols – just like cuneiform!
- Let it dry, and keep it as a historical model of early writing

Cuneiform Symbol Chart

Use these simplified symbols to create your own clay tablet or written message, inspired by ancient Mesopotamian cuneiform.

Cuneiform Symbol	Meaning / Use
𐎶	A / Ox (Beginning, strength)
𐎶𐎵	E / Temple (Place of worship)
𐎶	LU / Man (Person, individual)
𐎶𐎵	ME / Divine power, decree
𐎶𐎵𐎶	MU / Name
𐎶𐎵𐎶𐎵	URU / City
𐎶𐎵𐎶𐎵	KA / Mouth, word
𐎶𐎵𐎶𐎵	NI / Fear, reverence
𐎶𐎵𐎶𐎵	UD / Sun, day
𐎶𐎵𐎶𐎵	E2 / House, building
𐎶𐎵𐎶𐎵	KI / Earth, place

Note: These are simplified examples based on real Sumerian signs, made easier for student use.

2. Draw a Map of Mesopotamia On a piece of paper or map outline:

- Draw the **Tigris** and **Euphrates Rivers**
- Label the cities of **Ur**, **Uruk**, and **Babel (Shinar)**
- Show where **Abraham** may have begun his journey
- Shade in the fertile plains between the rivers

Optional Bonus: Write a **short message in “cuneiform”** on paper beside your clay tablet. What would you say if you lived back then? A greeting? A trade? A prayer?

E) Narration – Retelling the Story

Now take a deep breath and **retell the story of Mesopotamia** in your own words:

- Describe the land and the rivers
 - Tell how cities began and what people built
 - Explain the inventions like **irrigation** and **cuneiform**
 - Talk about **ziggurats** and the gods the people worshipped
 - Then, share how **Abraham** was called out of that world to follow the **one true God**
 - End by explaining what you learned about **obeying God**, even when others don't
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Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording

AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society

AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion

AC9HH9K04 – significant events, ideas, people, groups and movements in the development of Australian society

AC9HH10K14 – changing historical perspectives over time in relation to... concern for the environment and sustainability

Rationale

Explains how the Tigris and Euphrates rivers shaped agriculture, settlement patterns, and urban growth in Mesopotamia.

Describes Mesopotamian religion, urban planning, trade, and governance as part of its rise as a centre of civilization.

Adapted for context – examines Abraham as a significant historical and biblical figure emerging from Mesopotamian culture, influencing world history.

Provides opportunity to reflect on how ancient irrigation and land management inform modern sustainability discussions.

History – Skills

Content Description Code & Full Wording

AC9HH7S01 – develop historical questions about the past to inform historical inquiry

AC9HH8S05 – describe causes and effects, and explain continuities and changes

AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

AC9HH10S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Rationale

Students can investigate questions like, “How did Mesopotamia’s geography influence its technological achievements?”

Analyses how environmental challenges led to irrigation innovations and how this transformed society over time.

Encourages comparison between biblical and secular views on Mesopotamian achievements and spiritual beliefs.

The clay tablet and mapping activities require synthesis of geographical, historical, and biblical data into explanatory outputs.

Geography – Knowledge & Understanding

Content Description Code & Full Wording

AC9HG7K01 – *classification of environmental resources and the way that water connects and changes places as it moves through environments*

AC9HG8K04 – *the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes*

AC9HG9K07 – *the ways that places and people are interconnected with other places through trade in goods and services, at all scales*

AC9HG10K02 – *the environmental world views of people and their implications for environmental management*

Rationale

Shows how the Tigris and Euphrates rivers acted as vital environmental resources enabling settlement and agriculture.

Describes how irrigation systems, levees, and canals reshaped Mesopotamia's landscape.

Highlights Mesopotamia's role as a trade hub, connecting neighbouring regions through river and land routes.

Explores how Mesopotamian attitudes toward land and rivers reflected both practical needs and religious beliefs.

Geography – Skills

Content Description Code & Full Wording

AC9HG7S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG9S04 – *evaluate data and information to justify conclusions*

AC9HG10S06 – *create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...*

Rationale

Students analyse settlement distribution in relation to river systems and fertile plains.

Requires conclusions about how environmental and technological factors supported early city growth.

Encourages evaluation of historical and geographical data on Mesopotamia's success and limitations.

The Mesopotamia map and cuneiform tablet activities integrate geographical skills with cultural-historical explanation.

Lesson 22: Sumerians, Kings & Inventions – Building the First Cities

A) Lesson Content – "Bricks, Kings, and Clever Minds"

The sun beat down on the wide, dusty roads of Uruk, a city of mud-brick walls, open courtyards, and bustling marketplaces. This was one of the first great cities in history. The people who lived here were known as the Sumerians, and they were pioneers – builders, dreamers, and thinkers.

Long before the age of empires, the Sumerians transformed scattered farming villages into organized city-states. Around 3000 B.C., cities began to appear across southern Mesopotamia. Each one was like a tiny kingdom, with its own walls, laws, and rulers – usually priest-kings who claimed to speak for the gods. Without access to stone or forests, they turned to the one thing they had plenty of: clay. With it, they sun-dried bricks and built temples, homes, and marketplaces.

From this clever people came amazing inventions. The Sumerians created the wheel, which revolutionized transport and pottery. They invented the plough, making farming faster and more efficient. They studied the stars to track seasons, developed the first known calendar, and established the 60-minute hour and 360-degree circle – systems we still use today.

Perhaps their most famous invention was cuneiform writing. Using wedge-shaped marks pressed into clay tablets, scribes recorded everything from trades and taxes to hymns and history. These scribes trained for years and became some of the most powerful members of society. One of their most famous writings was the Epic of Gilgamesh – a story of a powerful king who seeks eternal life. In this story, a great flood and a man with a boat echo the Bible's story of Noah, though with key differences. It shows that people across cultures have long wondered about life, death, and what comes after.

Despite their advancements, the Sumerians were spiritually lost. They worshipped dozens of gods and goddesses – Anu, Enlil, Inanna – and built massive ziggurats as temples to reach the heavens. These stepped towers stood like staircases to the sky, yet the true God did not dwell there. Their hearts reached upward, but their worship missed the truth.

Eventually, Sumerian cities began to fight among themselves. Around 2300 B.C., a man named Sargon of Akkad conquered many of them and established the world's first empire. He brought temporary unity, but the empire crumbled not long after. The Sumerians had built much, but like Babel, their glory was short-lived.

In this same land, God called Abraham. He came from the city of Ur, right in the heart of Mesopotamia. Unlike the priest-kings who claimed divine power, Abraham trusted in the one true God. While the Sumerians trusted in their inventions, Abraham walked by faith – and through him, a new kind of nation would be born.

B) Biblical Connection

 Proverbs 3:5–6 – “Trust in the Lord with all your heart and lean not on your own understanding. In all your ways acknowledge Him, and He will make your paths straight.”

C) Thinking Questions

General Understanding:

1. Who were the Sumerians, and where did they live?
2. What were some inventions created by the Sumerians?

3. What was cuneiform used for?
4. Who was Gilgamesh, and what did his story include?
5. What was the role of a priest-king in a Sumerian city?

Christian Worldview Questions:

6. Why can human intelligence never replace a relationship with God?
7. How does the Epic of Gilgamesh show that people still long for eternal life?
8. What made Abraham different from the kings of Sumer?

Character Trait: Orderliness

9. How did Sumerian inventions help bring order to their communities?
10. How can you use your own talents to bring helpful order into your home, church, or school?

D) Activity – Sumerian Showcase

Option 1: Invention Spotlight Poster

- Pick one Sumerian invention (like the wheel, plough, or cuneiform).
- Create a mini-poster or notebook page:
 - Draw the invention.
 - Explain how it worked.
 - Describe how it helped society.
 - Add a reflection: “What can I invent or create that helps others?”

Option 2: Gilgamesh Reflection

- Read a short summary of the Epic of Gilgamesh.
- Write 5–7 sentences comparing it to the story of Noah in Genesis.
- What parts feel similar? What differences show the Sumerians' misunderstanding of God?

Optional: Create your own “cuneiform tablet” describing an invention using symbols and drawings.

E) Narration

Now retell the story of the Sumerians in your own words. Describe their cities, inventions, writing, religion, and kings. Share how their brilliance couldn't save them spiritually – and how Abraham's story offers a better way. Be sure to include what this teaches you about using your gifts to serve God.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – <i>how the physical environment and geographical features influenced the development of the ancient society</i>	Explains how Mesopotamia’s geography (clay-rich plains, rivers) shaped the Sumerians’ building materials, agriculture, and trade.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	Describes Sumerian city-states, priest-king leadership, ziggurats, trade, and polytheistic religion.
AC9HH9K04 – <i>significant events, ideas, people, groups and movements in the development of Australian society</i>	Adapted for context – Sargon of Akkad as a significant historical leader in the ancient world, and Abraham’s emergence from Ur as a pivotal biblical figure.
AC9HH10K14 – <i>changing historical perspectives over time in relation to... concern for the environment and sustainability</i>	Reflects on how ancient innovations like irrigation and the plough inform modern discussions on sustainable agriculture and technology.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students can explore questions like, “How did Sumerian inventions change daily life?” or “Why did their political unity fail?”
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Analyses how Sumerian innovations caused urban growth, and how internal conflict led to decline and conquest.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Encourages comparison between biblical narratives (Noah) and the Epic of Gilgamesh, noting differing worldviews.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The invention poster, Gilgamesh comparison, and narration require clear explanations supported by historical and biblical evidence.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	Highlights how river systems and clay resources shaped settlement and innovation in Sumer.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Describes Sumerian irrigation, canal construction, and use of land for farming and cities.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Sumer’s trade in goods, ideas, and cultural practices connected city-states and neighbouring regions.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Examines how the Sumerians’ view of nature as tied to multiple gods influenced their use and management of resources.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students analyse how location and resources led to the concentration of innovation in southern Mesopotamia.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	Requires drawing conclusions about how inventions like the wheel and plough changed Sumerian life.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Encourages evaluation of artefacts, texts, and archaeological evidence to justify conclusions about Sumerian achievements.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The invention spotlight poster and cuneiform tablet tasks integrate geographical and cultural understanding into creative outputs.

For Lesson 23: Character Training – Orderliness, refer to the Character Training Supplement to be released in January 2026.

Lesson 24: Hammurabi & Babylon – Laws, Justice & the Need for a Higher Judge

Goal: Understand how the Code of Hammurabi introduced order to ancient Babylon – and how God’s justice is even greater.

A) Lesson Content – Story-Based

“When Kings Made Laws”

The city of **Babylon** didn’t start as a shining empire. It began as a small settlement along the life-giving rivers of Mesopotamia. But over time, it grew in strength and influence, eventually becoming one of the ancient world’s most powerful cities.

In **1792 B.C.**, a bold and ambitious man became king of Babylon. His name was **Hammurabi**. He was more than just a military leader – he was a man of vision, determined to bring order and justice to his land. While other kings sought fame through war, Hammurabi believed lasting greatness came through *law*.

His most important achievement? A towering **stone pillar**, nearly eight feet tall, covered with writing. This was **the Code of Hammurabi**, one of the earliest known sets of written laws in history.

At the top of this dark stone, a carved image showed Hammurabi standing before **Shamash**, the Babylonian sun god and god of justice. Shamash is shown handing him a rod and ring – a symbol that Hammurabi ruled with divine authority (or so the people believed). Below the carving were **282 laws**, carved in cuneiform writing for all to see.

These laws covered nearly every part of life:

- If a man stole, he had to repay – sometimes with his life.
- If a builder’s house collapsed and killed someone, the builder could be put to death.
- If someone injured another, they might suffer the same injury in return.

The most famous line from the code was:

“An eye for an eye, a tooth for a tooth.”

While these laws might seem harsh to us today, they brought structure to a world often filled with violence and revenge. Hammurabi’s code aimed to **limit** revenge and set **clear expectations** for right and wrong.

But not all was fair.

Punishments often depended on your **social class**. A nobleman who hurt a slave was treated differently than a poor man who hurt a noble. Injustice still crept in. Hammurabi ruled as judge, but he was still only a man. His justice had limits.

God's Law: Higher and Holier

Centuries later, another set of laws was given – this time, not by a human king, but by **God Himself**. These were the **Ten Commandments**, given through **Moses** on Mount Sinai. Unlike Hammurabi's code, these laws didn't depend on social rank or punish wrong with revenge. God's law was about **love, holiness, and truth**.

It protected the weak, honoured human life, and showed people how to live in peace with both **God and each other**.

While Hammurabi tried to control outward behaviour, God's law reached deeper – into the **heart**. And unlike the image at the top of Hammurabi's pillar, **God didn't pretend** to hand down power to man. He **was** and **is** the perfect Judge, whose justice is never wrong and whose mercy never fails.

The Lesson for Us

So, what do we learn from Hammurabi?

We see that even thousands of years ago, people **knew the world needed justice**. They longed for rules to live by, for peace in society, for consequences that would stop the chaos. But we also learn something greater: **human justice is not enough**.

Even today, governments write laws. Courts decide cases. But mistakes are made. Innocent people suffer. Guilty ones go free. That's why we need a **higher Judge** – one who sees all, knows all, and always judges rightly.

That Judge is **God**. And in the end, His justice will stand when all human laws fall.

B) Biblical Connection

 **Micah 6:8** – “He has shown you, O man, what is good. And what does the Lord require of you? To act justly, to love mercy, and to walk humbly with your God.”

Reflect & Apply:

- What does it mean to “act justly” in your daily life?
 - Have you ever been treated unfairly? How does it help to know that God sees and cares?
 - Why is it important to show both justice and mercy – not just one?
-

C) Thinking Questions

General Understanding

1. Who was Hammurabi and what was he known for?
2. What was the Code of Hammurabi?
3. What does “an eye for an eye” mean in that context?

4. How did Hammurabi's laws create order in society?
5. What made God's law through Moses different from Hammurabi's?

Christian Worldview Questions

6. Why do humans try to create laws and justice systems?
7. Why is God's justice more perfect than any human law?
8. How can knowing God's justice help us when we experience unfairness?

Character Trait: Orderliness

9. How did Hammurabi bring order to his kingdom?
 10. What's one way you can help bring fairness and peace to your school, home, or community?
-

D) Activity – Make Your Own Law Code

1. On a piece of paper or cardboard, design your own “**Stone Tablet of Laws**”:
 - Create a list of 5 rules or laws that would bring peace and order to your group (home, class, or community).
 - Include a short explanation of why each law is important.
 - Decorate your paper to look like an ancient stone pillar, with “carvings” or drawings.
2. **Bonus Challenge:**
 - Compare one of your rules to one of God's Ten Commandments.
 - How are they alike? How are they different?

Optional Hands-On Extension:

If you have **modelling clay or playdough**, shape a small “stone stele” and carve symbols or numbers into it – just like Hammurabi's stone!

E) Narration

Now it's time to **retell the story in your own words**. Without looking back, explain:

- Who Hammurabi was
- What kind of laws he wrote
- What the phrase “eye for an eye” meant
- How these laws helped Babylon – but weren't perfect
- How God's laws are higher, kinder, and more just
- What this teaches you about how to live with fairness and integrity today

Try explaining it as if you're telling a friend who missed the lesson! Use your best storytelling voice and connect it to your own life.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording

- AC9HH7K09** – how the physical environment and geographical features influenced the development of the ancient society
- AC9HH8K07** – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion
- AC9HH9K04** – significant events, ideas, people, groups and movements in the development of Australian society
- AC9HH10K14** – changing historical perspectives over time in relation to... concern for the environment and sustainability

Rationale

- Babylon's position in the fertile Mesopotamian region enabled the growth of a complex society where codified law could be established.
- Hammurabi's Babylon is presented as an advanced political and cultural centre, with law as a unifying social feature.
- Adapted for context – Hammurabi as a significant leader whose codification of law influenced legal systems in world history.
- Offers opportunity to compare ancient law codes with modern legal and ethical systems, noting changes in values and fairness.

History – Skills

Content Description Code & Full Wording

- AC9HH7S01** – develop historical questions about the past to inform historical inquiry
- AC9HH8S05** – describe causes and effects, and explain continuities and changes
- AC9HH9S06** – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values
- AC9HH10S08** – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Rationale

- Students can explore questions such as, “How did Hammurabi's code change life in Babylon?”
- Examines how Hammurabi's code created social order, its limitations, and its influence on later systems of law.
- Encourages comparison between Hammurabi's “eye for an eye” justice and God's law, noting differing values and beliefs.
- The “Make Your Own Law Code” activity and narration require reasoned explanations supported by historical detail.

Geography – Knowledge & Understanding

Content Description Code & Full Wording

- AC9HG7K01** – classification of environmental resources and the way that water connects and changes places as it moves through environments
- AC9HG8K04** – the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes
- AC9HG9K07** – the ways that places and people are interconnected with other places through trade in goods and services, at all scales
- AC9HG10K02** – the environmental world views of people and their implications for environmental management

Rationale

- Highlights how Babylon's access to water resources supported the growth of a large, organised society where codified law was relevant.
- Babylon's urban planning and monumental structures reflect human adaptation to, and reshaping of, the landscape.
- Trade connections reinforced the need for consistent laws to regulate interactions and commerce.
- The Babylonian worldview, including divine authority claimed for laws, influenced how people managed resources and social order.

Geography – Skills

Content Description Code & Full Wording

- AC9HG7S03** – interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships
- AC9HG8S04** – draw conclusions based on the analysis of the data and information
- AC9HG9S04** – evaluate data and information to justify conclusions
- AC9HG10S06** – create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...

Rationale

- Analyses how location and environment influenced the emergence of Babylon as a legal and cultural centre.
- Encourages students to conclude why law was vital for order in growing urban societies.
- Evaluates historical evidence of Hammurabi's code and compares it with biblical law to justify perspectives on justice.
- The law code tablet activity combines historical context with creative representation of laws and their societal role.

Advanced Extension #6(a): Empires, Exile & God's Unfolding Plan – Mesopotamia in the Bible

Goal: Understand how God worked through the empires of Mesopotamia – even in exile – to fulfil His promises.

A) Lesson Content – Story-Based

"From Empire to Exile"

Across the wide, fertile plains of **Mesopotamia**, kingdoms rose and fell like waves on the sea – **Sumer**, **Akkad**, **Babylon**, **Assyria**, and then Babylon again. Each claimed glory. Each built vast cities, towering temples, and monuments carved with tales of their kings' greatness. But behind these earthly thrones, **a greater King was writing a bigger story** – a story about His people and His promise.

Long after Hammurabi's Babylon had faded, a new city rose – **Babylon under King Nebuchadnezzar II**. It became the richest and most dazzling empire in the ancient Near East. Its blue-glazed gates, massive walls, and towering **ziggurats** stood as a testament to human achievement. The legendary **Hanging Gardens** were counted among the wonders of the world.

But while Babylon grew in splendour, **trouble was stirring in Israel**.

The Fall of Jerusalem

God had called the people of Israel to be different – to love Him with all their heart, and to follow His ways. But over the generations, they **drifted**. They worshipped idols. They ignored God's laws. They dismissed His prophets. Warning after warning came... until finally, judgment arrived.

In **586 B.C.**, Babylon invaded Jerusalem. The destruction was complete.

- The **Temple of the Lord** was burned to the ground.
- The city walls were torn down.
- Thousands of Israelites were taken into **exile** – dragged away from their homes into a foreign land.

It must have felt like the end.

How could they be God's people in a land of idols? Had God abandoned them?

Faith in a Foreign Land

But God had not abandoned them. Even in Babylon, **His plan continued**.

Among the captives was a teenage boy named **Daniel**. Chosen to serve in the king's court, Daniel was expected to adopt Babylonian culture and religion. But Daniel remained faithful. He **refused to eat unclean food**. He prayed to God, even when it became illegal. And when thrown into a den of lions for his faith, **God protected him**.

Through Daniel, the kings of Babylon heard the truth about the one true God.
Nebuchadnezzar himself would later proclaim:
“His kingdom is eternal, and His dominion endures from generation to generation.”

Ezekiel by the River

Another exile, the prophet **Ezekiel**, lived near the **Kebar River**. Though he was far from the temple, God gave him **visions of God’s glory** and messages of hope. Ezekiel told the people that the exile was not the end – that **God would restore them**, give them a new heart, and bring them back to their land.

Even in a strange land, God spoke.
Even in exile, **He was near**.

The Return Begins

Then, just as God had promised through the prophet Jeremiah, **Babylon fell**. In **539 B.C.**, the **Persian king Cyrus** conquered the city. But instead of destroying Israel, Cyrus was moved by God to show mercy. He allowed the Jewish people to return to Jerusalem and rebuild their temple.

From the outside, it looked like empires were in control.
But from heaven’s perspective, **God was guiding every step**.

He used pagan kings to bring about His purposes. He preserved His people in exile. He fulfilled every promise He had made.

What Do We Learn?

- Human kingdoms rise and fall, but **God’s Kingdom never ends**.
- God is **in control**, even when life feels like it’s falling apart.
- He uses even hard times – like exile – for His purposes.
- When we are far from home, or life feels confusing, we can still trust that **God is at work**.

The empires of Mesopotamia lie in ruins. But **God’s Word remains**.
And so do **His people**.

B) Biblical Connection

 **Daniel 2:20–21** –

“Praise be to the name of God forever and ever... He changes times and seasons; He deposes kings and raises up others. He gives wisdom to the wise...”

Reflect & Apply:

- Why is it comforting to know that God is in control – even over powerful rulers?

- Have you ever felt “out of place,” like Daniel in Babylon? How can you stay faithful to God in that situation?
 - How can you honour God even in tough or unfamiliar places?
-

C) Thinking Questions

General Understanding

1. What major empire took Israel into exile?
2. Who was Nebuchadnezzar, and what did he do to Jerusalem?
3. What role did Daniel play in Babylon?
4. What did Ezekiel do during the exile?
5. What king allowed the Jews to return home?

Christian Worldview Questions

6. Why does God allow His people to face hard times like exile?
7. How did God use the Mesopotamian empires to accomplish His plans?
8. What does this teach you about trusting God’s bigger plan?

Character Trait: Orderliness

9. Even during the chaos of exile, how did Daniel live with order and integrity?
 10. What’s one way you can stay faithful and steady when life feels uncertain?
-

D) Activity – Timeline + Testimony

1. Create a mini-timeline of the key events in this lesson:

- Rise of Babylon under Nebuchadnezzar
- Fall of Jerusalem and the Exile (586 B.C.)
- Daniel in Babylon
- Ezekiel’s prophecies
- Return from exile under Cyrus (539 B.C.)

2. Add symbols or drawings for each point:

- Tower or crown for Babylon
- Broken temple for Jerusalem
- Lion for Daniel
- Scroll for Ezekiel
- Dove or gate for return

3. Write a “faith-in-exile” testimony:

- Imagine you’re a Jewish teenager in Babylon.
- Write a letter or journal entry expressing how you’re trusting God even far from home.
- Include feelings, questions, and faith-filled thoughts.

Optional Extension:

Read **Daniel 1** or **Ezekiel 1** as part of your devotional time this week.

E) Narration

Now it's your turn to retell the story – **in your own words**.

Start by explaining:

- How the empire of Babylon rose to power
- How Israel was taken into exile
- What Daniel and Ezekiel did in Babylon
- How God eventually brought His people back
- What this teaches you about **God's power, His plan, and His faithfulness**

Try telling it as a story to someone who doesn't know the Bible well. Make it real. Make it personal.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society	Highlights Mesopotamia's fertile plains and river systems as the setting for successive empires, including Babylon and Persia.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Describes Babylon's cultural and political features under Nebuchadnezzar, as well as its role in Israel's exile.
AC9HH9K04 – significant events, ideas, people, groups and movements in the development of Australian society	Adapted for context – examines key historical figures (Nebuchadnezzar, Daniel, Ezekiel, Cyrus) and their influence in biblical and ancient history.
AC9HH10K14 – changing historical perspectives over time in relation to... concern for the environment and sustainability	Allows reflection on how historical accounts of empires and their collapse shape modern understanding of political and cultural sustainability.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – develop historical questions about the past to inform historical inquiry	Encourages inquiry questions like, "How did God work through the empires of Mesopotamia to fulfil His promises?"
AC9HH8S05 – describe causes and effects, and explain continuities and changes	Analyses causes of Israel's exile, effects on Jewish faith and identity, and the eventual return under Cyrus.
AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values	Compares biblical and secular historical perspectives on the Babylonian exile and Persian restoration.
AC9HH10S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources	The timeline and "faith-in-exile" testimony require synthesising historical events with personal and biblical reflection.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – classification of environmental resources and the way that water connects and changes places as it moves through environments	Describes the role of Mesopotamia's rivers in sustaining empires like Babylon and enabling large urban populations.
AC9HG8K04 – the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes	Examines how empires managed urban environments, agriculture, and river systems to maintain power.
AC9HG9K07 – the ways that places and people are interconnected with other places through trade in goods and services, at all scales	Highlights the interconnected nature of Mesopotamian empires through trade, conquest, and cultural exchange, including Israel's forced migration.
AC9HG10K02 – the environmental world views of people and their implications for environmental management	Considers how Babylonian and Persian worldviews shaped their governance and treatment of conquered peoples, compared to biblical values.

Geography – Skills

Content Description Code & Full Wording

AC9HG7S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG9S04 – *evaluate data and information to justify conclusions*

AC9HG10S06 – *create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...*

Rationale

Analyses the strategic location of Mesopotamian cities and their role in historical events like the exile.

Encourages conclusions about how geography and political power combined to shape biblical history.

Evaluates biblical and historical accounts to support conclusions about God's sovereignty in human history.

Timeline creation and symbolic drawings integrate geographical awareness with historical storytelling.

Advanced Extension #6(b):

Legacy of Mesopotamia – What This Civilization Left Behind

A) Lesson Content

“Today please read the information/story paying close attention to the story, thinking about it as you go, because after you have read the story and completed the Thinking Questions and Activity, then you will need to retell everything you remember about the story and what you have learnt to your parent or tutor. Ok?”

The Story: "Echoes of an Ancient Land"

Imagine waking up and checking the time. Maybe it's 8:00 a.m. You glance at a calendar – April, with 30 days. You go to school for 5 days a week, learn math in 60-minute periods, measure angles in degrees, and write with letters that were once symbols.

What do all these things have in common?

They trace back to **Mesopotamia**.

Even though the cities of Sumer, Akkad, Babylon, and Assyria have crumbled into ruins, their ideas live on. This civilization gave us some of the most important foundations of modern life.

Let's start with **writing**. The Sumerians were the first to turn sounds and ideas into symbols. They invented **cuneiform** – wedge-shaped marks pressed into clay tablets. At first, they used it for lists and trade, but eventually they told stories, recorded laws, and even shared poetry. Writing helped preserve ideas, pass down history, and build civilizations.

Then there's **math**. The Mesopotamians used a number system based on **60**. That's why we have 60 seconds in a minute and 60 minutes in an hour. They also divided circles into **360 degrees**, a system we still use in geometry and navigation today.

They created early **laws and government**. Hammurabi's Code may seem harsh now, but it showed that people needed rules to live in peace. It paved the way for organized justice systems.

And don't forget **architecture**. Mesopotamians built arches, columns, and domes – ideas later copied by the Greeks and Romans. Their irrigation systems and canal networks made farming possible in hot, dry regions.

In school, you study **literature, math, science, government, and religion**. Guess what? The Mesopotamians explored all of those too – thousands of years ago.

But here's the thing: even with all their brilliance, they missed the most important truth. They worshipped many gods but didn't know the Creator. Their science was clever, but their hearts were far from God.

That's where you come in.

You can be a student of history *and* a follower of Christ. You can learn from past civilizations and see what they did well – and where they went wrong. You can appreciate their inventions but trust in the truth of God's Word.

Mesopotamia was the “cradle of civilization.” But your heart can be the cradle of **faith** – a place where wisdom, knowledge, and love for God grow together.

B) Biblical Connection

 *Proverbs 1:7* – “The fear of the Lord is the beginning of knowledge, but fools despise wisdom and instruction.”

Reflect & Apply:

- What’s the difference between being smart and being wise?
 - Are there areas in your life where you’re learning facts but forgetting to include God?
 - How can you pursue both learning and faith at the same time?
-

C) Thinking Questions

General Understanding:

1. What were some of Mesopotamia’s most lasting inventions or ideas?
2. How did cuneiform affect the world?
3. What are some ways we still use Mesopotamian math?
4. Why were early laws like Hammurabi’s important?
5. What contributions did they make to farming and building?

Christian Worldview Questions: 6. Why isn’t intelligence enough without knowing God? 7. How can you use what you learn in school to serve God? 8. What legacy do you want to leave behind – like the Mesopotamians left inventions?

Character Trait: Orderliness 9. How did Mesopotamian inventions bring order to their world? 10. How can you use what you learn to bring order, peace, or blessing to your home or church?

D) Activity

Then & Now Project

1. **Create a “Then vs. Now” Chart or Poster:**
 - Make two columns: “Mesopotamia” and “Modern Life.”
 - List at least 5 inventions, systems, or ideas from Mesopotamia and how we use them today.
 - Example: Mesopotamia: 60-based math → Today: 60 minutes in an hour
 - Mesopotamia: Irrigation canals → Today: Sprinkler systems/farming methods
 2. **Bonus Creative Task:**
 - Write a short paragraph or poem titled “*From Clay to Keyboard*” that describes how human communication has changed from cuneiform tablets to modern digital devices – and how the message of God’s truth can still be shared through it all.
-

E) Narration

Retell the big idea: How has Mesopotamia shaped the modern world? Name specific inventions and ideas. Explain why learning about ancient civilizations is valuable – but also why knowing God is *even more important*. Finish by sharing one invention you admire, and one truth from God that you never want to forget.

Australian Curriculum Alignment

History – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HH7K09 – <i>how the physical environment and geographical features influenced the development of the ancient society</i>	Explains how Mesopotamia’s rivers and fertile plains made it possible to develop innovations in farming, architecture, and governance.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	Details Mesopotamia’s cultural, religious, and technological developments such as cuneiform, mathematics, and law codes.
AC9HH9K04 – <i>significant events, ideas, people, groups and movements in the development of Australian society</i>	Adapted for context – focuses on the enduring ideas and systems from Mesopotamia that shaped later civilizations.
AC9HH10K14 – <i>changing historical perspectives over time in relation to... concern for the environment and sustainability</i>	Encourages comparison between ancient irrigation and architecture and modern sustainable practices.

History – Skills

Content Description Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Students might ask, “Which Mesopotamian invention had the biggest impact on our world today?”
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Explores how Mesopotamian inventions shaped society then and continue to influence the modern world.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Compares secular historical accounts of Mesopotamian achievements with a biblical perspective on wisdom and knowledge.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The “Then vs. Now” chart or creative writing task requires synthesising historical and modern examples into clear explanations.

Geography – Knowledge & Understanding

Content Description Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	Shows how water resources supported agriculture, trade, and urban life in Mesopotamia.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Examines irrigation, farming, and construction as human adaptations to Mesopotamia’s environment.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Mesopotamian innovations and trade spread ideas and technology to other cultures.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Encourages reflection on how ancient attitudes toward resources compare to modern stewardship principles.

Geography – Skills

Content Description Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students compare the uses of Mesopotamian innovations with their modern equivalents in the “Then vs. Now” activity.

Content Description Code & Full Wording	Rationale
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	Requires concluding which Mesopotamian contributions have had the longest-lasting effects.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Evaluates the role of Mesopotamian inventions in shaping daily life across history.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The chart/poster and creative extension tasks integrate historical, geographical, and cultural knowledge into a tangible presentation.

Lesson 25: Called Out – Abraham Leaves Ur

Goal: Understand how Abraham’s faith began with obedience to God’s call – and what it means to trust without knowing the whole plan.

A) Lesson Content – Story-Based

“Leave Everything Behind”

The sun rose slowly over the bustling streets of **Ur**, one of the grandest cities in ancient Mesopotamia. Smoke curled from clay ovens, merchants shouted in busy markets, and temple priests chanted prayers to the moon god **Nanna**. Towering over the city stood a massive **ziggurat**, where sacrifices were made to a collection of false gods. Riches, rituals, and religion filled every corner of the city – but **the one true God was not known**.

This was a city of knowledge, invention, and power. Homes were built with baked bricks. Irrigation canals kept crops watered. Traders from distant lands came by camel and boat. This was the height of civilisation – and it was the home of a man named **Abram**.

Abram, later known as **Abraham**, was not poor. He owned livestock, tents, and many servants. His father, **Terah**, was a respected elder. Like most people in Ur, Abram’s family worshipped idols. But Abram’s heart was restless. While the people around him bowed to statues and followed superstitions, Abram began to **wonder** – was there a greater power? A Creator?

Then one day, the **living God** spoke.

Not through lightning. Not in a vision. Not in a dream. He simply spoke – clear and direct:

“Go from your country, your people and your father’s household to the land I will show you.”

There was no map. No list of instructions. Just a command – and a **promise**.

“I will make you into a great nation. I will bless you. I will make your name great, and you will be a blessing. All peoples on earth will be blessed through you.”

A Journey of Faith

Can you imagine what that felt like?

To leave your city, your relatives, your comfort... and walk into the unknown?

Abram was already 75 years old. He could have said, “Lord, I’m too old to start over.” But he didn’t. He **obeyed**.

So, he gathered his household – his wife **Sarai**, his nephew **Lot**, and all his belongings. With no modern transport, they began the long walk northwest toward **Haran**, then later southward toward **Canaan**. The path was dry, dusty, and dangerous. But Abram kept moving – not because he knew the destination, but because he **trusted the One who was leading**.

When they arrived in **Canaan**, God repeated the promise:

“To your offspring I will give this land.”

But there was a problem. Abram had **no children**. And both he and Sarai were getting older. How could he become a great nation if he didn’t even have a single child?

Still, Abram built an **altar** and worshipped the Lord. He didn’t understand everything, but he believed.

Trouble in Egypt

Soon after, a **famine** swept through the land. The crops withered. The animals grew weak. Abram, looking for survival, led his household to **Egypt** – a place where food and water were still plentiful.

But Egypt had its own dangers. The Pharaohs were powerful – and Sarai, though older, was still very beautiful. Afraid the Egyptians might kill him to take her, Abram told a **half-truth**:
“She is my sister.”

Technically, Sarai was his half-sister. But Abram’s intent was to **deceive**.

Sure enough, Pharaoh’s officials took Sarai into the palace. Abram received gifts – livestock and wealth – but it was all built on a lie. God stepped in. Plagues came on Pharaoh’s house. Sarai was returned unharmed, and Abram was sent away – richer than before, but also **humbled**.

Even faithful people make mistakes. But God is still faithful.

What We Learn

Abram’s journey was only just beginning. There would be more challenges, more promises, more tests. But this first step – leaving **Ur** – was the foundation of a story that would change the world.

Through Abram’s obedience, God began a family...

Through that family came a people...

And through that people came **Jesus Christ**, the Saviour of the world.

Faith means following – even when you don’t have all the answers.

B) Biblical Connection

Genesis 12:1–2

“The Lord had said to Abram, ‘Go from your country, your people and your father’s household to the land I will show you. I will make you into a great nation, and I will bless you...’”

Reflect & Apply:

- Has God ever asked you to trust Him without knowing what comes next?
 - What’s something you would find hard to leave behind?
 - How can you grow in faith like Abraham – to obey even when it’s uncomfortable?
-

C) Thinking Questions

General Understanding

1. Where was Abram living when God called him?
2. What did God ask Abram to do?
3. What were the promises God made to Abram?
4. Who travelled with Abram to Canaan?
5. What happened when Abram went to Egypt?

Christian Worldview Questions

6. Why is it hard to obey when we don’t know the full plan?
7. How does Abraham’s story help us understand what faith really looks like?
8. What does this teach us about trusting God instead of ourselves?

Character Trait – Orderliness

9. How did Abraham bring spiritual order by choosing to follow God in a land full of idols?
 10. What’s one way you can bring order into your own heart or home by trusting God’s voice?
-

D) Activity – Faith Journey Map

1. Draw a simple map showing Abraham’s journey:

- Start at **Ur** in Mesopotamia
- Show **Haran** (where they stopped temporarily)
- Mark **Canaan** and **Egypt**
- Use arrows and label key places
- Add small drawings (tents, camels, a ziggurat, altar, etc.)

2. Along the path, write Abraham’s thoughts:

- What might he have been thinking or feeling at each step?
- What fears? What hopes?

3. Include a Bible verse along the border or path:

Example: **Genesis 12:1–2** or **Hebrews 11:8**

“By faith Abraham obeyed when he was called to go... not knowing where he was going.”

Optional Extension:

Turn your map into a scroll using brown paper or aged parchment effects!

E) Narration

Now it's your turn to **retell the story**.

Explain:

- Where Abram lived
- What God asked him to do
- What Abram did and where he travelled
- What happened in Egypt
- What this teaches us about **faith, obedience, and trusting God's voice**

Tell it like a real story – imagine you're sitting around a campfire or sharing it with a friend who's never heard it before. Use your own words and bring the journey to life!

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society	Ur was located in Mesopotamia's fertile plains between the rivers, influencing settlement, agriculture, and trade – context for Abraham's departure.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Describes Ur's religious practices, economy, and culture before Abraham's call, helping students understand the society he left.
AC9HH9K04 – the role of individuals and groups in the development of events in the ancient past	Abraham's obedience and departure from Ur shaped a pivotal event in biblical and world history.
AC9HH10K14 – changing historical perspectives over time in relation to significant people, ideas, movements, events and developments	Students compare ancient perspectives on Abraham (biblical and secular) and understand his ongoing significance.

History – Skills

Code & Full Wording	Rationale
AC9HH7S01 – develop historical questions about the past to inform historical inquiry	Prompts questions like: “Why would Abraham leave a prosperous city?” or “What was Ur like at the time?”
AC9HH8S05 – describe causes and effects, and explain continuities and changes	Cause: God's call; Effect: Abraham's journey, the birth of a nation.
AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values	Compares Mesopotamian worldview (idolatry) with biblical worldview (monotheism, obedience).
AC9HH10S08 – create descriptions, explanations and historical arguments... using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources	The Faith Journey Map and narration tasks require synthesising historical and biblical evidence into a coherent account.

Geography – Knowledge & Understanding

Code & Full Wording

AC9HG7K01 – *classification of environmental resources and the way that water connects and changes places as it moves through environments*

AC9HG8K04 – *the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes*

AC9HG9K07 – *the ways that places and people are interconnected with other places through trade in goods and services, at all scales*

AC9HG10K02 – *the environmental world views of people and their implications for environmental management*

Rationale

Explains Mesopotamia's reliance on the rivers, and why Abraham's journey moved through fertile regions.

Highlights how Ur managed water and agriculture, and how travel routes were shaped by geography.

Ur's role as a trade hub contextualises the wealth Abraham left behind.

Ur's worldview (idolatry tied to land and resources) contrasts with Abraham's obedience to God's call.

Geography – Skills

Code & Full Wording

AC9HG7S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG9S04 – *evaluate data and information to justify conclusions*

AC9HG10S06 – *create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...*

Rationale

Map activity uses geographic information to interpret Abraham's route and settlement patterns.

Students conclude why Abraham might have taken a particular route.

Students justify why Abraham's journey is significant geographically and historically.

Faith Journey Map integrates geographical tools (maps, labels, symbols) with historical context.

Lesson 26: God's Covenant with Abraham – Stars, Sand, and Promises

Goal: Understand how God made a covenant with Abraham, and what it means to trust God even when the answers are not visible.

A) Lesson Content – Story-Based

“Count the Stars”

The night air was cool, and the desert stretched out in every direction, quiet and endless. Overhead, the sky exploded with stars – thousands upon thousands, brighter than diamonds, scattered like glitter on black velvet. In the silence, **Abram** (not yet renamed Abraham) stepped outside his tent. He looked up, lost in wonder... and longing.

Years had passed since he had left Ur. He had obeyed God's voice and travelled hundreds of miles to **Canaan**. He had walked dusty roads, pitched his tents beside oaks and wells, built altars, and waited. Always waiting. Always trusting.

But the years were adding up. Sarai, his wife, was growing older. The tents were still full of animals and servants – but empty of children. No baby laughter. No tiny footsteps. No heir.

Abram, weary and uncertain, cried out to God:

“O Lord God, what can You give me, since I remain childless?”

God's answer was not rebuke, but **comfort**:

“Do not be afraid, Abram. I am your shield, your very great reward.”

Then, like a father lifting a child's chin, **God invited Abram outside**.

“Look up at the sky and count the stars – if indeed you can count them.”
“So shall your offspring be.”

Abram looked. He counted. He imagined. And though he had no children, **he believed**. Right there, under the stars, his heart said, “*Yes, Lord.*”

The Bible says:

“Abram believed the Lord, and He credited it to him as righteousness.”
His faith – simple, honest, hopeful – was what God was looking for.

A Covenant of Fire and Promise

But God wasn't finished. That night, He asked Abram to prepare for something special – a **covenant ceremony**, something ancient people used to seal a sacred agreement. Abram obeyed, gathering a **heifer**, a

goat, a ram, a dove, and a young pigeon. He cut them in half and laid the pieces opposite each other, forming a solemn pathway of sacrifice.

As the sun dipped low, Abram sat quietly, watching as **vultures circled**, and darkness crept in. Then, a **deep sleep** fell upon him – and with it, a **vision**.

God spoke of the future.

“Your descendants will be strangers in a land not their own... They will be enslaved for four hundred years, but I will bring them out with great possessions.”

It was a prophecy of **Egypt**, long before Joseph or Moses were born.

Then, something unexpected happened.

In that ancient custom, both parties in a covenant would walk between the animal pieces – pledging to keep their word, or die like the animals if they broke the vow.

But **Abram did not walk the path**.

Instead, **God did**.

In the form of a **smoking fire-pot** and a **blazing torch**, the Lord passed between the pieces **alone**. This was not a two-sided agreement. It was a divine promise. God would keep it **by His power, not Abram's**. His promise would never fail.

Waiting and Wandering

But time still passed. Sarai's faith faltered. One day, she offered her Egyptian servant, **Hagar**, to Abram, hoping to “help” God's plan. Abram agreed. Hagar gave birth to **Ishmael** – a son, yes, but not the child of the promise.

This caused jealousy, conflict, and sorrow. God would still bless Ishmael – but He made it clear:

“My covenant I will establish with **Isaac**, whom Sarai will bear to you by this time next year.”

At the heart of it all was a truth: **God's promises come in God's time, in God's way**.

That star-filled night became the foundation of everything to come – Isaac, Jacob, the nation of Israel, and ultimately, **Jesus**, the true descendant of Abraham through whom *all nations would be blessed*.

What We Learn

- God sees our hearts, hears our doubts, and still keeps His promises.
- Faith isn't about understanding everything – it's about **trusting the One who does**.
- God's covenants depend on **His faithfulness**, not our perfection.
- Even when we try to take matters into our own hands, **God's mercy remains**.

Abram believed under a sky full of stars. Today, we still believe – because the God who made that promise **has never changed**.

B) Biblical Connection

Genesis 15:6

“Abram believed the Lord, and He credited it to him as righteousness.”

Reflect & Apply

- What’s something you’re praying for or waiting on, like Abram was?
- How can you strengthen your trust in God’s promises when you can’t see the outcome yet?
- Do you believe God is faithful, even in the waiting?

C) Thinking Questions

General Understanding

1. What concern did Abram bring to God in Genesis 15?
2. What did God tell Abram to do when He made the promise?
3. What did God compare Abram’s future descendants to?
4. What was unusual about the covenant ceremony?
5. Who was Ishmael, and how was he different from the promised child?

Christian Worldview Questions

6. Why do you think faith is more important to God than outward success?
7. How does this story show that God's plans are often bigger than ours?
8. What does it mean that God's covenant depends on His faithfulness, not ours?

Character Trait – Orderliness

9. How did God bring order to Abram’s doubts and questions with a clear promise?
10. How can you bring spiritual order to your life by trusting God even when you don’t understand His timing?

D) Activity – Starry Promise Jar

1. Create a Promise Jar:

- Use a small jar, box, or envelope.
- Cut out 10–15 **small paper stars**.

2. On each star, write:

- A **Bible promise** (e.g., “I will never leave you,” “All things work together for good...”),
- Or a **personal prayer or hope** you are trusting God for.

3. Decorate your jar:

Label it “**God’s Promises**” and add glitter, stars, or ribbon.

Optional Extension:

Take your jar outside at night. Look at the sky, read the stars aloud, and thank God that **He always keeps His promises**, even when we can't see how.

E) Narration

Now it's time to **retell the story in your own words**.

Begin with:

- Abram's worry about not having a child
- God's invitation to look at the stars
- The unusual covenant ceremony
- The birth of Ishmael and the wait for Isaac
- What this teaches us about **trusting God even when we don't see results right away**

Share what you learned about faith, promises, and how God never breaks His word – even when we get impatient or make mistakes.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording

AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society

AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion

AC9HH9K04 – the role of individuals and groups in the development of events in the ancient past

AC9HH10K14 – changing historical perspectives over time in relation to significant people, ideas, movements, events and developments

Rationale

Abraham's life is set in Canaan's and Mesopotamia's landscapes – students explore how geography shaped life, travel, and settlement.

Ur's religion (moon god worship), nomadic life in Canaan, and covenant practices are key social and cultural elements.

Focus on Abraham's personal role in the biblical narrative and world history as a covenant receiver.

How Abraham has been understood in Jewish, Christian, and secular historical perspectives over time.

History – Skills

Code & Full Wording

AC9HH7S01 – develop historical questions about the past to inform historical inquiry

AC9HH8S05 – describe causes and effects, and explain continuities and changes

AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values

AC9HH10S08 – create descriptions, explanations and historical arguments... using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Rationale

Prompts such as: "What was the significance of a covenant in Abraham's time?" or "Why was Ur a place of influence?"

Cause: God's call and covenant; Effect: Abraham's faith journey, the beginning of the Israelite nation.

Compares biblical faith-based perspective with ancient Near Eastern covenant customs.

The narration and activity tasks require building explanations from Genesis and historical background.

Geography – Knowledge & Understanding

Code & Full Wording

AC9HG7K01 – classification of environmental resources and the way that water connects and changes places as it moves through environments

Rationale

Geography of Canaan and Mesopotamia is tied to resources Abraham used during his travels.

Code & Full Wording	Rationale
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Abraham’s migration route shows how human movement followed terrain, water sources, and seasonal patterns.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	Abraham’s movement along trade routes linking Mesopotamia, Haran, and Canaan.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	Contrasts polytheistic views tied to land and fertility with Abraham’s monotheistic faith.

Geography – Skills

Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students interpret maps of Abraham’s journey to see route patterns.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	From mapping and activity work, students conclude why certain paths were taken.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Justifying why God’s call required Abraham to leave Ur geographically and culturally.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	Faith Journey Map uses geographic tools to visually represent biblical history.

For Lesson 27: Character Training – Orderliness, refer to the Character Training Supplement to be released in January 2026.

Lesson 28: Tested on the Mountain – Abraham and Isaac

Goal: Learn how Abraham's trust in God was tested and how this story points forward to Jesus.

A) Lesson Content – Story-Based

"The Hardest Test"

There was laughter in the tent again – the laughter of a child. After years of waiting, crying, and wondering, **Isaac had finally been born**. He was the miracle child promised by God Himself. **Abraham was 100 years old**, and **Sarah was 90** when it happened – an event so shocking and joyful that Sarah had said, “God has brought me laughter!”

Every day, Abraham watched his son play with wide eyes and quick feet. Isaac ran between the sheep, followed the servants, and asked endless questions. He was **the joy of Abraham's heart** – the child of promise, the one through whom nations were to come.

And then... God tested him.

“Abraham.”

The old man responded quickly, “Here I am.”

“Take your son... your only son, whom you love – **Isaac** – and go to the land of **Moriah**. Sacrifice him there as a burnt offering on a mountain I will show you.”

The words hit like a storm. Was this a test? A mistake? Could God really mean what He said?

Abraham didn't sleep much that night. He packed the wood. Saddled the donkey. Took **two servants**, and most importantly, took Isaac. He didn't tell Sarah. **He didn't delay**. At sunrise, they began the journey – three long, quiet days through the dry wilderness.

When they saw the mountain in the distance, Abraham gave a quiet instruction to the servants:

“Stay here with the donkey. The boy and I will go over there to worship – and **we will come back to you.**”

That sentence – spoken in faith – echoed with hidden hope. Abraham had no plan... only **trust** that **God could even raise the dead** if needed.

Isaac helped carry the wood. Abraham held the knife and the fire. As they walked, Isaac asked a simple but piercing question:

“Father? ... We have the fire and the wood. But where is the lamb for the burnt offering?”

Abraham's heart must have ached. But his answer was clear:

“**God Himself will provide the lamb, my son.**”

When they reached the top, Abraham built an altar with trembling hands. He arranged the wood. Then he **bound Isaac** – his precious son – and laid him on the altar.

Imagine the moment: the sky quiet, the fire glowing, the boy looking up with trust, and the father raising the knife.

But just before the blade came down –

“**Abraham! Abraham!**”

“Here I am!”

“**Do not lay a hand on the boy.** Now I know that you fear God, because you have not withheld from me your son, your only son.”

Abraham looked up – and there, caught by its horns in a bush, was a **ram**. God had provided. **He always had a plan.**

Abraham untied Isaac. He took the ram and offered it in place of his son. That mountain was never the same again. Abraham named it:

“**The Lord Will Provide.**” (Yahweh Yireh)

A Foreshadowing of the Cross

This wasn’t just about Abraham. This story pointed forward to **another Father**, who would one day place **His only Son** on the wood. But this time, **there would be no ram** in the thicket. No substitute. Jesus would be the Lamb.

Abraham passed the test – not because he understood everything, but because he **trusted the One who asked**. Isaac was spared. But one day, at Calvary, Jesus would not be.

Because God **so loved the world**, He gave His one and only Son.

B) Biblical Connection

 **Genesis 22:14**

“So Abraham called that place ‘The Lord Will Provide.’ And to this day it is said, ‘On the mountain of the Lord it will be provided.’”

Reflect & Apply

- Is there something in your life that you need to surrender to God?
 - What does it mean to trust God when the path doesn’t make sense?
 - Have you seen God “provide” in your life – not always what you wanted, but what you needed?
-

C) Thinking Questions

General Understanding

1. What did God ask Abraham to do with Isaac?

2. How long did Abraham travel before reaching the mountain?
3. What question did Isaac ask on the way up?
4. What did Abraham say in response?
5. What did God provide in place of Isaac?

Christian Worldview Questions

6. Why would God test Abraham in such a difficult way?
7. How does this story teach us about trusting God, even in pain?
8. What does this story reveal about God's character?

Character Trait – Orderliness

9. Abraham obeyed God step-by-step. How did his obedience bring spiritual order out of emotional chaos?
10. What's one area of your life where you need to trust and obey – even when it's hard?

D) Activity – “God Will Provide” Altar Art

Option A: Drawing or Painting

- Create an image of Abraham, Isaac, and the ram.
- Include the **altar**, the **knife**, the **bush with the ram**, and the **mountain**.
- Write the phrase: “**The Lord Will Provide**” and include the verse **Genesis 22:14**.

Option B: 3D Mini Scene

- Use sticks, stones, clay, and paper to build a **miniature altar scene**.
- Add a tiny flag that says: “**Yahweh Yireh – Genesis 22:14**”
- Place it in a visible spot as a **reminder to trust God's provision**.

Write a short prayer or reflection below your artwork:

“God, help me trust You even when I don't understand. I believe You will provide.”

E) Narration

Now tell the story in your own words:

- Start with **God's command** to Abraham.
- Describe the **journey** and what Isaac asked.
- Tell what Abraham said in response and how he built the altar.
- Explain how **God stopped the sacrifice** and provided a ram.
- End with what this teaches you about **trusting and obeying God**, even when the path is hard.

You are the storyteller – make it real, honest, and full of wonder.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – <i>how the physical environment and geographical features influenced the development of the ancient society</i>	The journey to Mount Moriah and the environment of Canaan form part of understanding the context of Abraham's life and decisions.
AC9HH8K07 – <i>the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion</i>	The lesson addresses the religious beliefs of the time, covenant practices, and contrasts with the worship of the true God.
AC9HH9K04 – <i>the role of individuals and groups in the development of events in the ancient past</i>	Abraham's obedience becomes a pivotal event in biblical and world history, influencing future generations.
AC9HH10K14 – <i>changing historical perspectives over time in relation to significant people, ideas, movements, events and developments</i>	Examines how Abraham's story has been understood through Jewish, Christian, and secular perspectives across history.

History – Skills

Code & Full Wording	Rationale
AC9HH7S01 – <i>develop historical questions about the past to inform historical inquiry</i>	Prompts like "Why would God test Abraham in this way?" encourage inquiry.
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Cause: God's command to sacrifice Isaac; Effect: a demonstration of faith, and foreshadowing of Christ.
AC9HH9S06 – <i>compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values</i>	Compare biblical narrative with ancient Near Eastern understandings of sacrifice.
AC9HH10S08 – <i>create descriptions, explanations and historical arguments... using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	Activities and narration require students to construct explanations supported by the Genesis account.

Geography – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HG7K01 – <i>classification of environmental resources and the way that water connects and changes places as it moves through environments</i>	Students consider the physical geography of the region Abraham travelled through, including water sources and mountain locations.
AC9HG8K04 – <i>the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes</i>	Abraham's travel route shows how humans used and navigated physical landscapes.
AC9HG9K07 – <i>the ways that places and people are interconnected with other places through trade in goods and services, at all scales</i>	The journey from home to Mount Moriah reflects ancient routes connected to broader regional movement.
AC9HG10K02 – <i>the environmental world views of people and their implications for environmental management</i>	The contrasting worldview between idol-worshipping cultures and Abraham's worship of the Creator influences land use and sacred spaces.

Geography – Skills

Code & Full Wording	Rationale
AC9HG7S03 – <i>interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships</i>	Students interpret maps of Abraham's journey.
AC9HG8S04 – <i>draw conclusions based on the analysis of the data and information</i>	They use route mapping to conclude how and why certain paths were taken.
AC9HG9S04 – <i>evaluate data and information to justify conclusions</i>	Students justify why this location was significant in biblical history.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...</i>	The altar art and 3D scene creation incorporate geographical context into visual representation.

Advanced Extension #7(a): Promises, Patience, and a New Name – Abraham’s Legacy

Goal: Understand how God’s promises, even when delayed, are fulfilled through patient and persistent faith.

A) Lesson Content – Story-Based

"From Abram to Abraham"

The desert wind swept across the plains, tugging at the edges of the tent. Abraham – still called **Abram** at this time – stood outside under a sky filled with countless stars. It was silent. Still. Yet within him stirred a thousand questions.

Years earlier, God had told him to leave his homeland of **Ur**, promising to make him a **great nation**. Abram had obeyed. He had left behind everything familiar – his people, his security, his past – and followed God into the unknown. But now he was growing old. So was **Sarai**, his wife. Their tents were full of animals and servants... but **empty of children**.

One evening, God appeared again.

“I am God Almighty,” He said. “Walk before Me and be blameless. I will confirm My covenant with you.”

Abram **fell face down** in worship. Then something extraordinary happened.

“No longer will you be called Abram. Your name will be **Abraham**, for I have made you a father of many nations.”

And Sarai? Her name would be **Sarah** – for she would be the mother of kings and nations. God promised that a child would be born to them. Not through their servant Hagar, and not through compromise or shortcuts – but through Sarah herself.

Abraham laughed – not from disbelief, but from amazement. It seemed **too wonderful** to imagine. He was **99 years old**. Sarah was **90**. From a human point of view, the promise had expired long ago. But with God, time doesn’t weaken His words.

A little later, under the trees of **Mamre**, Abraham received three visitors – mysterious men who seemed more than human. Abraham ran to welcome them, offered food and water, and served them humbly. As they sat in the shade, one of the visitors asked:

“Where is your wife Sarah?”

“She’s in the tent,” Abraham replied.

Then came the message again:

“About this time next year, Sarah will have a son.”

Inside the tent, **Sarah overheard** – and she laughed. But this wasn’t joyful laughter. It was tired, almost bitter. After so many years of waiting and wondering, how could she believe such news?

God heard her.

“Why did Sarah laugh?” He asked. “Is anything too hard for the Lord?”

Sarah was startled and afraid. She denied it – “I didn’t laugh!” – but God simply said, “Yes, you did.”

But His words stood firm.

And just as He said, the promise came true. **Sarah gave birth to a son**, and they named him **Isaac** – which means “**Laughter**.” This time, the laughter was the kind that fills your heart with joy and wonder. Sarah said:

“God has brought me laughter, and everyone who hears about this will laugh with me.”

As the boy grew, God reminded Abraham that **His covenant would continue through Isaac**. One day, kings would descend from him. And even more: through Abraham’s family, **all nations of the earth would be blessed** – a promise that would one day be fulfilled through Jesus, the Messiah.

Abraham lived out his final years with faith and peace. He didn’t see all of God’s promises fulfilled in his lifetime – but he never stopped **believing**. His life became a legacy – not of perfection, but of **persistent faith**.

God had taken a man called Abram and shaped him into **Abraham** – a new name, a new identity, and a new purpose.

B) Biblical Connection

Romans 4:20–21

“Yet he did not waver through unbelief regarding the promise of God... being fully persuaded that God had power to do what He had promised.”

Reflect & Apply

- Is there a promise from God’s Word that you’re holding onto?
 - What helps you stay patient when God’s timing is slower than you hoped?
 - How can your faith today become part of the legacy you leave behind?
-

C) Thinking Questions

General Understanding

1. What did God promise Abraham again in this story?
2. What did God change Abram’s and Sarai’s names to, and why?
3. How did Abraham and Sarah react to the promise of a child?
4. Who were the three visitors that came to Abraham’s tent?
5. What does the name “Isaac” mean, and why was it significant?

Christian Worldview Questions

6. Why does God sometimes make us wait for His promises?
7. How does Abraham show that faith doesn't mean perfection – but persistence?
8. What can we learn from Sarah's laughter and God's response?

Character Trait – Orderliness

9. God gave Abraham a new name and direction. How did that bring order and clarity to his purpose?
 10. In what areas of your life might God be asking you to trust His plan – rather than trying to force your own?
-

D) Activity – Name Change Scroll

Create your own illustrated scroll about Abraham's transformation:

1. On a long piece of paper (or tape sheets together), write:
 - **“From Abram to Abraham – Father of Many Nations”**
 - **“From Sarai to Sarah – Mother of Nations”**
2. Below each name change, list:
 - The **promises God gave**
 - The **traits Abraham showed** (e.g., trust, obedience, patience)
 - Your **personal reflection**:

“God is shaping me to be someone who _____.”

3. Decorate with:
 - **Stars** to represent the promise
 - **Tent symbols** or **wheat/grain** for blessing
 - A **verse banner** with Romans 4:20–21

Optional Bonus: Make the scroll look ancient by brushing the paper with tea or crumpling it slightly before decorating.

E) Narration

Now it's time to **retell the story** in your own words:

- Describe Abraham's many years of waiting
- Tell how God changed Abram and Sarai's names and confirmed the covenant
- Talk about the three visitors and Sarah's laugh
- Explain why they named their child Isaac and what it meant
- Share how this story teaches you about faith, God's timing, and the legacy you want to build

Speak it confidently. You are sharing the story of a man who **trusted through the waiting** – and saw God's promises unfold in time.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – how the physical environment and geographical features influenced the development of the ancient society	The story draws on the desert plains, oaks, wells, and tent-dwelling life of Canaan, showing how geography shaped Abraham’s movements and lifestyle.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Examines the social/religious practice of covenant-making, hospitality customs, and the role of visiting messengers.
AC9HH9K04 – the role of individuals and groups in the development of events in the ancient past	Abraham’s faith and Sarah’s eventual belief shape the trajectory of biblical history and the origin of Israel.
AC9HH10K14 – changing historical perspectives over time in relation to significant people, ideas, movements, events and developments	Looks at how Abraham’s legacy has been viewed through Jewish, Christian, and Islamic traditions over centuries.

History – Skills

Code & Full Wording	Rationale
AC9HH7S01 – develop historical questions about the past to inform historical inquiry	Questions such as “Why did God change their names?” or “Why did God wait so long?” prompt deeper investigation.
AC9HH8S05 – describe causes and effects, and explain continuities and changes	Cause: God’s renewed covenant promise; Effect: Abraham’s new identity and the eventual birth of Isaac.
AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values	Contrasts Sarah’s initial disbelief with God’s unwavering assurance.
AC9HH10S08 – create descriptions, explanations and historical arguments... using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources	Narration and activity tasks require historically grounded explanations supported by the Genesis account.

Geography – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HG7K01 – classification of environmental resources and the way that water connects and changes places as it moves through environments	The location of Abraham’s encampments reflects the need for water sources and fertile grazing land.
AC9HG8K04 – the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes	Hospitality to travellers and movement between regions was shaped by the terrain.
AC9HG9K07 – the ways that places and people are interconnected with other places through trade in goods and services, at all scales	Abraham’s life in Canaan connects with trade routes, visitors, and alliances across the ancient Near East.
AC9HG10K02 – the environmental world views of people and their implications for environmental management	Compares the worldview of Abraham (trusting Creator God) with surrounding idol-worshipping cultures that used land and resources differently.

Geography – Skills

Code & Full Wording	Rationale
AC9HG7S03 – interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships	Map activities help students interpret Abraham’s journey and settlement patterns.
AC9HG8S04 – draw conclusions based on the analysis of the data and information	Students deduce why certain locations were chosen for encampment and covenant events.
AC9HG9S04 – evaluate data and information to justify conclusions	Students justify the significance of place in God’s covenant plan.
AC9HG10S06 – create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate...	The scroll activity incorporates symbolic and geographical representation of Abraham’s journey and covenant locations.

Advanced Extension #7(b): How Abraham Points to Jesus – The Bigger Story

A) Lesson Content

“Today please read the information/story paying close attention to the story, thinking about it as you go, because after you have read the story and completed the Thinking Questions and Activity, then you will need to retell everything you remember about the story and what you have learnt to your parent or tutor. Ok?”

The Story: "The Long-Awaited Promise"

Abraham stood beneath the stars, long before anyone had heard the name “Jesus.” But God had already begun a plan – a plan to rescue the world. And that plan would start with a family... Abraham’s family.

From the very beginning, God promised Abraham, “Through your offspring, all nations on earth will be blessed.” That blessing wasn’t just about land, crops, or children. It was about something much bigger – **a Savior**.

Abraham didn’t know His name. He didn’t see the manger, the miracles, or the cross. But he believed that God would keep His word. And centuries later, **Jesus was born**, not just as a descendant of Abraham, but as the fulfillment of everything God had promised.

Let’s look at how Abraham’s story points us to Jesus:

1. The Covenant

God made a **covenant** with Abraham – an unbreakable promise. Jesus brought a **new covenant** through His blood (Luke 22:20). While Abraham’s covenant promised land and a family, Jesus’ covenant offers eternal life and a spiritual family made of people from every nation.

2. The Sacrifice of Isaac

When Abraham took Isaac up the mountain to be sacrificed, it was a test of faith – but also a **picture of the gospel**. Isaac carried the wood. He trusted his father. And at the last moment, God provided a substitute – a ram in Isaac’s place.

That scene mirrors what happened on **Calvary**: Jesus, the beloved Son, carried His cross. But this time, there was no ram. **Jesus was the substitute** – the Lamb of God who took our place.

3. Faith that Saves

The Bible says, “Abraham believed God, and it was credited to him as righteousness” (Genesis 15:6). That’s the same kind of faith God asks of us. In the New Testament, Paul explains that we are made right with God – not by good deeds, but by **faith in Jesus** (Romans 4).

Abraham was saved by believing the promise. We are saved by believing in the One the promise pointed to – **Jesus Christ**.

4. A Global Family

Abraham was told that all nations would be blessed through him. Today, because of Jesus, people all over the world – Jews, Gentiles, every tribe and language – can become part of God’s family.

Galatians 3:29 says, “If you belong to Christ, then you are Abraham’s seed, and heirs according to the promise.”

That means Abraham’s story is also **our story**.

We are the stars he couldn’t count. The nations he couldn’t see. And the spiritual sons and daughters of a man who chose to follow God, even when he didn’t know where it would lead.

B) Biblical Connection

 *Galatians 3:29* – “If you belong to Christ, then you are Abraham’s seed, and heirs according to the promise.”

Reflect & Apply:

- What does it mean that you’re part of Abraham’s family by faith?
 - How does knowing the bigger picture of God’s plan help you trust Him more?
 - What’s one way you can share God’s blessing with others?
-

C) Thinking Questions

General Understanding:

1. What did God promise Abraham about his descendants and the nations?
2. How does the story of Isaac’s near-sacrifice point to Jesus?
3. What kind of covenant did Jesus bring?
4. What was Abraham’s righteousness based on?
5. According to Galatians, how are we part of Abraham’s family?

Christian Worldview Questions: 6. Why is Jesus the ultimate fulfillment of God’s promise to Abraham? 7. What does it mean to be saved by faith – not works? 8. How can you live as a child of the promise, just like Abraham?

Character Trait: Orderliness 9. God had one continuous plan – from Abraham to Jesus. How does seeing this big picture help bring clarity (spiritual order) to your faith? 10. How can knowing your place in God’s big story guide your choices today?

D) Activity

“Faith Family Tree” Project

1. Create a visual **Faith Family Tree**:
 - At the root: write **Abraham** (draw a simple tree or use lines).
 - In the trunk: write **Jesus** – the fulfillment of the promise.
 - In the branches/leaves: write names of people today (including yourself!) who are part of God’s family by faith.
 - Add words like “faith,” “promise,” “grace,” “covenant,” “nations,” “Jesus.”
2. On the back or underneath, write a short paragraph explaining:
 - How Jesus fulfilled God’s promise to Abraham
 - What it means to be part of God’s family today

Optional: Add Galatians 3:29 as a border or title.

E) Narration

Now it’s your turn to explain how Abraham’s story points to Jesus. Start with the promise to bless the nations, include the sacrifice of Isaac as a picture of Jesus, and explain how faith (not good deeds) connects us to that promise. Finish by describing how you’re part of that same story by believing in Christ.

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K10 – the connections and relationships between groups in the ancient past, including the influence of law and religion	The lesson links Abraham’s covenant to the later covenant in Christ, showing the religious continuity from ancient Israel to Christianity.
AC9HH8K07 – the significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion	Explores how Abraham’s descendants became a religious and cultural identity, influencing nations through God’s promise.
AC9HH9K04 – the role of individuals and groups in the development of events in the ancient past	Focuses on Abraham’s pivotal role in God’s salvation plan and how his life foreshadowed Jesus’ mission.
AC9HH10K14 – changing historical perspectives over time in relation to significant people, ideas, movements, events and developments	Considers how understanding of Abraham’s promise developed from Old Testament times through to New Testament fulfillment in Christ.

History – Skills

Code & Full Wording	Rationale
AC9HH7S01 – develop historical questions about the past to inform historical inquiry	Students investigate questions such as “How does Abraham’s covenant connect to Jesus?” and “Why is faith central in both stories?”
AC9HH8S05 – describe causes and effects, and explain continuities and changes	Cause: God’s covenant with Abraham; Effect: the coming of Jesus and the global family of faith. Highlights continuity between Old and New Covenants.
AC9HH9S06 – compare perspectives in sources and explain how these are influenced by significant events, ideas, locations, beliefs and values	Compares Abraham’s understanding of the promise with the New Testament writers’ explanation of its fulfillment in Christ.
AC9HH10S08 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources	The narration and “Faith Family Tree” require explanations that integrate biblical and historical evidence.

Geography – Knowledge & Understanding

Code & Full Wording

AC9HG7K03 – *the ways that places and people are interconnected with other places through trade, technology, travel, belief systems, and cultural practices*

AC9HG9K07 – *the ways that places and people are interconnected with other places through trade in goods and services, at all scales*

AC9HG10K02 – *the environmental world views of people and their implications for environmental management*

Rationale

Shows the spread of God’s promise from Abraham’s location in the ancient Near East to all nations through the gospel.

Relates to the cultural and spiritual connections linking Abraham’s descendants with diverse peoples across history.

Highlights differing worldviews: the monotheistic view of Abraham and Jesus compared to surrounding polytheistic cultures.

Geography – Skills

Code & Full Wording

AC9HG7S03 – *interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships*

AC9HG8S04 – *draw conclusions based on the analysis of the data and information*

AC9HG9S04 – *evaluate data and information to justify conclusions*

AC9HG10S06 – *create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate to communicate to a range of audiences*

Rationale

Students can visually trace the spread of faith from one man’s family in the Near East to global believers today.

Requires students to conclude how Abraham’s promise impacts the global Christian community today.

Students justify why they see themselves as part of the “faith family” through historical and biblical connections.

The “Faith Family Tree” is both a conceptual and visual mapping tool for showing spiritual connections across places and times.

Lesson 29: Life Along the Nile – Geography & Daily Life in Ancient Egypt

Goal: Understand how the Nile River shaped ancient Egyptian civilization and explore the rhythms, beliefs, and structures of Egyptian daily life.

A) Lesson Content – Story-Based

"The River That Made a Kingdom"

The sun rose hot and golden over the desert. All around stretched endless sand and stone – until you reached the shimmering ribbon of green: **the Nile River**.

In the heart of ancient Egypt, everything depended on that one miraculous river. Without it, the land would be dry and lifeless. But with it, **Egypt flourished** – becoming one of the most powerful and orderly civilizations the world has ever seen.

Every year, like clockwork, the Nile **flooded** its banks. Instead of disaster, these floods were a blessing. As the waters receded, they left behind a rich, dark soil called **silt**, perfect for growing crops. People watched the water carefully, measuring its rise with special stone steps called **Nileometers**. When the river rose high, the people rejoiced – they knew the harvest would be good.

Life moved in **rhythms**. The Egyptians divided the year into three seasons:

- **Akhet** – the flooding season
- **Peret** – the planting season
- **Shemu** – the harvest season

Farmers dug **canals and irrigation ditches**, guiding the Nile's water into their fields. They grew wheat for bread, barley for beer, flax for clothing, and vegetables like onions and garlic. **Donkeys and oxen** helped in the fields. Everything, from farming to festivals, followed the Nile's lead.

Villages lined the riverbanks. Most Egyptians lived in small **mudbrick homes**, with thatched roofs and cool courtyards. The houses were simple, but life was rich with family, food, and daily work. Men worked as farmers, builders, and craftsmen. Women helped with baking, weaving, and managing the household. **Children played with clay toys**, learned skills from their parents, and sometimes began apprenticeships early.

A few Egyptians were **scribes**, specially trained to read and write using **hieroglyphs** – picture symbols carved into walls or written on papyrus scrolls. Scribes were highly respected because they recorded laws, letters, and temple records.

At the very top of society stood the **pharaoh**. To the Egyptians, he was not just a ruler – he was considered a **living god**, chosen to keep balance and peace in the land. This balance was called **ma’at**. It meant truth, justice, and order. If ma’at was kept, Egypt prospered. If it was broken, chaos followed.

Temples towered across the land, filled with priests performing daily rituals. People brought **offerings to gods** like:

- **Ra**, the sun god
- **Osiris**, god of the dead
- **Isis**, goddess of magic and motherhood
- **Anubis**, guardian of the tombs

Egyptians believed strongly in the **afterlife**. They prepared carefully for death, building tombs filled with food, clothing, treasures, and prayers to help the soul journey safely. Some were **mummified**, wrapped in linen and placed in decorated coffins. For the rich, burial in a pyramid or elaborate tomb showed their status. For the poor, simple graves would do – but still with care and faith.

Along the river, **boats made of papyrus reeds or wood** carried goods, people, and messages. The Nile was their highway, their lifeline. Papyrus plants also became writing paper, and the fish, ducks, and birds of the Nile provided daily meals.

From the mountains of Africa to the shores of the Mediterranean, the Nile connected everything. **It was Egypt’s heart** – shaping its calendar, its crops, its cities, its temples, its economy, and its very sense of time and order.

And years later, in the same river that gave life to Egypt, a mother would place her baby son in a basket... a child named **Moses**, whom God would raise up to confront Egypt’s mighty pharaoh and bring freedom to His people.

B) Biblical Connection

Isaiah 33:22

“For the Lord is our judge, the Lord is our lawgiver, the Lord is our king; it is He who will save us.”

Reflect & Apply

- Egyptians saw the pharaoh as both a god and king. How is God different from any earthly ruler?
- In what ways do you rely on God to bring **structure and peace** into your daily life?
- What regular **rhythms or habits** help you stay connected to God?

C) Thinking Questions

General Understanding

1. Why was the Nile River so important to ancient Egypt?
2. What were the **three agricultural seasons**, and what happened during each?
3. What is **ma’at**, and why was it important?
4. What kinds of jobs did people have in ancient Egypt?

5. What did Egyptians believe about death and the afterlife?

Christian Worldview Questions

6. How is the **one true God** different from the many gods Egyptians worshipped?

7. Why is it important to have a sense of **order, justice, and truth** based on God's Word, not just tradition?

8. What does it mean that God is our **true Judge and King**, not just a figure of power?

Character Trait – Orderliness

9. How did the **rhythms of the Nile** bring order to Egyptian life?

10. What are **two ways** you can create better spiritual or practical routines that help you honour God in your daily life?

D) Activity – Diorama or Illustrated Timeline

Option A: Nile River Living Diorama

- Use a **shoebox or tray** to build a 3D model of Egyptian life. Include:
 - The **Nile River** with boats
 - Fields with crops and irrigation
 - A small **mudbrick house**
 - A **temple or pyramid**
- Use clay, paper, sticks, or printed images. Label each part.
- On a small card, write:

“The Nile gave Egypt its food, travel, and time. Without it, there would be no civilization.”

Option B: Illustrated Timeline – “A Year in Ancient Egypt”

- Draw three boxes or comic panels showing:
 1. **Flooding season (Akhet)** – rising waters
 2. **Planting season (Peret)** – farmers in the fields
 3. **Harvest season (Shemu)** – workers gathering grain
- Add speech bubbles to show what the people might be saying or thinking.
- Include labels, colours, and tools for each step of the farming cycle.

Optional Bonus: Watch a video or slideshow about how the Nile River works, or look at pictures of real papyrus, irrigation systems, or Nile boats.

E) Narration

Now, close your eyes and try to **retell the story in your own words**, including:

- What the **land of Egypt** looked like
- How the **Nile River shaped time, work, and society**
- What everyday life was like for an Egyptian family
- How Egyptians tried to keep **order** with gods and traditions
- What this teaches us about trusting **God as the true provider and ruler**

Finish your narration by answering this question aloud:

“What would life be like if we didn’t have rhythms and routines – and how does God help bring those into my life?”

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – <i>the physical features of ancient societies (such as landforms, water sources, and climate) and how these influenced the development of the society</i>	The Nile’s geography, flooding patterns, and fertile soil are central to explaining why Egypt developed as it did.
AC9HH7K11 – <i>the roles of significant individuals and groups in ancient societies</i>	References to the pharaoh, priests, scribes, and farmers demonstrate the roles people played in maintaining Egyptian society.
AC9HH8K06 – <i>the significant social, cultural, economic, environmental and/or political features of one or more ancient societies</i>	The lesson details Egyptian farming, social hierarchy, religion, beliefs about the afterlife, and the economic role of the Nile.
AC9HH9K05 – <i>the environmental, economic and/or social features of one or more ancient societies and how these influenced the daily lives of people in those societies</i>	Shows direct connections between the Nile’s seasonal flooding and the rhythms of Egyptian work, food supply, and festivals.

History – Skills

Code & Full Wording	Rationale
AC9HH7S02 – <i>sequence events and developments in chronological order to create a timeline</i>	Students create a seasonal farming timeline for Egypt.
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Explains cause-and-effect between Nile flooding and agricultural success, and continuity of annual cycles.
AC9HH9S03 – <i>identify the origin, purpose and context of primary and secondary sources</i>	Diorama/timeline work can be paired with historical images and reconstructions to identify context and origin.
AC9HH10S06 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	The narration and activities require clear explanation using historical concepts like “ma’at” and “Akhret–Peret–Shemu.”

Geography – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HG7K02 – <i>the features and characteristics of places and environments at a range of scales</i>	Focuses on the Nile’s physical features and its role in shaping Egyptian settlements and environment.
AC9HG7K03 – <i>the ways that places and people are interconnected with other places through trade, technology, travel, belief systems, and cultural practices</i>	The Nile as a transport route connecting regions, spreading goods, beliefs, and traditions.
AC9HG9K04 – <i>the influence of environmental quality on the liveability of places</i>	Demonstrates how the Nile’s fertile soil and predictable flooding sustained Egyptian life and prosperity.

Geography – Skills

Code & Full Wording	Rationale
AC9HG7S02 – <i>represent the location and features of places and different types of geographical information, in digital and non-digital form</i>	Activities encourage visual representation of the Nile, villages, and farming cycles in diorama or timeline form.
AC9HG8S03 – <i>interpret and analyse geographical data and other information, using geographical concepts to identify and explain patterns and trends</i>	Students analyse how the annual flood pattern determined Egypt’s agricultural and social rhythms.
AC9HG9S05 – <i>evaluate alternative strategies to improve environmental sustainability</i>	Opens discussion on how ancient irrigation systems worked sustainably with the Nile’s natural cycle.
AC9HG10S06 – <i>create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate to communicate to a range of audiences</i>	The timeline/diorama and narration activities require geographical communication to explain Egypt’s environment and society.

Lesson 30: Building the Pyramids – Power, Purpose & the Afterlife

Goal: Understand why the ancient Egyptians built pyramids, what they believed about death and eternity, and how the Bible offers a very different hope for eternal life.

A) Lesson Content – Story-Based

"Monuments of Stone and Fear"

The morning sun beat down on the endless sands of the Giza plateau. In the distance, men hauled massive limestone blocks – some weighing as much as a car – across wooden sleds. The air was filled with the sound of shouting foremen, creaking ropes, pounding hammers, and chisels scraping against stone. The desert echoed with the sounds of something magnificent rising: a pyramid.

But this wasn't just any structure. It was the **Great Pyramid of Giza**, a breathtaking stone mountain built as a **tomb for Pharaoh Khufu** – a man considered both king and god. Built more than 4,500 years ago, it still stands as one of the **Seven Wonders of the Ancient World**.

Towering over 450 feet high and made from more than **two million limestone blocks**, it was aligned so perfectly with the stars and compass directions that modern scientists still marvel at how it was done without cranes or machines. Every detail had a purpose. Every stone had a meaning. This was more than a building – it was a **statement of power**, a **path to the afterlife**, and a symbol of **divine order**.

So why would anyone go to such effort just to bury a man?

For the ancient Egyptians, **death wasn't the end** – it was the beginning of a **new journey**. They believed in an afterlife that could be filled with either **blessing or horror**. The pharaoh, they believed, was a living god on earth, and after death, he would rise to join the gods in the sky. But only if everything was done just right.

That's why his tomb had to be perfect. The pyramid was not only a grave but a **gateway to eternity**. Inside, priests placed:

- **Jewels and golden masks**, to show wealth
- **Food and wine**, to feed the soul
- **Games and statues**, for comfort
- **Weapons and boats**, for travel
- **Spells and prayers**, written on the walls and scrolls

The most important scrolls came from the **Book of the Dead** – a collection of magic texts and instructions to guide the soul through trials after death. One of the key beliefs was this: when a person died, their **heart would be weighed** against the feather of **ma'at** – the goddess of truth and justice. If the heart was too heavy with sin, the soul would be devoured by a monster. But if it was light, the person could live forever in the **Field of Reeds**, a kind of paradise.

To prepare for this, Egyptians mummified the body, placed **protective amulets** on the corpse, and built **grand tombs** to preserve the pharaoh's memory and guide him safely to the next world.

But this wasn't a rich man's dream alone. Thousands of **skilled workers**, including architects, engineers, masons, and farmers during the off-season, worked year after year to construct these mighty structures.

While it was once believed that slaves built the pyramids, evidence now shows that most workers were well-fed and respected craftsmen. Even so, the work was gruelling and dangerous.

Every pyramid was a monument to **order, power, and hope** – but also to **fear**. Egyptians feared being forgotten. They feared divine judgment. They feared getting lost in the afterlife. So they built bigger, grander, more perfect tombs – hoping to earn a place among the gods.

Yet the Bible tells a different story.

We don't earn eternal life through gold, rituals, or massive tombs. We receive it through **grace**, not works. Eternal life doesn't come from pyramids rising toward heaven – it comes from **Jesus coming down** from heaven. He said, "I am the way... No one comes to the Father except through Me." (John 14:6)

The pyramids still stand. But the pharaohs inside are long gone. Their riches remain buried. Their power faded. But those who trust in the Lord? They rise – not in stone, but in **new life**, built not by hands, but by God Himself.

B) Biblical Connection

John 14:6

"Jesus answered, 'I am the way and the truth and the life. No one comes to the Father except through Me.'"

Reflect & Apply

- Why do people fear death, and how do different cultures try to prepare for it?
- How does the gift of **eternal life through Jesus** change how we see death?
- What does it mean to **trust in God's promises**, rather than our own efforts or rituals?

C) Thinking Questions

General Understanding

1. Who was the Great Pyramid of Giza built for?
2. What did ancient Egyptians believe about life after death?
3. Why did they bury people with treasures and supplies?
4. What was the **Book of the Dead** and what did it include?
5. How did ordinary workers contribute to pyramid construction?

Christian Worldview Questions

6. How is salvation through Jesus different from the Egyptians' way of preparing for eternity?
7. Why do we not need rituals, tombs, or treasures to be accepted by God?
8. What does the story of the pyramids reveal about human hopes – and the **fear of judgment**?

Character Trait – Orderliness

9. Building a pyramid required careful **organisation, teamwork, and structure**. How did this reflect Egypt's value of ma'at (order)?
10. How can we prepare spiritually for eternity in a way that brings **order to our hearts**?

D) Activity – Mini Pyramid or Comparison Chart

Option A: Build a Mini Pyramid

- Use **sugar cubes, LEGO, cardboard**, or modelling clay to build a small pyramid.
- Inside, place a paper “burial chamber” with drawn treasures or messages.
- Add a label:

“Built by men – but only God builds forever.”

- Optional: Add an outer label: “Pharaoh’s Tomb – Hope in Works” vs. “Eternal Life – Hope in Christ.”

Option B: Truth vs. Tradition Chart – “Preparing for Eternity: Then & Now” Create a two-column chart:

Ancient Egyptian Beliefs	Biblical Truth from Scripture
Must preserve the body	Resurrection of the body by God
Must earn a place in paradise	Salvation is a gift through grace
Rituals and spells guide the soul	The Holy Spirit guides us into truth
Judgment based on actions	Judgment based on faith in Jesus
Pharaoh enters as a god	All people are equal before God

- Title it: “**How Do We Prepare for Eternity?**”
- Include one verse from **John 14** or **Romans 6:23**

E) Narration

Close your book or notes and **retell the story aloud**, including:

- Why the Egyptians built pyramids
- What they believed about the afterlife and how they prepared
- The hard work and fear behind the pyramid project
- How Jesus offers **a different way** – a better way – to eternal life

Final Prompt:

What would you say to someone who thinks they can “earn” their way to heaven? How would you explain the truth of **God’s grace**?

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording

AC9HH7K09 – the physical features of ancient societies (such as landforms, water sources, and climate) and how these influenced the development of the society

AC9HH7K11 – the roles of significant individuals and groups in ancient societies

AC9HH8K06 – the significant social, cultural, economic, environmental and/or political features of one or more ancient societies

AC9HH9K05 – the environmental, economic and/or social features of one or more ancient societies and how these influenced the daily lives of people in those societies

AC9HH10K05 – the significance of ideas, beliefs and values in the development of societies

Rationale

The lesson refers to the desert location of the Giza plateau and the Nile as context for pyramid construction.

Focuses on Pharaoh Khufu, priests, architects, engineers, and workers who built the pyramids.

Covers religious beliefs about the afterlife, the role of the pharaoh, the economic organisation of labour, and cultural practices around burial.

Explains how Egypt's climate and geography shaped construction methods and the seasonal involvement of farmers in pyramid building.

Examines the religious belief in ma'at, afterlife judgment, and the construction of pyramids as expressions of those values.

History – Skills

Code & Full Wording

AC9HH7S02 – sequence events and developments in chronological order to create a timeline

AC9HH8S05 – describe causes and effects, and explain continuities and changes

AC9HH9S03 – identify the origin, purpose and context of primary and secondary sources

AC9HH10S06 – create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources

Rationale

Students could create a sequence showing planning, building, and completion of a pyramid.

Demonstrates the cause-and-effect relationship between Egyptian beliefs about the afterlife and the monumental scale of tomb building.

Links to using archaeological evidence (e.g., worker villages, tools, inscriptions) to understand pyramid construction.

Students compare Egyptian beliefs with biblical truth using historical and cultural evidence.

Geography – Knowledge & Understanding

Code & Full Wording

AC9HG7K02 – the features and characteristics of places and environments at a range of scales

AC9HG7K03 – the ways that places and people are interconnected with other places through trade, technology, travel, belief systems, and cultural practices

Rationale

Describes the Giza plateau and its suitability for monumental construction.

The spread of pyramid-building techniques, shared beliefs about the afterlife, and trade for building materials reflect cultural interconnection.

Geography – Skills

Code & Full Wording

AC9HG7S02 – represent the location and features of places and different types of geographical information, in digital and non-digital form

AC9HG8S03 – interpret and analyse geographical data and other information, using geographical concepts to identify and explain patterns and trends

AC9HG10S06 – create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate to communicate to a range of audiences

Rationale

Students may create maps or diagrams of pyramid sites and surrounding worker villages.

Analyses why pyramids were built in certain locations and aligned with stars/compass points.

Activities encourage communicating findings about pyramid construction through diagrams, models, or charts.

For Lesson 31: Character Training – Orderliness, refer to the Character Training Supplement to be released in January 2026.

Lesson 32: Pharaohs, Power & Pride – God vs. the Kings of Egypt

A) Lesson Content – Story

"When Kings Thought They Were Gods"

The golden sun rose over the temples and palaces of Egypt, gleaming on polished stone statues and sparkling on the waters of the Nile. The land seemed eternal – strong, ordered, and proud. In the heart of it all stood the **pharaoh**, a man dressed in fine linen, wearing a headdress shaped like a cobra and a false beard tied to his chin. He was not just a king. In the eyes of the Egyptians, he was a **living god**.

From the very beginning of Egypt's history, pharaohs were worshipped as divine. They were believed to be the sons of **Ra**, the sun god, chosen to keep the land in balance. Pharaohs were the ones responsible for maintaining **ma'at** – the Egyptian idea of truth, order, and justice. If crops failed or enemies invaded, the people wondered: Has the pharaoh failed to please the gods?

Temples were built in his honour. Statues showed him as larger than life. His word was law, his face was carved on monuments, and his name was spoken with fear and respect. Even his tomb – the pyramid – was a monument of pride, power, and preparation for eternity.

But there was a problem.

Pharaohs were still just men.

And one day, the God of Israel decided to confront one.

It began when a man named **Moses** – once a prince of Egypt, now a shepherd in the wilderness – returned to the land he had fled. He came not with an army, not with riches, but with a **command** from the one true God.

"Let My people go."

The Pharaoh – most likely from Egypt's **New Kingdom** – stared down this dusty shepherd and laughed. Who was the God of slaves? He was the son of Ra! He ruled over the Nile and the pyramids. Why should he obey?

And so, a **battle of power and pride** began.

Ten plagues followed, and each was more than just a disaster – it was a **challenge to Egypt's gods**:

1. **The Nile turned to blood** – the river they worshipped became death.
2. **Frogs** filled homes and temples – a sacred animal turned into a curse.
3. **Gnats and flies** swarmed – attacking order and cleanliness.
4. **Livestock died** – wealth was destroyed.
5. **Boils** covered bodies – no priest could stay clean.
6. **Hail and fire** shattered crops – showing God's control over the sky.
7. **Locusts** devoured what was left.
8. **Darkness** fell – a direct blow to Ra, the sun god.
9. **The death of every firstborn** – even Pharaoh's own household was touched.

Each plague struck at the heart of Egyptian pride and religion. Pharaoh's magicians could not stop them. His priests could not explain them. And yet, **his heart remained hard**.

Finally, Pharaoh let the Israelites go – but his pride flared one last time. He gathered his army, chased them to the Red Sea, and prepared to crush them. But then, something happened that no god of Egypt could ever match.

The **sea parted**.

Walls of water stood on either side, and the Israelites walked through on dry ground. When Pharaoh's army followed, the waters crashed down. **Egypt's pride drowned that day**.

God had made His message clear: He alone is King. He alone controls nature, life, death, and truth. Pharaoh could claim to be a god – but only the **God of Israel** could move mountains, command rivers, and free slaves.

And the lesson didn't stop there.

Years later, another Pharaoh – **Necho** – would ignore God's warning and fight against the people of Israel. He would fall too. One by one, the prideful kings of Egypt collapsed under the weight of their own glory.

The Bible tells us, **"Pride goes before destruction"** (Proverbs 16:18). Every human ruler who places himself above God will one day fall. But those who **walk humbly** will be lifted up.

God doesn't measure greatness by palaces or power. He sees the heart. And while pharaohs tried to rule by pride, **Moses led by obedience** – and it was through Moses that God revealed His glory.

B) Biblical Connection

 **Proverbs 16:18** – "Pride goes before destruction, a haughty spirit before a fall."

Reflect & Apply:

- Why do you think pride is such a dangerous sin – especially for people in power?
- How can humility protect you from making harmful choices?
- What does it mean to walk humbly with God in school, in your family, or with friends?

C) Thinking Questions

General Understanding:

1. How were pharaohs viewed by the people of Egypt?
2. What was **ma'at**, and why did the Egyptians think the pharaoh upheld it?
3. What message did Moses deliver to Pharaoh?
4. List three of the ten plagues and what they symbolised.
5. How did God show His power at the Red Sea?

Christian Worldview Questions:

6. Why is pride so dangerous according to the Bible?
7. How does God respond to rulers who think they're above His authority?
8. Should Christians follow authority blindly, or speak truth like Moses? How do we do both humbly and wisely?

Character Trait – Orderliness:

9. Pharaoh claimed to bring order through his laws and religion – but what kind of **spiritual order** did God bring through Moses?
 10. What are two ways **you** can practise humility and spiritual order in your daily life?
-

D) Activity – Pharaoh vs. God: Drama or Debate

Choose one:

Option A: Mini-Drama Script Write and act out a short 3-scene drama with simple props:

1. Scene 1: Moses approaches Pharaoh with God's command
2. Scene 2: Pharaoh's pride during the plagues
3. Scene 3: Pharaoh watches the Red Sea part (and his pride crumble)

Use a toy staff, cloth crown, or cardboard river! Let students see and feel the contrast between **God's patience and power**, and **Pharaoh's pride and fall**.

Option B: Debate Poster – "Who's Really in Charge?" Create a poster with two sides:

Pharaoh	God
Claimed to be a god	Is the one true God
Ruled with pride	Rules with power and mercy
Promised to uphold ma'at	Defines truth and justice
Couldn't stop the plagues	Controlled nature and freed slaves
Lost to pride	Won through love and truth

Add a memory verse: **Proverbs 16:18**

Decorate with hieroglyphs, pyramids, and parted seas!

E) Narration

Now, **retell the story aloud** in your own words. Include:

- What the Egyptians believed about pharaohs
- Moses' bold message
- The plagues and Pharaoh's pride
- God's victory at the Red Sea
- What this teaches you about humility, leadership, and trusting the one true God

Final Challenge:

Are you building your life on **pride and control**, or **faith and humility**? God doesn't need kings – He looks for servants who are willing to say, "Here I am, Lord."

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – <i>the physical features of ancient societies (such as landforms, water sources, and climate) and how these influenced the development of the society</i>	Egypt's geography (Nile River, desert) is implied in the setting and role of the pharaoh in maintaining order.
AC9HH7K11 – <i>the roles of significant individuals and groups in ancient societies</i>	Focuses on Pharaohs, Moses, priests, magicians, and the Israelites.
AC9HH8K06 – <i>the significant social, cultural, economic, environmental and/or political features of one or more ancient societies</i>	Examines Egyptian religion (ma'at), divine kingship, political authority, and the economy's link to Pharaoh's leadership.
AC9HH10K05 – <i>the significance of ideas, beliefs and values in the development of societies</i>	Addresses Egyptian belief in divine kingship, ma'at, and how pride shaped political decision-making.

History – Skills

Code & Full Wording	Rationale
AC9HH7S02 – <i>sequence events and developments in chronological order to create a timeline</i>	Students could sequence the plagues, Pharaoh's responses, and the Red Sea crossing.
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Links Pharaoh's pride to the plagues and ultimate loss, showing cause and effect.
AC9HH9S03 – <i>identify the origin, purpose and context of primary and secondary sources</i>	Students could analyse biblical accounts as historical/religious texts and compare with Egyptian records.
AC9HH10S06 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	Used when debating or creating posters comparing God's authority to Pharaoh's.

Civics & Citizenship – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HC8K02 – <i>the values and practices that support democracy and citizen participation in Australia</i>	Contrasts Pharaoh's autocratic rule with values of justice, humility, and accountability before God – students can link to modern leadership ethics.
AC9HC9K01 – <i>the key features and values of Australia's system of government compared with other systems of government</i>	Allows comparison of divine monarchy (Egypt) to contemporary government systems, focusing on accountability and the rule of law.

Civics & Citizenship – Skills

Code & Full Wording	Rationale
AC9HC7S04 – <i>present evidence-based conclusions using civics and citizenship knowledge, concepts and terms</i>	Activities like the debate poster require presenting conclusions with evidence from the lesson.
AC9HC8S05 – <i>generate alternative responses to an issue and propose action, taking into account multiple perspectives</i>	Students can consider both Pharaoh's and Moses' perspectives and propose alternative leadership approaches grounded in humility and justice.

Advanced Extension #8(a): Egypt in the Bible – From Joseph to Jesus

A) Lesson Content – Story

"A Land of Refuge – and Testing"

When we hear the name “Egypt,” we often picture pyramids, golden tombs, or Moses standing before Pharaoh. But in the Bible, Egypt is more than just a place of slavery and plagues. It's also a land of rescue, testing, waiting – and even promise.

The story begins with **Joseph**, the son of Jacob. Sold into slavery by his jealous brothers, Joseph was dragged to Egypt in chains. He had done nothing wrong. He was faithful, obedient, and honest – and yet he ended up far from home, working in the house of Potiphar, an Egyptian official.

For a while, things went well. But then he was falsely accused and thrown into prison. It must have felt hopeless. Yet even in prison, God was with him. Joseph served faithfully, earned trust, and eventually was called before Pharaoh to interpret a dream.

Pharaoh's dreams were troubling – seven fat cows eaten by seven skinny ones; seven healthy heads of grain swallowed by seven thin ones. God gave Joseph the meaning: **Seven years of plenty would be followed by seven years of famine**. Joseph's advice? Store food while you can. Be wise. Be prepared.

Pharaoh was amazed and appointed Joseph as second-in-command over all of Egypt. A slave became a saviour – through faith, wisdom, and God's guidance.

Then the famine came. People everywhere were starving. But Egypt, because of Joseph, had food. And who came for help? Joseph's brothers – the very ones who had betrayed him. In one of the most beautiful moments in Scripture, Joseph forgave them, saying:

“You meant evil against me, but God meant it for good.” (Genesis 50:20)

Joseph invited his whole family – Jacob and all the tribes of Israel – to live in Egypt, in the land of Goshen. Egypt became a **land of safety**... for a time.

But hundreds of years passed. A new Pharaoh came to power – one who didn't remember Joseph. He saw the growing number of Israelites and became afraid. So he enslaved them, forcing them to make bricks and build cities. The land that had once sheltered them now became a land of **oppression**.

This led to the story of **Moses**, the burning bush, and the Exodus. God raised up a deliverer, showed His power through the plagues, and led His people out through the Red Sea. Egypt had once again played a key role – not only as a place of hardship, but also as the stage for one of God's greatest rescues.

And the story of Egypt didn't end there.

Centuries later, Egypt appeared again – this time in the New Testament. A wicked king named **Herod** heard that a child had been born who would one day be **“King of the Jews.”** Threatened and angry, Herod ordered all baby boys in Bethlehem to be killed.

But God was already ahead.

In a dream, He warned **Joseph**, the earthly father of Jesus. “Take the child and His mother and flee to Egypt,” the angel said. And so they did.

Jesus – the Son of God – was taken to Egypt for protection. He stayed there until Herod died. Then He returned to Israel, fulfilling the ancient prophecy:

“Out of Egypt I called My Son.” (Hosea 11:1; Matthew 2:15)

Once again, **Egypt was part of the plan.**

It was a land of both danger and refuge, judgment and safety. God used Egypt as a place to protect, prepare, test, and shape His people – from **Joseph** to **Moses**, and even **Jesus**.

Egypt reminds us that God can use **any place** – even a land filled with idols, pyramids, or powerful kings – to carry out His perfect plan.

Even when life feels unfair or frightening, God is never out of control.

B) Biblical Connection

 **Genesis 50:20** –

“You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives.”

Reflect & Apply:

- Have you ever experienced something difficult that God used to teach you or help someone else?
 - How does knowing God is always at work – even in unexpected places – help you stay hopeful?
 - How can you trust Him more when you're afraid or unsure about the future?
-

C) Thinking Questions

General Understanding:

1. How did Joseph end up in Egypt?
2. What happened when Pharaoh had troubling dreams?
3. Why did Joseph's family move to Egypt?
4. What happened to the Israelites generations after Joseph?
5. Why did Jesus' family escape to Egypt after He was born?

Christian Worldview Questions: 6. How does Joseph's story show that God can bring good out of painful experiences? 7. Why might God use unexpected or uncomfortable places – like Egypt – to shape His people? 8. How does Jesus' time in Egypt connect to the larger story of the Bible?

Character Trait – Orderliness: 9. How did Joseph’s wise planning help bring order and life during Egypt’s famine? 10. What are two ways you can bring order to your life by trusting God during hard times?

D) Activity

Egypt in the Bible Timeline

Instructions: Create a colourful timeline or illustrated scroll that includes these four key moments:

1. **Joseph in Egypt**
 - Approx. 1800 B.C.
 - God raises Joseph to leadership; Egypt becomes a refuge
2. **Israelites enslaved and Exodus under Moses**
 - Approx. 1400s B.C.
 - Pharaoh refuses to release God’s people; the plagues and Red Sea miracle
3. **Jesus’ family flees to Egypt**
 - c. 1st century A.D.
 - Joseph, Mary, and baby Jesus escape Herod’s plan
4. **“Out of Egypt I called My Son” prophecy**
 - Fulfilled in Matthew 2:15
 - Connects the past to the Gospel

Decorate your timeline with:

- Pyramids for Egypt
 - Grain silos for Joseph’s wisdom
 - Brick walls for Israelite slavery
 - A star or manger for Jesus
 - Add drawings, symbols, or key Scripture verses
-

E) Narration

Now it’s your turn to tell the story in your own words.

Explain:

- How Egypt became a place of both testing and safety
- How Joseph, Moses, and Jesus all had important moments in Egypt
- How God used a foreign land to shape His people and carry out His promises
- What this teaches you about trusting God – even in the hard or unexpected places

Closing Reflection:

“God can use even the most surprising places to keep His promises. Egypt was never the centre of the story – **but it was a place where God’s plan moved forward.** If you trust Him, He can use the unexpected places in your life too.”

Australian Curriculum Alignment:

History – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HH7K09 – <i>the physical features of ancient societies (such as landforms, water sources, and climate) and how these influenced the development of the society</i>	Egypt's Nile-based civilisation underpins Joseph's rise to power, the Israelites' settlement, and the setting for later biblical events.
AC9HH7K11 – <i>the roles of significant individuals and groups in ancient societies</i>	Focuses on Joseph, Pharaohs, Moses, and Jesus' family in Egypt.
AC9HH8K06 – <i>the significant social, cultural, economic, environmental and/or political features of one or more ancient societies</i>	Highlights Egypt's governance, social structure, famine planning, and role as both refuge and oppressor.
AC9HH10K05 – <i>the significance of ideas, beliefs and values in the development of societies</i>	Explores Egyptian beliefs about power, providence, and how biblical faith contrasted with and interacted with those beliefs.

History – Skills

Code & Full Wording	Rationale
AC9HH7S02 – <i>sequence events and developments in chronological order to create a timeline</i>	Directly used in the timeline activity covering Joseph, Exodus, and Jesus' time in Egypt.
AC9HH8S05 – <i>describe causes and effects, and explain continuities and changes</i>	Links Joseph's rise and famine management to Israelite migration; explains cause-and-effect of changing Pharaohs and shifting Israelite fortunes.
AC9HH9S03 – <i>identify the origin, purpose and context of primary and secondary sources</i>	Encourages analysis of biblical narratives and historical records about Egypt.
AC9HH10S06 – <i>create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that incorporate and acknowledge evidence from sources</i>	Applied in narration and reflection to explain Egypt's recurring biblical role.

Civics & Citizenship – Knowledge & Understanding

Code & Full Wording	Rationale
AC9HC8K02 – <i>the values and practices that support democracy and citizen participation in Australia</i>	Allows students to contrast Egyptian monarchy with biblical values of servant leadership and God's authority.
AC9HC9K01 – <i>the key features and values of Australia's system of government compared with other systems of government</i>	Comparison between Pharaoh's autocratic rule and systems with accountability, rule of law, and protection of the vulnerable.

Civics & Citizenship – Skills

Code & Full Wording	Rationale
AC9HC7S04 – <i>present evidence-based conclusions using civics and citizenship knowledge, concepts and terms</i>	Used in explaining biblical and historical conclusions about leadership, power, and God's providence.
AC9HC8S05 – <i>generate alternative responses to an issue and propose action, taking into account multiple perspectives</i>	Students can reflect on different leadership responses (e.g., Pharaoh's fear vs. Joseph's wisdom) and propose godly alternatives.

Advanced Extension #8(b): Discovering the Pyramids – Archaeology, Mystery & Faith

Theme: Investigating the Past Through Archaeology
Character Focus: Orderliness

Learning Objectives

By the end of this lesson, you will be able to:

1. Explain what archaeology is and how it is used to investigate ancient Egypt.
 2. Describe key discoveries in Egyptian archaeology, including the Rosetta Stone and the tomb of Tutankhamun.
 3. Analyse how archaeological evidence can confirm, question, or remain silent on biblical accounts.
 4. Compare historical methods of investigating the past with faith-based understandings of truth.
 5. Evaluate the role of order, detail, and careful planning in archaeological work.
-

A) Introduction – Vocabulary

Before you read the historical story, learn these key terms:

- **Archaeology** – the scientific study of human history through excavation and analysis of artifacts, buildings, and other physical remains.
 - **Artifact** – an object made or used by humans in the past.
 - **Hieroglyphs** – the ancient Egyptian writing system using pictures and symbols.
 - **Rosetta Stone** – a stone slab inscribed with the same text in three scripts, used to decode hieroglyphs.
 - **Excavation** – the process of digging up and recording evidence from past human activity.
 - **Conservation** – preserving archaeological finds for future study.
 - **Dynasty** – a line of rulers from the same family.
 - **Egyptology** – the study of ancient Egyptian history, language, and culture.
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B) Historical Story – “Digging Up the Past”

The wind whistled through the golden sands, swirling around the base of ancient stone monuments that had stood for thousands of years. For centuries, the pyramids and temples of Egypt loomed in silence, their walls covered with mysterious carvings. They were like sealed treasure chests – full of stories no one could read.

In Europe during the late 1700s, a new curiosity began to grow. Traders, explorers, and soldiers returning from the Middle East brought strange artifacts – stone statues, painted coffins, fragments of papyrus covered in curious symbols. These hints of a once-great civilisation fascinated scholars. Yet much about Egypt remained a mystery.

The Birth of Egyptology

In 1798, Napoleon Bonaparte led a military expedition to Egypt. Alongside his soldiers, he brought scientists, engineers, and artists to study the land's history. It was during this time that one of the greatest archaeological finds in history came to light – the **Rosetta Stone**. This black granite slab, discovered by French soldiers near the town of Rosetta, bore an inscription written in three scripts: ancient Egyptian hieroglyphs, a simpler Egyptian script called Demotic, and Greek. Since Greek was well understood, scholars realised they had found the key to unlocking hieroglyphs.

For over twenty years, researchers tried to crack the code. Finally, in 1822, French scholar Jean-François Champollion succeeded. The Rosetta Stone became the dictionary for ancient Egypt's forgotten language. Suddenly, the walls of temples and tombs spoke again, revealing stories of kings, battles, religious rituals, and everyday life.

Archaeology Takes Shape

In the early 1800s, excavations were often rushed treasure hunts. Ancient monuments were stripped of statues and jewels for private collections. But over time, archaeology became more scientific. By the mid-19th century, archaeologists began carefully recording where each object was found, photographing sites, and studying not just gold and gems but also broken pottery, food remains, and tools.

Archaeologists realised that every object – no matter how small – was a clue. A farmer's wooden hoe told as much about Egypt as a pharaoh's golden mask.

The Discovery of Tutankhamun

The most famous Egyptian discovery came in 1922, when British archaeologist **Howard Carter**, funded by Lord Carnarvon, uncovered the sealed tomb of **Tutankhamun**, the “boy king” who ruled around 1332–1323 BC. By this time, most royal tombs in the Valley of the Kings had been robbed long ago. But Tutankhamun's tomb was almost intact. Inside were over 5,000 objects: golden chariots, ceremonial thrones, jewellery, weapons, furniture, and even toys. At the centre lay the king's mummy, encased in three nested coffins – the innermost made of solid gold.

For the world, Tutankhamun's tomb was a window into the splendour of Egypt's New Kingdom. For historians, it offered a priceless record of burial customs, craftsmanship, and the religious beliefs of the time.

What Archaeology Reveals

Over the years, excavations in Egypt have uncovered much more than treasures. Entire workers' villages have been found near pyramid sites, showing that the labourers were skilled craftsmen, not simply slaves. Records on papyrus and carved in stone reveal details of farming, trade, taxation, and laws. Temples and tomb paintings show processions, music, dancing, and feasts.

Some finds connect directly to the Bible. A tomb painting from Beni Hasan shows Semitic people – likely from Canaan – wearing multi-coloured coats, bringing goods into Egypt. This image reminds many of the story of **Joseph** in Genesis. Records confirm that foreign workers and servants lived in Egypt during certain periods, and excavations have identified the fertile region of Goshen, mentioned in the story of Israel's sojourn.

The Question of the Exodus

One of the biggest debates in Egyptology is whether archaeology can “prove” the biblical Exodus. So far, no direct inscription has been found that says, “Moses led the Israelites out of Egypt.” Some scholars see this

silence as evidence against the event; others point out that Egyptian records rarely mention defeats or embarrassments. Many argue that the absence of evidence is exactly what we would expect – since slaves left few traces, and the Egyptians had no reason to record a humiliating loss.

Archaeology and Faith

For Christians, archaeology is a helpful friend but not the foundation of faith. The Bible is God’s Word, true whether or not every event can be dug out of the sand. However, discoveries can strengthen our understanding and appreciation of biblical history. They remind us that the Bible speaks of real people in real places.

As Jesus said in Luke 19:40, “If they keep quiet, the stones will cry out.” In a sense, archaeology lets the stones speak – whether they are temple walls, pottery shards, or fragments of ancient scrolls.

The Orderliness of Archaeology

Archaeology is slow, careful work. Excavators use trowels, brushes, sieves, and measuring tapes to uncover layers without damaging them. They draw maps, take photographs, and log every find. A single dig season might take months to uncover a few rooms, but the record produced will last for generations. This orderliness reflects a respect for truth – an attitude Christians are called to apply not only to history but to all of life.

When we study Egypt through archaeology, we see more than monuments. We see a civilisation striving for permanence, yet fading over time. The pharaohs built for eternity, but only God’s kingdom lasts forever.

C) HASS Thinking Questions

Years 7–8

1. What is archaeology, and how is it different from treasure hunting?
2. Why was the Rosetta Stone so important for understanding ancient Egypt?
3. Describe what was found in Tutankhamun’s tomb and why it matters to historians.
4. How can archaeological finds help us understand the daily lives of ordinary Egyptians?
5. Why might some events, like the Exodus, leave little or no archaeological trace?

Years 9–10

1. Evaluate how the decoding of hieroglyphs transformed the study of Egyptian history.
 2. Analyse the ways archaeology can both confirm and challenge historical accounts, including the Bible.
 3. Assess the significance of non-royal archaeological evidence (such as workers’ villages) for understanding Egyptian society.
 4. Debate whether “absence of evidence” should be treated as evidence against an event.
 5. Discuss how the discipline of archaeology demonstrates the importance of methodical, ordered research.
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D) Biblical Worldview

CREATION:

God's intention is that humans would remember and learn from the past. The ability to record and preserve history is part of His gift of creativity and stewardship.

FALL:

Sin distorts truth. Civilisations, including Egypt, often recorded only what glorified themselves, leaving out inconvenient truths. Pride, power, and idolatry clouded their historical record.

REDEMPTION:

Jesus is the ultimate Truth. Archaeology can point us toward historical realities, but the clearest revelation of God's plan is found in Scripture. We are called to handle truth with care, whether in science or in faith.

RESTORATION:

One day, all history will be fully revealed by God, and every hidden thing will come to light. Our eternal perspective reminds us that while earthly monuments fade, God's Word and His kingdom endure forever.

E) Activities

Option 1 – Hands-On:

Create a mini archaeological dig. Fill a box with sand and bury replica “artifacts” (small pottery, beads, fake coins). Record each item's location, draw a site map, and interpret what the finds might tell you about the “ancient society.”

Option 2 – Artistic:

Design an illustrated “Archaeology & Faith” poster showing the Rosetta Stone, Tutankhamun's tomb, and biblical connections (e.g., Joseph in Egypt). Include captions and Scripture verses.

Option 3 – Academic:

Write a 500–800 word essay comparing how secular archaeologists and Bible-believing archaeologists might interpret the same find. Use at least two examples from Egyptian archaeology.

F) Wrap-up

Archaeology opens a window into the past, but it cannot replace faith. For Christians, discoveries are exciting because they remind us that God's story is woven into real history. The orderliness of archaeology can inspire us to be equally careful and truthful in how we study, think, and live.

G) Narration

Retell the story in your own words, explaining:

- What archaeology is and how it works
- Why the Rosetta Stone and Tutankhamun's tomb are significant

- How archaeology relates to the Bible
- Why careful, ordered work is essential in uncovering truth

H) Australian Curriculum (v9) Content Descriptions Mapping

Content Description Code & Full Wording	Rationale
AC9HH7K01 – Explain the role of sources such as written records, oral accounts, and archaeological evidence in investigating the ancient past	Directly addressed through explanation of archaeology, Rosetta Stone, and excavation methods.
AC9HH8K03 – Analyse different interpretations of the past using a range of sources (e.g., archaeological evidence, texts, visual sources)	Lesson discusses debates over the Exodus and how archaeology can confirm or challenge narratives.
AC9HG9K05 – Analyse the spatial distribution of significant historical sites and their relationship to physical geography	Geographical discussion of sites like the Valley of the Kings, Giza, and Goshen connects archaeology to location.
AC9HC10S02 – Evaluate reliability and usefulness of primary and secondary sources for particular purposes	Students consider differing interpretations and evidence regarding biblical events in Egypt.
AC9HH10K06 – Evaluate how archaeological evidence contributes to understanding ancient societies	Tutankhamun's tomb, workers' villages, and daily life artifacts show how archaeology builds understanding.

SECTION 9

REVIEW OR ASSESSMENT

If you are enrolled in a school or correspondence course, then they may require you to hand in your History Journal including a final assessment task.

You could include photographs of any practical activities or creative projects.

To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.