

# **“Origins & Ancient Times (& Orderliness)”**

**Year A, Term 1**



Homeward  
Education Support

Grades  
7 - 10

History & Social Studies

# History & Social Studies

## Origins & Ancient Times

### Grades 7-10

#### 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

**SAMPLE EXTRACT ONLY**

**For access to Topics 4 to 8,  
please purchase the Study Guides.**

Prior to starting each week, review the recommended resources.

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<p><b>Assessment:</b> This term, just choose an example of the notes and activities from one lesson from each week (in your History Journal). You could include photographs of any practical activities or creative projects.</p> <p>Send these samples into the Homeward Academy Office 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at <a href="mailto:info@hesupport.com.au">info@hesupport.com.au</a></p>		

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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.

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### 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

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## 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

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## 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

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## 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

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## 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.

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## 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.
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## 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

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## 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

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## 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

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## 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

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## 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.

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## **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.
- **AC9HH9S03** – evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships.



## Lesson 3: Character Training – Orderliness

# 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

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## 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.

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## 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.

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### 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.

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### 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.

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### 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.

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## 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.

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### **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.

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### **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

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## **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

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## **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

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## 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

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## 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

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## 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.

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## 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

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## 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.

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## 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.

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## 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.

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## 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.

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### **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.

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### **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

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## **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

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## 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

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## 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

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## 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

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## 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.

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## 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)

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### 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.
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## 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

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.

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## 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.



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## 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

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## 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

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## 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

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## 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

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## 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

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## 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.

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## 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.
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# 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.
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## 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

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## 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.

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## **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.

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## **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.

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## **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.

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## **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

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## 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

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## 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

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## 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

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## 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

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## 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!

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## 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.
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## **Lesson 7: Character Training – Orderliness**



# 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)

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## 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)

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## 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)

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## **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)

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## 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)

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## 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)

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## 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)

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## 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)

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### 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)

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## 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)

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## 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)

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## 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)

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## 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)

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## 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)

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## 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
- **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
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  - **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)

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### 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)

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### 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)

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## 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)

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## 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)

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## 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)

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## 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)

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## 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

# 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)

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## 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)

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## 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.

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## **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.

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## **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.

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## **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.

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## 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.

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## 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)

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## 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)

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## 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)

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## 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)

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## 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)

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## 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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## **Lesson 11: Character Training – Orderliness**

# Lesson 12: Ancient Art and Symbolism

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

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## 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**.

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### 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.

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## *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.

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## *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**.

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## *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.

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### ***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.**

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### ***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.

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## **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)*

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## 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:**

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## 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: \_\_\_\_\_
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## 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.)*

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## 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:

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## 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**.

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### Australian Curriculum Mapping for Lesson 12: Ancient Art and Symbolism

Content Description Code & Wording	Rationale for Inclusion
<b>AC9HH7K08</b> – 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.
<b>AC9HH7K11</b> – 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.
<b>AC9HH8K07</b> – 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.
<b>AC9HH8K08</b> – 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.
<b>AC9HH7S03</b> – 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).
<b>AC9HH7S06</b> – 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.
<b>AC9HH7S08</b> – 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.
<b>AC9HH8S03</b> – 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.
<b>AC9HH8S06</b> – 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.
<b>AC9HH8S08</b> – 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.
<b>AC9HG8K03</b> – 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.
<b>AC9HG8S06</b> – 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.
<b>AC9HC7K04</b> – 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.
<b>AC9HC7S05</b> – 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

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### 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.**

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### *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**.

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## *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.

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### *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.**

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## **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.

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## 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)

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## 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: \_\_\_\_\_

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## 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:

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## 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!

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### 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.

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## **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?

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## SAMPLE EXTRACT ONLY

For access to Topics 4 to 8,  
please purchase the Study Guides.