

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

Unit 1



**Grades
7-10**

ENGLISH



**Homeward
Education Support**



English Grades 7-10

Origins & Ancient Times (& Orderliness)

SAMPLE EXTRACT ONLY

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

SUMMARY:

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

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

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

- To be advised

Prior to starting each week, review the recommended resources.

Contents

Topic	Description	Page
Topic 1	Why Words Matter	
Topic 2	Oral Story-telling & Ancient Cosmos	
Topic 3	Truth in Myth; History & the Earth	
Topic 4	Judgement, Survival & Sacred Stories	
Topic 5	Language, Confusion & Restoration	
Topic 6	Civilisation, Symbolism & Identity	
Topic 7	Covenant, Journey & Poetic Faith	
Topic 8	Monuments, Mortality & Meaning	
Topic 9	<p>Assessment: 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 info@hesupport.com.au</p>	

Topic 1 – Lesson 1: The Power of Words

Theme: Language as a Creative Force

English Focus: Understanding the role of words in shaping reality and relationships

Learning Objectives (adjusted)

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

- Reflect on how language—especially spoken and written words—can build up or tear down people and communities
- Examine how biblical language expresses power, creation, and moral purpose
- Identify personal examples of how words affect relationships and daily life
- Create a reflective paragraph that explores the ethical and spiritual impact of language
- Analyse and use language for positive influence and Christian growth

Learning Goals:

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

- Reflect on how language is used in the Bible to create, bless, or destroy
- Understand the purpose and power of words from a Christian worldview
- Write a reflective paragraph about how words influence the world

Bible Integration – God Spoke and It Was

Read the following passages carefully:

“And God said, ‘Let there be light,’ and there was light.” – *Genesis 1:3*

“In the beginning was the Word, and the Word was with God, and the Word was God.” – *John 1:1*

“Death and life are in the power of the tongue.” – *Proverbs 18:21*

Think About It:

After reading the verses, write a 3-sentence summary of what each verse says about the purpose and effect of words. Then reflect:

- What kind of “power” is being described?
- How is this power different from what we often see in the media or politics?

- What is God’s intention for our words, according to these Scriptures?
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Reading: How Words Shape the World

Words are more than tools for giving directions or passing tests. According to the Bible, words are one of the most powerful forces in the world. With a word, God brought light into existence. With a command, He separated sea from sky, land from water.

And with a spoken promise, He entered into covenant with Abraham. Later, when Jesus came, He didn’t just bring good deeds—He brought **words of life**. When He taught, people said, “No one has ever spoken like this man.” He even calmed the storm by speaking.

Words can build up or tear down. A word of encouragement can give someone the courage to face their fears. But a harsh insult can leave scars that last for years.

Every culture on earth has its own words. From Aboriginal languages to ancient Hebrew, from English to Arabic—each people group uses words to pass on ideas, teach children, and tell stories.

Words matter. And in this course, you will learn not only how to read and write them, but how to **use them wisely**.

Activity: Word Power Exercise

Look at the list of words below. Decide whether each one gives life or brings harm. Then write one sentence for each word that **uses it for good**.

Word	Life-Giving or Harmful?	Your Positive Sentence
Truth		
Gossip		
Encourage		
Sarcasm		
Comfort		
Boast		

Writing Task: Reflective Paragraph

Title: “How Words Shape the World”

Write one well-structured paragraph (6–8 sentences) answering this question:

How can my words shape the world around me?

Before writing, record in your journal 2 examples from the lesson where words were used to create life (e.g. God's words in Genesis, Jesus calming the storm, someone encouraging someone else). Use one of these examples in your paragraph to support your ideas.

As you write, think about your audience. How could your paragraph encourage a younger student to speak wisely?

Use these sentence starters if helpful:

- “Words can be like...”
- “One time I said something that...”
- “I believe God wants us to use our words to...”
- “When people speak kindly, it can...”
- “If we’re not careful, our words might...”

Make sure to:

- Begin with a strong topic sentence
- Include at least one personal example
- Finish with a concluding thought

Reflection Questions:

1. What does it mean that Jesus is called “the Word”?
2. Can you think of a time when someone’s words changed your day—for better or worse?
3. How can you speak life into someone this week?

Closing Prayer:

Heavenly Father, thank You for the gift of words. Help me to speak truth with grace, to build others up, and to honour You with my speech. May my writing this term reflect Your goodness. In Jesus’ name, Amen.

Australian Curriculum Content Descriptions Addressed in this Lesson.

Year 7

- **AC9E7LA01** – Understand how language expresses and creates personal and social identities
- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 8

- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts

- **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 9

- **AC9E9LE02** – Present a personal response to a literary text comparing initial impressions and subsequent analysis
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- **AC9E9LA01** – Recognise how language empowers relationships and roles

Year 10

- **AC9E10LA01** – Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Lesson 2: What Is Literature?

Theme: Understanding the Forms and Purposes of Literature

English Focus: Exploring the genres of literature and their role in expressing truth and beauty

Learning Objectives: By the end of this lesson, students will be able to:

1. Identify and describe the four main genres of literature: narrative, poetry, drama, and informational texts.
 2. Recognise how different literary forms are used to express truth, beauty, and meaning from a Christian worldview.
 3. Analyse short examples of each genre and reflect on how their form contributes to their message.
 4. Write a reflective paragraph on the value and purpose of literature in faith and life.
 5. Discuss how God communicates through diverse literary styles in the Bible.
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Bible Integration – God’s Word as Literature

The Bible is not just one kind of book – it is a **library** made up of many literary forms. Read these examples:

Narrative – “In the beginning, God created the heavens and the earth.” – *Genesis 1:1*

Poetry – “The Lord is my shepherd, I shall not want.” – *Psalms 23:1*

Wisdom Proverb – “A gentle answer turns away wrath, but a harsh word stirs up anger.” – *Proverbs 15:1*

Prophecy – “He was pierced for our transgressions...” – *Isaiah 53:5*

Parable (Story with a Lesson) – “A sower went out to sow his seed...” – *Luke 8:5*

Think About It:

- Why do you think God gave us stories and poems instead of just commands and facts?
- Which form of Scripture do you enjoy most – stories, songs, proverbs, or prophecies? Why?

Record your reflections in your English journal.

Reading: The Forms of Literature

Literature is more than a school subject. It is the art of using **language** to express something **true**, **beautiful**, or **important**. It gives us windows into other people’s thoughts, cultures, and faith. It can show us pain, hope, love, tragedy, and courage.

There are many genres of literature, but the four main ones are:

1. **Narrative** (Stories) – These include novels, short stories, biographies, and historical narratives. They tell about events and characters and often teach deep truths through experiences. *Example: The story of Joseph in Genesis.*
2. **Poetry** – Poems use rhythm, rhyme, and imagery to stir the heart. They may be short and symbolic or long and epic. *Example: The Psalms or Dorothea Mackellar’s “My Country.”*
3. **Drama** – This is literature written to be performed. It includes plays, dialogues, and sometimes film scripts. *Example: The book of Job reads like a heavenly courtroom drama.*

4. **Informational / Expository Texts** – These explain or describe something clearly and factually. They are still literature when written with purpose and elegance. *Example: Proverbs and parts of Paul’s letters.*

Each genre communicates differently. Together, they reflect the richness of language as God intended it: for **truth, wisdom, and beauty**.

Mini Task – Literary Form Comparison:

Read the five biblical examples again (Genesis 1:1, Psalm 23:1, Proverbs 15:1, Isaiah 53:5, Luke 8:5).

For each, answer:

- What is the main purpose of this passage (e.g. to teach, to move emotions, to describe truth)?
 - How does the literary form (story, poem, proverb, etc.) help achieve that purpose?
- Now choose two of these and compare them. Which do you find more powerful, and why?

[To the teacher: This supports Year 8–10 learners to **analyse and evaluate how text structures and language features are used** (AC9E8LE01, AC9E9LE01, AC9E10LE01).]

Activity: Genre Matching Table

Read the example on the left and the genre in the centre. Then explain how that genre helps communicate its message clearly.

Example	Genre	Why this form suits the message (1–2 sentences)
Jesus tells the story of the Prodigal Son	Parable	
Psalm 23 describes God as a shepherd	Poetry	
An article explaining how Noah’s Ark could hold many animals	Informational Text	
A script of a debate between Job and his friends	Drama	
A short story set in Mesopotamia about a boy who wants to read cuneiform	Narrative	

Think-Pair-Share (Oral Discussion):

With a partner, choose one form of literature (e.g. poetry or narrative). Discuss:

- How this form can be powerful in expressing truth or emotion.
 - Which Bible passage or story in that form has affected you personally?
- Share one idea from your discussion with the group or write a summary in your journal.

[To the teacher: This adds **collaborative speaking and listening** aligned with interaction skills in the Literacy strand.]

Writing Task: Reflective Paragraph

Title: “Why We Need Stories and Poems”

Write a short paragraph (6–8 sentences) answering the question:

Why does God use literature to speak to us?

Ideas to include:

- The Bible uses many genres.
- Stories can help us remember truth.
- Poetry touches the heart as well as the mind.
- Literature shapes how we see the world.

Use a topic sentence, at least one example from the Bible or history, and a strong conclusion.

Reflection Questions:

1. What’s the difference between knowing something as a fact and feeling it through a story or poem?
 2. Can you think of a time when a story or poem helped you understand something about God?
 3. If you could write only one form of literature to explain your faith, which would it be—story, poem, or article? Why?
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Closing Prayer:

Lord, thank You for giving us the Bible in many forms – stories, psalms, proverbs, and letters. Help me to read and write in a way that honours Your truth and stirs the hearts of others. May I learn to see You through every kind of word. In Jesus’ name, Amen.

Optional Extension – Explore a Psalm

Choose any Psalm between 1 and 30. Read it aloud and answer the following:

- What is the main message?
 - What images or emotions does it use?
 - Would this message be as powerful if it were written as a fact sheet? Why or why not?
-

Australian Curriculum (v. 9) Linked to this Lesson:

Year 7

- AC9E7LE01 – Identify and explore ideas, points of view, characters, events and/or issues in literary texts
- AC9E7LA03 – Understand how language features can be used for particular purposes and effects
- AC9E7LY01 – Use interaction skills when engaging with others to explore ideas and convey information

Year 8

- **AC9E8LE01** – Analyse and evaluate how language features are used to represent ideas, characters and events in texts
- **AC9E8LA03** – Understand how vocabulary and language features can be used for specific purposes and effects
- **AC9E8LY01** – Use interaction skills when engaging with others to explore ideas and express opinions

Year 9

- **AC9E9LE01** – Analyse and explain how language features and text structures are used in literary texts
- **AC9E9LA03** – Understand how vocabulary and language features can be adapted for different purposes, audiences and contexts
- **AC9E9LY01** – Use interaction skills to navigate and discuss ethical issues when evaluating how ideas and perspectives are presented in texts

Year 10

- **AC9E10LE01** – Evaluate how language features and text structures are used in literary texts
- **AC9E10LA03** – Understand how vocabulary and language features can be refined for particular purposes, audiences and contexts
- **AC9E10LY01** – Use interaction skills to explore and discuss challenging issues, justifying opinions and building shared understanding

Lesson 3: A Christian Worldview of Communication

Theme: God Honours Truthful and Meaningful Language

English Focus: Denotation, connotation, and the Christian use of language

Learning Objectives

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

- Distinguish between denotation (literal meaning) and connotation (emotional or cultural meaning) in vocabulary
 - Analyse how language choices shape emotional response and moral tone
 - Reflect on how connotation affects communication from a Christian perspective
 - Use connotative language to write a short persuasive or devotional paragraph that uplifts and inspires
 - Evaluate the ethical and spiritual implications of word choice in daily life and media
-

Bible Integration – Let Your Words Be Truthful and Full of Grace

Read these passages carefully:

“Let your conversation be always full of grace, seasoned with salt.” – *Colossians 4:6*

“Therefore each of you must put off falsehood and speak truthfully to your neighbour.” – *Ephesians 4:25*

“The tongue has the power of life and death.” – *Proverbs 18:21*

Think About It:

- What kind of language pleases God?
- What does it mean to be “seasoned with salt”?
- How can your words be full of both **grace** and **truth**?

Write a short reflection in your journal – about 4–5 sentences.

Reading: Denotation and Connotation – The Two Layers of Language

Every word has a **denotation** – its exact, dictionary meaning. But many words also carry **connotations** – feelings, associations, and ideas that go beyond the literal definition.

For example:

- The word “**home**” denotes a place where someone lives.
- But it connotes comfort, safety, warmth, and belonging.

Another example:

- “**Snake**” denotes a kind of animal.
- But it connotes sneakiness, betrayal, and danger.

Writers choose their words not only for accuracy but also for effect. A single word can **stir emotion**, **paint a mood**, or **suggest deeper ideas**.

As Christians, we must be wise in our word choices. Even if something is technically true, it may **mislead**, **harm**, or **deceive** depending on tone and connotation. God cares not just about what we say – but **how and why** we say it.

In persuasive writing and media, connotation is often used to shape opinions without stating facts directly. For example, calling a political decision “reckless” vs “bold” changes how the reader feels, even if the denotation of the action is the same. As Christian communicators, we should be alert to how word choice may persuade, manipulate, or uplift - and strive to reflect Christ’s love in how we express ourselves.

[To the Teacher: This section aligns with: **AC9E9LA08** (vocabulary shaping tone); **AC9E10LY03** (language revealing values), and **AC9E7LA01** (identity and communication).]

Activity: Denotation vs Connotation Table

For each word below:

1. Write its denotation (dictionary meaning).
2. Write two or three possible connotations (feelings or ideas people might associate with the word).
3. Mark whether its usual tone is positive, negative, or neutral.

Word	Denotation (literal meaning)	Connotations (associated ideas)	Tone
Lion			
Cheap			
Childlike			
Rebel			
Cross			

Then answer:

- Can a word have a **positive** connotation in one context and a **negative** one in another? Give an example.
 - Why should Christians think carefully about the connotations of the words they use?
-

Writing Task: Paragraph Using Connotation for Good

Title: “A Voice of Light in the Darkness”

Write a paragraph (6–8 sentences) that communicates a hopeful or Christian message using words with **positive connotations**.

Ideas:

- You could describe someone sharing God’s love
- You could reflect on truth overcoming lies
- You could write about kindness spreading in a dark world

Try to:

- Choose words with strong, uplifting emotional tone
- Use at least 3 connotative words
- End with a sentence that leaves the reader feeling hopeful

Example starter:

“The room was still, but her words carried warmth like a flickering fire. She didn’t raise her voice, but everything she said seemed to shine...”

Before you begin, brainstorm a list of 5–10 words that carry positive emotional tone (e.g. “light,” “comfort,” “restored,” “welcome,” “gentle,” “shimmering”). Choose at least three to include in your paragraph. You may underline them when finished to help review your language effect.

[To the Teacher: This explicitly teaches students to *select vocabulary for stylistic and emotional effect*, supporting AC9E9LA08 and AC9E10LA01.]

Reflection Questions:

1. When have you heard a word that meant something different than what was intended?
2. How do advertising, news, and media use connotations to influence people?
3. What habits can help you make sure your words reflect Christ’s grace and truth?

Closing Prayer:

Lord, help me to speak truth in love. Let my words be clear and full of meaning, not to impress or deceive, but to honour You and build others up. Give me wisdom to know how my words affect others and grace to speak them kindly. Amen.

Optional Extension – Word Study Devotion

Choose a word from the Bible that has rich connotation, such as:

Shepherd, Light, Bread, Rock, or Truth.

- Look up how the Bible uses this word in different verses
- Record how each use gives extra emotional or spiritual meaning
- Write a short devotional paragraph about what the word teaches you about God

Links to Australian Curriculum v.9:

Year 7

- AC9E7LA01 – Understand how language expresses and creates personal and social identities
- AC9E7LE03 – Explain the ways that literary devices and language features... influence emotions and opinions
- AC9E7LY06 – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- AC9E7LY03 – Analyse the ways in which language features shape meaning and vary according to audience and purpose

Year 8

- **AC9E8LA02** – Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor
 - **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
 - **AC9E8LY06** – Plan, create, edit and publish... texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical
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Year 9

- **AC9E9LA08** – Analyse how vocabulary choices contribute to style, mood and tone
 - **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
 - **AC9E9LY06** – Plan, create, edit and publish... written and multimodal texts... for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
 - **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
-

Year 10

- **AC9E10LA01** – Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LY06** – Plan, create, edit and publish... texts... through experimenting with text structures, language features, literary devices and multimodal features...

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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TOPIC 2

ORAL STORY-TELLING & ANCIENT COSMOS

Lesson 4: Intelligent Ancients - Fact or Fiction?

Theme: Reclaiming the Genius of Early Mankind

English Focus: Biographical and creative nonfiction writing

Learning Objectives: By the end of this lesson, students will be able to:

- Compare biblical and secular views of early human intelligence
- Understand the genre of biography and its purpose in truth-telling
- Analyse how language choices affect tone and audience perception
- Plan and write a creative nonfiction biography using literary devices
- Reflect on the importance of worldview in shaping historical narrative

Bible Integration – Early Mankind Was Intelligent

Read these selected verses from early Genesis:

“Then Cain built a city and named it after his son Enoch.” – *Genesis 4:17*

“His brother’s name was Jubal; he was the father of all who play stringed instruments and pipes.” – *Genesis 4:21*

“Tubal-Cain... forged all kinds of tools out of bronze and iron.” – *Genesis 4:22*

Think About It:

- What does this tell you about the skills of early people?
- Why do many modern books and films portray early mankind as dumb, slow, or primitive?
- How might our view of history change if we believed humans were intelligent from the beginning?

Write a short journal entry (about 4–5 sentences) responding to the question:

“How does the Bible’s view of early mankind differ from popular culture?”

Reading: Rewriting the Narrative of Ancient Genius

In school textbooks, early humans are often described as cave-dwelling brutes who slowly evolved better tools over thousands of years. They’re shown as hairy, hunched-over, grunting beings who didn’t know how to speak, build, or worship.

But the Bible tells a different story. Within just a few generations of Adam, humans had built cities, invented musical instruments, developed metal tools, and farmed the land. These were **brilliant, creative, and responsible** beings made in the **image of God**.

Throughout history, ancient peoples have amazed us with their achievements:

- The Sumerians developed writing and complex laws
- Egyptians built vast pyramids without modern machinery
- Aboriginal Australians tracked weather patterns, stars, and animal movements using memory and oral tradition
- The Chinese created compasses, paper, and printing presses centuries before Europe

These examples show that intelligence isn't something that 'evolved' slowly – it was **designed into us from the beginning**.

Today, we'll practise writing a **creative biography** of an ancient person, real or imagined, who shows the brilliance of early humanity.

Many school texts frame early humans as unintelligent because they rely on evolutionary assumptions. These assumptions influence the *tone* and *structure* of their writing - often presenting opinions as fact.

As Christian writers, we must examine the **purpose** behind a text. Is it trying to inspire, inform, or persuade? Is it based on truth or worldview bias? In this lesson, you will practise using nonfiction writing not just to inform, but to honour God's truth and the dignity of early people.

[**To the Teacher:** This section directly supports: **AC9E9LY03** (language shaping perspective); & **AC9E10LY04** (organisation of ideas to achieve purpose)]

Activity: Explore a Real Ancient Innovator

Choose one of the following figures (or another ancient inventor of your choice) and research them for 10–15 minutes. Take notes about what they did and why it mattered.

- **Imhotep** (Egypt) – Architect, physician, engineer
- **Lu Ban** (China) – Legendary carpenter and inventor
- **Enheduanna** (Sumer) – First known female writer in history
- **Jubal** (Genesis 4) – Musician and father of instruments
- **Tubal-Cain** (Genesis 4) – Early blacksmith and metalworker
- **Aboriginal Elder (unnamed)** – Oral memory-keeper or tracker

Make dot points under these headings:

- Name and Time Period
 - Main Achievements
 - Skills and Knowledge
 - Why They Inspire Me
-

✦ Optional Literary Device Focus

Before you do your writing task, brainstorm some literary techniques you might use in your biography:

- **Metaphor:** “His mind was a forge where ideas were shaped like glowing iron”
 - **Personification:** “The tools seemed to sing as she worked”
 - **Alliteration:** “Builder, blacksmith, and bearer of brilliance”
- Choose 1–2 techniques to include in your final paragraph.

[Supports: AC9E8LE06, AC9E9LE06, and AC9E10LE08 (creative literary construction)]

Writing Task: Biographical Composition

Title Suggestion: “Brilliance in the Beginning”

Write a **1–2 paragraph creative nonfiction biography** of the ancient person you researched. Use literary devices like imagery, metaphor, or dramatic detail to bring their story to life.

Include:

- A strong opening sentence that captures attention
- Descriptive language to show their intelligence
- A final sentence that reflects on what we can learn from them

Example opening:

“Long before skyscrapers and satellites, there walked a man who shaped copper and bronze like clay, heating the earth’s metals into tools that tamed wild soil...”

Use present or past tense depending on the tone you prefer. You may write it as a historical retelling, a “lost diary entry,” or a first-person speech if desired.

Reflection Questions:

1. Why is it important to tell the truth about ancient people?
 2. How can stories about early mankind influence how we see ourselves today?
 3. What story would you want someone to write about your life if you lived 4000 years ago?
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Closing Prayer:

Lord, thank You for making humans in Your image with intelligence and creativity. Help me to see past false ideas and to recognise the brilliance of Your design. Teach me to honour those who have come before and to use my own gifts for Your glory. Amen.

Optional Extension – Comparing Ancient Biographies

Read two short biographies: one of a biblical figure (e.g. Noah or Enoch) and one from secular history (e.g. Imhotep or Lu Ban).

Create a Venn diagram comparing:

- View of human ability
- View of human purpose
- Role of God or the divine

Write a short conclusion: Which worldview best explains human innovation?

Advanced Extension Option:

Choose a modern article or textbook excerpt that describes early humans. Identify 3 examples of how language is used to imply primitiveness or low intelligence (e.g. “prehistoric man,” “simple tools,” “gradual

development”).

Then rewrite one paragraph from a Christian worldview, describing the same people with dignity and creative intelligence.

[**Teacher:** This adds depth to worldview discernment and supports: AC9E9LY03 and AC9E10LY03 (evaluating implicit values and perspectives)]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts
 - **AC9E7LE05** – Identify and explain the ways that characters, settings and events combine to create meaning in narratives
 - **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical
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Year 8

- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects
 - **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences
 - **AC9E8LA03** – Explain how texts are structured depending on their purpose and how language features vary
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Year 9

- **AC9E9LE06** – Create and edit literary texts... that experiment with text structures, language features and literary devices for purposes and audiences
 - **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, informative, persuasive, analytical and/or critical
 - **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
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Year 10

- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences
- **AC9E10LY06** – Plan, create, edit and publish written and multimodal texts... through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences
- **AC9E10LY04** – Analyse and evaluate how authors organise ideas in texts to achieve a purpose

Lesson 5: The Stars Declare His Glory

Theme: Awe and Worship through Poetic Description

English Focus: Figurative language and descriptive writing

Learning Objectives - By the end of this lesson, students will be able to:

- Identify and explain poetic devices such as metaphor, imagery, simile, and personification
 - Analyse how the heavens are described poetically in the Bible
 - Reflect on the emotional and spiritual impact of observing creation
 - Compose a descriptive paragraph or poem using poetic devices to express awe or worship
 - Compare poetic treatments of the sky across sacred and secular texts
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Bible Integration – The Heavens Speak

Read the following Bible passages aloud or silently:

“The heavens declare the glory of God; the skies proclaim the work of his hands.” – *Psalms 19:1*

“He determines the number of the stars and calls them each by name.” – *Psalms 147:4*

“Can you bind the chains of the Pleiades? Can you loosen Orion’s belt?” – *Job 38:31*

Think About It:

- How does the Bible describe the stars and heavens?
- Why do you think God created the sky to be so vast and beautiful?
- What emotions do you feel when you look up at the night sky?

Write 2–3 sentences in your journal about how the sky makes you feel about God.

Reading: Language of Awe – Poetry and the Universe

Humans have always looked to the skies with wonder. Before telescopes and satellites, people would lie on their backs and stare at the stars. They gave names to constellations, imagined stories in the sky, and used the stars to measure time and find their way home.

Even today, with all our knowledge of galaxies, black holes, and orbits, the night sky remains a place of **mystery** and **majesty**.

Poetry gives us a way to capture feelings that facts cannot. Where science describes the stars, poetry **celebrates** them. The Psalms often describe the skies in symbolic ways: stars that sing, heavens that shout, and planets that move like dancers in praise of their Creator.

As Christian writers, we can use poetic tools to help others see the sky with new eyes.

Poets often use the night sky to express things beyond science—like beauty, loneliness, awe, or eternity. Biblical poetry uses the stars to speak of God’s glory. Secular poets may use the same images to express wonder or longing, but not always with a spiritual connection.

As you read Psalm 19 and other poems, consider:

- What tone is created through word choice and imagery?
- How do literary devices shape how we feel about the sky?

[**Teacher:** This supports: AC9E9LE05 and AC9E10LE05 (analysis of literary devices and text structure); AC9E8LE05 (tone and effect of sentence patterns and imagery)]

Activity: Poetic Devices Scavenger Hunt

Read this excerpt from *Psalm 19* (vv. 1–6) and look for examples of the following:

- **Imagery** (descriptions that appeal to the senses)
- **Personification** (giving human qualities to non-human things)
- **Metaphor or Simile** (comparisons)

Write down at least one example of each:

Device	Example from Psalm 19
Imagery	
Personification	
Metaphor/Simile	

Then answer: Why does the Psalmist describe the skies this way? What is the effect?

Writing Task: Descriptive Paragraph or Poem

Title Choice: “The Voice of the Sky” or “God’s Galaxy”

Before writing your poem or paragraph, brainstorm 3–5 words or images that make you feel awe or wonder (e.g. shimmer, hush, spin, blazing, curtain of stars). Try using at least two of these in your final piece.

Consider your *tone*: Are you writing in quiet reverence, joyful celebration, or trembling wonder?

[This supports: AC9E7LE03, AC9E8LE06, AC9E10LE08 (emotional effect through literary voice)]

Choose either a **descriptive paragraph** or a **poem** to complete this task. Use rich figurative language to describe one of the following:

- A single planet (e.g. Jupiter, Mars)
- A full night sky
- A galaxy or constellation
- A sunrise or moonrise
- A comet or meteor shower

Checklist:

- Use at least **three poetic devices** (imagery, metaphor, simile, personification)
- Focus on making your reader feel awe, wonder, or worship
- Include a final line that connects creation to the Creator

Example starter (poem):

They whisper secrets in ancient tongues,
The stars, bright witnesses to glory begun...

Example starter (paragraph):

Saturn rises slowly, crowned in rings of ice and light. It does not speak, but somehow it sings. A deep, silent hymn for the One who spun it in space...

Reflection Questions:

1. Do you think poetry is an effective way to express spiritual truths? Why or why not?
 2. What do the heavens teach us about God's power and creativity?
 3. What poetic device do you enjoy using most—simile, metaphor, personification, or imagery?
-

Closing Prayer:

Father, You stretched out the heavens and set the stars in place. Thank You for the beauty of Your universe. Help me to use words that reflect Your majesty and to write not just with skill, but with awe. Teach me to see Your glory wherever I look. In Jesus' name, Amen.

Optional Extension – Compare Two Poems about the Sky

Choose two of the following (or find your own):

- *Psalm 8*
- *Psalm 19*
- “When I Heard the Learn'd Astronomer” – Walt Whitman
- “Bright Star” – John Keats
- “The Planets” – Judith Wright

Instructions:

- Read both poems.
- In a short paragraph, compare their views of the sky.
- Which one draws you closer to God? Why?

After completing your comparison paragraph, write 1–2 sentences explaining which poetic devices helped you connect most with the poem's message. Was it metaphor, rhythm, imagery, or voice?

[This supports: AC9E10LE06 – evaluating how voice evokes emotional response; & AC9E8LE02 – forming a personal opinion about literary style]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE03** – Explain the ways that literary devices and language features such as dialogue and images are used to create character, and to influence emotions and opinions in different types of texts
- **AC9E7LE06** – Identify and explain how literary devices create layers of meaning in texts including poetry

- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, informative, persuasive and/or analytical
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Year 8

- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
 - **AC9E8LE05** – Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect
 - **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects
-

Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
 - **AC9E9LE06** – Create and edit literary texts... that experiment with text structures, language features and literary devices
 - **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences... that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Year 10

- **AC9E10LE05** – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts
- **AC9E10LE06** – Compare and evaluate how “voice” as a literary device is used in different types of texts... to evoke emotional responses
- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language for purposes and audiences

Lesson 6: Legends and the Sky – Evaluating Oral Tradition

Theme: Truth in Stories Passed Down

English Focus: Analytical writing and oral tradition as a source of cultural memory

Learning Objectives - By the end of this lesson, students will be able to:

- Identify features and functions of oral storytelling in various cultures
 - Evaluate the worldview and values expressed in oral legends
 - Compare spiritual or moral messages from cultural myths to biblical truth
 - Write an analytical paragraph evaluating an oral tradition
 - Compose a symbolic oral-style story that communicates a clear moral
-

Bible Integration – Remembering by Retelling

In ancient Israel, storytelling was a sacred duty. God instructed His people to **pass down stories** of His faithfulness so the next generation would remember.

“Tell it to your children, and let your children tell it to their children, and their children to the next generation.” – *Joel 1:3*

“We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the Lord...” – *Psalms 78:4*

Think About It:

- Why did God ask His people to repeat His works through spoken words?
- What are the strengths of passing down stories by word of mouth?
- What could go wrong when stories are passed orally?

Write 3–4 sentences in your journal reflecting on the strengths and weaknesses of oral tradition.

Reading: Ancient Legends and the Night Sky

Before people wrote things down, they told stories. Around campfires, under starlit skies, elders and parents shared memories, lessons, and sacred tales with the younger generation. These **oral traditions** carried deep meaning, helped explain the world, and preserved identity.

Many ancient legends are tied to the sky:

- **Aboriginal Dreaming stories** describe constellations as ancestral beings walking the heavens
- **Greek myths** explain how heroes and monsters became stars
- **Babylonian and Egyptian stories** describe the sun as a god riding across the sky
- **Hebrew stories**, by contrast, declare that the **sun, moon, and stars are God’s creation**, not gods themselves

Oral stories can contain **truth**, even when they are not **literal**. They may use imagery, metaphor, and symbolism to explain real values: the importance of bravery, the cost of pride, or the greatness of the

Creator. Your job today is not to ask whether each story is “true” in a historical sense, but to ask:
What truth is this story trying to teach?

Oral storytelling isn’t just about entertainment - it preserves identity, worldview, and values. By examining how different cultures explain the stars, we learn not only what they believed but how they viewed the Creator, the universe, and human purpose.

When analysing these stories, ask yourself:

- What is being honoured or praised?
- What does the story say about human responsibility or destiny?
- Does the story reflect fear, wonder, worship, or something else?

[This supports: AC9E10LE01, AC9E8LE01 – analysis of worldview and values in context; & AC9E9LY03, AC9E10LY03 – evaluation of language used to represent perspectives.]

Activity: Story Analysis Table

Read or listen to two short sky-related legends - either from Aboriginal Dreaming or another culture of your choice (or ask a parent/tutor to read them to you). Then fill in this table.

Story Title	Culture or Source	Sky Object Featured	Moral / Message	Biblical Agreement? (Yes/No/Partial)
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Then write a short summary paragraph:

- What values do these stories teach?
- How do they reflect the worldview of the culture they come from?
- How does the biblical view of the heavens differ from that?

Writing Task: Analytical Response Paragraph

Title Suggestion: “Truth in the Sky Stories”

Before writing, underline or highlight phrases in your chosen legend that carry strong symbolic or moral meaning. Think about how they influence tone or suggest values. You may use direct quotes from the story in your paragraph if appropriate.

Use connectives such as *this suggests*, *this reflects*, *in contrast*, or *this reveals* to make your analysis more sophisticated.

[Supports: AC9E9LY06 and AC9E10LY06 – development of analytical writing structure and cohesion.]

Write one full paragraph (8–10 sentences) analysing **one oral legend** you studied. Use this structure:

1. **Topic sentence:** Name the story and its theme
2. **Summary:** Briefly describe what happens
3. **Message:** Explain what moral or idea the story teaches
4. **Evaluation:** Does it align with biblical truth? How or how not?
5. **Conclusion:** Why does this story matter today?

Example starter:

In the Aboriginal legend “The Emu in the Sky,” the dark spaces between stars form the shape of an emu. The story teaches respect for creation and careful observation of the seasons...

Reflection Questions:

1. Why do cultures use storytelling to explain the world around them?
 2. What makes a story powerful even if it’s not historically factual?
 3. What is one thing you’ve learned about God by comparing different sky stories?
-

Closing Prayer:

Lord, thank You for giving us stories that teach, inspire, and guide. Help me to honour the truth, even when it comes in symbols or pictures. Give me wisdom to see what is good in every culture and to recognise what is false. Thank You that Your Word is a story that is always true. Amen.

Optional Extension – Create Your Own Sky Legend

Invent your own story that explains a constellation or planet using symbolic characters and events. Your legend can be about a person who was placed in the stars for courage, loyalty, or humility. Try to include:

- A beginning, middle, and end
- A clear moral message
- A symbolic reason for how the object got in the sky

Title examples:

- *The Star of the Servant King*
- *The Girl Who Waited for the Dawn*
- *Why the Stars Sing at Midnight*

Write your story as a 3–5 paragraph myth or oral-style retelling.

After writing your myth or symbolic sky story, write a short note (2–3 sentences) explaining what moral or truth your story is meant to teach. This allows reflection on how **your own story** communicates values—just like the stories you analysed earlier.

[Supports: AC9E10LE04 and AC9E9LE06 – composing texts that convey moral or ethical meaning]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts
 - **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose
 - **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... for various purposes, including reflective and analytical
-

Year 8

- **AC9E8LE01** – Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts
 - **AC9E8LY03** – Analyse and evaluate how language features vary according to purpose and audience
 - **AC9E8LE05** – Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect
-

Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
 - **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
 - **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be reflective, analytical and/or critical
-

Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY06** – Plan, create, edit and publish... texts... for specific purposes and audiences in ways that may be imaginative, reflective, analytical and/or critical

Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
-

TOPIC 3

TRUTH IN MYTH; HISTORY & THE EARTH

Lesson 7: Myths with a Moral

Theme: Stories That Explain – Truth or Trick?

English Focus: Comparing myths with biblical narrative; writing symbolic fiction

Learning Objectives - By the end of this lesson, students will be able to:

- Identify common features and purposes of ancient myths
- Compare the worldview of pagan myths with the biblical creation account
- Evaluate the difference between symbolic stories and historical truth
- Write an original symbolic myth that teaches a Christian-aligned moral
- Reflect on the power and limitations of myth in conveying meaning

Bible Integration – Biblical Stories vs Pagan Myths

Read these key truths from Scripture:

“For we did not follow cleverly devised myths...but we were eyewitnesses of His majesty.” – *2 Peter 1:16*

“The gods that did not make the heavens and the earth shall perish...” – *Jeremiah 10:11*

“In the beginning God created the heavens and the earth.” – *Genesis 1:1*

Think About It:

- The Bible doesn’t shy away from storytelling – but it is grounded in **truth**.
- Myths are often symbolic, poetic, and moralistic – but not historical.
- Why does it matter if a story is true or just meaningful?

Write a short paragraph (4–6 sentences) in your journal:

“How can we enjoy myths without confusing them with truth?”

Reading: Myths that Explain the World

Ancient people loved to tell stories – especially to explain things they couldn’t measure or control. Why does the sun rise? Why do volcanoes erupt? Why do people die? Myths gave answers that made sense to the people of the time.

Here are a few examples:

- **Greek Myth (Prometheus):** A Titan gives fire to mankind, is punished by the gods – teaches about rebellion, sacrifice, and consequences.

- **Babylonian Myth (Enuma Elish):** The world forms from the body of a slain goddess – teaches about cosmic violence and power struggles.
- **Maori Myth (Rangi and Papa):** Sky Father and Earth Mother are separated by their children – explains the origin of space and the sky.
- **Genesis 1–3:** God creates the world through peaceful speech; humans fall by disobedience – teaches about divine order, goodness, and sin.

Notice the difference: many myths involve **violence, multiple gods, or random forces**. The Bible presents a **single Creator**, full of purpose and wisdom, who creates out of love – not chaos.

While myths often share deep symbolic meaning, they also reveal the worldview of the culture that created them. A culture’s myth can reveal how people saw the gods, nature, good and evil, or life and death.

In contrast, the Bible claims to be *historical truth* grounded in eyewitnesses and revelation from the one true God.

When we compare myths with Scripture, ask:

- What does each say about the origin of the world?
- How are humans treated in the story – noble, fallen, forgotten?
- Who holds power – and how is that power used?

[This supports: AC9E9LY03, AC9E10LY03 – analysis of language used to represent values and beliefs; & AC9E8LE01, AC9E10LE01 – exploration of cultural context and worldview.]

Activity: Myth vs Truth Comparison Table

Fill in the following table using one ancient myth of your choice and the biblical account in Genesis 1–3:

Feature	Ancient Myth (Name)	Genesis 1–3
Number of gods		
How the world was made		
View of mankind		
Cause of suffering/death		
Message or moral		

Write 3–4 sentences beneath your table summarising:

What is the biggest difference between the worldview of the myth and the biblical creation account?

Writing Task: Write a Short Myth with a Moral

Title Suggestion: “The Legend of the Lost Light” or choose your own title

Today you will write your own symbolic story in the **style of a myth**. It will not be a true story – but it should teach a **truthful lesson**.

Your myth should include:

- **A beginning** that introduces a world and problem

- A **middle** with struggle or change
- An **ending** with a clear outcome and **moral**
- Elements of **symbolism** (characters or objects that represent ideas)
- A tone of mystery, beauty, or wonder

Example summary idea:

In a world with no shadows, a boy discovers a hidden cave where truth sleeps in silence. He learns that sometimes, people must walk through darkness to value the light...

Moral ideas you might explore:

- Truth can be hidden but never destroyed
- Pride leads to downfall
- Courage is born from loss
- What is given selfishly becomes a curse

Your myth should be 3–5 paragraphs.

Before writing, choose a **core truth or moral** you want your myth to communicate.

Write this in a single sentence:

“This story will show that...”

Example: *“This story will show that pride leads to downfall.”*

Then brainstorm symbols that might represent your idea (e.g. darkness = lies, wind = freedom, fire = judgment). Try to include at least **one strong symbol** in your story.

[This supports: AC9E8LE06, AC9E9LE06, AC9E10LE08 – creative writing using symbols and literary devices; & AC9E10LE04 – embedding moral or ethical meaning in fiction.]

Reflection Questions:

1. What are some dangers of believing myths as if they were real history?
2. Can you think of a fictional story (book or film) that helped you understand a truth?
3. What would make your story honour God rather than confuse truth?

After rewriting a myth with biblical truth, reflect:

- What did you change, and why?
- How did your new version reflect God’s character or truth more clearly?

[This deepens: AC9E10LE01 and AC9E10LE04 – evaluating texts based on worldview and moral position.]

Closing Prayer:

Father, thank You for giving us stories with purpose. Help me to think wisely about what I read and write. Let my stories shine light, not darkness. Give me creativity that glorifies You and truth that sets others free. In Jesus’ name, Amen.

Optional Extension – Rewrite a Myth with Biblical Truth

Choose an existing myth (Greek, Aboriginal, Babylonian, etc.). Rewrite the story from a biblical worldview. You may change:

- The characters (replace gods with the Creator)
- The source of power (replace magic with divine purpose)
- The message (replace confusion with clarity)

Title examples:

- *The Mountain that Bowed to Its Maker*
- *How the Moon Learned to Obey*
- *The Fire that Came from the Voice of God*

Your rewritten version can be in prose (story form) or poetic form.

After rewriting a myth with biblical truth, reflect:

- What did you change, and why?
- How did your new version reflect God’s character or truth more clearly?

[This deepens: AC9E10LE01 and AC9E10LE04 – evaluating texts based on worldview and moral position.]

Links to Australian Curriculum v. 9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts
- **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... for various purposes (including imaginative, reflective, informative, persuasive, analytical)

Year 8

- **AC9E8LE01** – Explain how ideas and points of view represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts
- **AC9E8LY03** – Analyse and evaluate how language features vary according to purpose and audience
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LE06** – Create and edit literary texts... that experiment with structure, features and devices for purposes and audiences
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, analytical or critical

Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting features for purpose and audience

Lesson 8: Vocabulary of the Earth – Geology in Language

Theme: Describing the Created Earth with Clarity and Power

English Focus: Developing scientific and descriptive vocabulary using metaphor and precision

Learning Objectives - By the end of this lesson, students will be able to:

- Define and accurately use key vocabulary related to geology
 - Recognise the difference between scientific and poetic language
 - Create similes and metaphors to enrich writing about natural landforms and processes
 - Write a descriptive paragraph that combines technical accuracy and emotional expression
 - Reflect on how language can honour God when describing His creation
-

Bible Integration – God as Designer of the Earth

Read the following Scripture passages:

“The mountains rose, the valleys sank down to the place that you appointed for them.” – *Psalms 104:8*

“Is there anyone like Me who created the earth, who determined its measurements?” – *Isaiah 40:12*
(paraphrased)

“For He founded it upon the seas and established it upon the rivers.” – *Psalms 24:2*

Think About It:

- The Bible says God **shaped** the mountains and the sea. How does this reflect **intentional design**?
- If God made the earth with care and order, how should we speak and write about it?
- What might it mean to describe the earth in a way that brings glory to the Creator?

Write a few sentences in your journal responding to:

“How can science and faith work together in our descriptions of the world?”

Reading: Using Rich Language to Describe the Earth

Scientific writing gives us **precision** – a way to describe exactly what’s happening. But descriptive writing gives us **emotion** – a way to help the reader feel what’s happening.

Good writers often combine both. For example:

- A **scientist** might say: “*This is an extinct stratovolcano formed from multiple layers of hardened lava and ash.*”
- A **creative writer** might say: “*The sleeping volcano rose like a jagged crown, cracked with the memory of ancient fire.*”

Both are useful. The first tells us what it is. The second makes us feel what it’s like.

Today you will practise using **both precision and imagination** to describe God’s earth – especially its rocks, layers, and powerful forces.

Some words can be both scientific and poetic. For example:

- “Fault line” describes a crack between tectonic plates, but it can also be used to symbolise hidden tensions in life.
-

Activity: Earth Vocabulary Builder

Step 1: Learn and define these key geology-related terms:

Term	Definition (in your own words)
Sedimentary	
Igneous	
Metamorphic	
Crust	
Erosion	
Fault line	
Earthquake	
Volcano	

Step 2: Choose three of the terms and write **one metaphor or simile** for each.

Examples:

- “The volcano cracked open like a bursting seed.”
 - “Layers of sediment settled like pages in a forgotten book.”
 - “The fault line was a sleeping scar across the land’s skin.”
-

Writing Task: Descriptive Paragraph – The Voice of the Land

Title Suggestions: “When the Earth Spoke” or “Layers of Memory”

Write one **metaphor-rich paragraph** (8–10 sentences) describing either:

- A volcano, mountain, or canyon
- A powerful natural event (earthquake, eruption, landslide)
- A landscape shaped over time (valley, coast, desert rock formations)

Include:

- At least 3 geology terms correctly used
- At least 2 metaphors or similes
- A tone of either awe, fear, or wonder
- A closing sentence that reminds the reader that the land reflects its Creator

Example Starter:

The canyon yawned wide like a story told in layers. Red stone whispered of fire, while pale bands spoke of ancient rivers. Erosion had carved its tale, grain by grain, beneath the steady hand of time...

Reflection Questions:

1. How does using both scientific terms and poetic language deepen our understanding of creation?
 2. Which metaphors helped you feel more connected to the land?
 3. How can your writing about the natural world bring honour to God?
-

Closing Prayer:

Lord of the earth and sky, thank You for shaping the land with wisdom and beauty. Help me to see the story written in every rock and river. Let my words reflect Your glory, whether I write with facts or with feeling. In Jesus' name, Amen.

Optional Extension – “Geological Snapshot” Journal Entry

Go outside (or use a photograph of a natural feature – cliff, mountain, rock face, etc.). Spend 5–10 minutes observing it closely.

Then write a short journal entry (1–2 paragraphs) answering:

- What do you see? (Use science vocabulary.)
- What does it remind you of? (Use metaphor/poetic language.)
- What does it tell you about the power or patience of God?

Title example: “*The Rock at the End of the Field*” or “*Layers of Time*”

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LA08** – Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings
 - **AC9E7LE03** – Explain the ways that literary devices and language features... are used to influence emotions and opinions
 - **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical
-

Year 8

- **AC9E8LA08** – Identify and use vocabulary typical of academic texts
 - **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects
 - **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... for imaginative, reflective, informative, persuasive and/or analytical purposes
-

Year 9

- **AC9E9LA08** – Analyse how vocabulary choices contribute to style, mood and tone
 - **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
 - **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
-

Year 10

- **AC9E10LA08** – Use an expanded technical and academic vocabulary for precision when writing academic texts
- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting language features, literary devices and structure for purpose and audience
- **AC9E10LY06** – Plan, create, edit and publish... written texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Lesson 9: Earthquakes, Wisdom and Catastrophe

Theme: Responding to Disaster – Personal and Literary Reflections

English Focus: Recount writing and reflective narrative

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

1. Explain how disasters in literature reveal character, values, and growth.
 2. Identify and use language features (such as imagery, tone, and reflective narration) to express personal and emotional responses.
 3. Construct a structured, descriptive personal recount that reflects on a natural disaster.
 4. Compare different literary or factual accounts of disaster for tone, meaning, and hope.
 5. Apply comprehension strategies to explore spiritual and emotional insights related to catastrophe.
-

Bible Integration – God’s Power in the Quake

Read the following verses aloud or silently:

“The earth trembled and quaked, and the foundations of the mountains shook; they trembled because He was angry.” – *Psalm 18:7*

“At that moment the curtain of the temple was torn in two... The earth shook, the rocks split and the tombs broke open.” – *Matthew 27:51–52*

“Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea.” – *Psalm 46:2*

Think About It:

- When natural disasters are mentioned in the Bible, they often reveal something deeper—God’s judgement, presence, or power.
- How do you think people feel during and after an earthquake?
- Can disaster stories help us learn or grow?

Write 3–4 sentences in your journal responding to:

“What can natural disasters teach us about God, people, and ourselves?”

Reading: Catastrophe in Storytelling – Real Emotion, Real Growth

Disasters – whether natural or manmade – are powerful settings for storytelling. They test characters, reveal fear or faith, and often lead to growth.

Think of these examples:

- **Noah’s Flood** – the ultimate global catastrophe, but also a story of faith, obedience, and rescue
- **Pompeii** – an ancient city buried under volcanic ash, now a symbol of fragile beauty and lost time
- **Modern earthquakes or tsunamis** – often the subject of journalistic reports or survivor memoirs

Good writing about disasters captures more than broken buildings. It captures **emotion** – panic, awe, grief, courage – and uses **sensory detail** to bring the moment to life. It also reflects: *What did this event teach me?*

Activity: Vocabulary and Sensory Detail Builder

Complete the following table by adding words that match each sense. Imagine you are living through an earthquake or volcanic eruption:

Sense	Words or Phrases That Could Be Used
Sight	(e.g. cracking earth, tilting buildings)
Sound	(e.g. thunderous rumbles, shattering glass)
Smell	
Touch	
Emotion	

Now, using this list, write **one sentence** for each sense. Try to create vivid and realistic impressions.

Now that you have completed your sensory detail table, think for a moment - Reflect on how the vocabulary choices affect the tone. Are your descriptions fearful, hopeful, or awe-filled? Circle the three most emotionally powerful phrases you've written.

[This aligns with: AC9E8LE05 (imagery creating meaning and effect); & AC9E9LA08 (vocabulary contributing to tone and mood)]

Writing Task: Recount – The Day the Earth Moved

Title Suggestions: *When the Ground Broke*, *Through the Tremble*, or choose your own.

Write a **2–3 paragraph personal-style recount** in first person, describing your experience of a disaster (real or imagined). Use a clear structure (beginning, middle, end) and include:

- Past tense narration
- Vivid sensory and emotional detail
- Reflections on how the event affected your faith, worldview, or understanding of human strength

Include:

- Use of **past tense**, first-person (“I”) narration
- **Sensory details** to describe the setting and experience
- Reflection on **what the event revealed** about life, God, or human nature

Example starter:

I didn't hear the quake coming. There was just a strange stillness – then the house groaned like an old man waking up. Dishes leapt off shelves. The ground buckled. Somewhere, a scream...

Additional Prompt (for Years 9–10):

Consider using symbolism or metaphor (e.g. “cracks in the earth like cracks in my certainty”) to deepen emotional impact.

[This addresses: AC9E9LE05 / AC9E10LE05 (literary devices and deeper interpretation); & AC9E10LY06 (text structure experimentation for purpose and audience)]

Reflection Questions:

1. What kinds of inner strength or faith are revealed in disaster stories?
 2. Why is it important to include emotion in a recount, not just physical facts?
 3. Can natural disasters ever be part of God's plan to awaken or teach humanity?
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Closing Prayer:

Lord, You are our refuge even when the earth shakes. Help me to remember that You are unchanging, even when everything around me feels uncertain. Let my writing reflect truth and bring comfort to others. Teach me to respond with both honesty and hope. Amen.

Optional Extension – Compare Two Disaster Accounts

Choose two disaster-related texts - one biblical and one secular. Write a short comparative paragraph:

- Describe the **tone and perspective** of each
- Discuss how the **context** influences the emotions or lessons
- Identify which account offers greater **hope or moral insight**, and explain why

[This directly supports: AC9E9LY05 / AC9E10LY05 (compare and interpret abstract or emotional ideas); & AC9E10LE01 (contextual evaluation of representations)]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts.
- **AC9E7LE03** – Explain the ways that literary devices and language features are used to create character, and to influence emotions and opinions.
- **AC9E7LY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas.
- **AC9E7LY06** – Plan, create, edit and publish written texts using appropriate structures and features to express imaginative, reflective and informative ideas.

Year 8

- **AC9E8LE01** – Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts.
- **AC9E8LE05** – Analyse how language features such as sentence patterns and literary devices such as imagery create meaning and effect.
- **AC9E8LY05** – Use comprehension strategies to interpret and evaluate ideas in texts.
- **AC9E8LY06** – Plan, create, edit and publish written texts for imaginative, reflective and analytical purposes.

Year 9

- **AC9E9LE01** – Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts.
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor and symbolism.
- **AC9E9LY05** – Use comprehension strategies to compare and contrast ideas and opinions in texts.
- **AC9E9LY06** – Plan, create, edit and publish written texts that may be imaginative, reflective, informative, analytical or persuasive.

Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.
- **AC9E10LE05** – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts.
- **AC9E10LY05** – Integrate comprehension strategies to analyse and interpret complex and abstract ideas.

- AC9E10LY06 – Plan, create, edit and publish written texts by experimenting with text structures and features for specific purposes.
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Extra Lesson: Optional Extension Activities

Excursions, Co-ops or Further Study ✨

This lesson is set aside for either...

- i) attending a homeschool co-op or support group; or
 - ii) to do field-work excursions (ie., learning activities) that require going outside the home (eg. Nature Walks; Interviewing people for research purposes; or Visiting the Science Centre or Art Gallery or Museum or Library, etc)... or...
 - iii) to do some of the further research activities at the end of each lesson during the last week.
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SAMPLE EXTRACT ONLY

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