

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

Grades
Prep - 6

History & Social Studies



History & Social Studies

Origins & Ancient Times

Foundations/Prep to Grade 6

COURSE SUMMARY: God's Orderly Hand in History

In this 10-week journey through time, students will explore the wonders of ancient history through the lens of God's Word. From the first moments of creation and the intelligence of early mankind, to the great events of Noah's Flood and the Tower of Babel, children will see how God's hand has guided people and nations from the very beginning. As we uncover the stories of Mesopotamia, Abraham's family, and the mighty pyramids of Egypt, we'll discover that history is not a random chain of events – but a beautiful unfolding of God's plan for the world.

Designed for curious young minds in Foundations to Year 6, this course helps students see history as a testimony to God's order, wisdom, and promises. Each lesson highlights how people have responded to God's truth – either by walking in His ways or turning aside – and invites children to reflect on how they can live with purpose in God's great story.

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 and writing activities).

It is also helpful to have a good **dictionary** and a **Timeline or 'Book of Centuries'**.

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...

Humanities:

- "Bible Investigators: The 7 C's of History" from Answers in Genesis [Ages 7 & up]
- "The True Story of Noah's Ark" by Tom Dooley [Years 1 – 3]
- "The Tower" by Yvonne Krell [Ages 7 through 10]
- "The River" by Yvonne Krell [Ages 7 through 10]
- "The Tower of Babel DVD" from Answers in Genesis

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Topic 9	Assessment: Section 9 includes an assessment task and rubrics for marking. If you are enrolled in a school or correspondence course, then they may require you to hand in your History Journal including the final assessment. You could include photographs of any practical activities or creative projects.	
We value your feedback on the lessons in this study guide, so we can improve them. Contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.		

TOPIC 1

INTRODUCTION TO HISTORY

Note to parent-tutor: The practice of ‘narration’ will be a key learning tool during this course. ‘Narration’ is where the child has listened to a story, or read it themselves – and then they retell the story with as much detail as possible. It will take some lessons for the child to be in the habit of listening attentively enough to retell the story confidently. Because this skill takes a while to master, the early stories are very short. Later they will be able to retell longer stories.

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

Unit Theme: God’s Orderly Hand in History

Character Focus: Orderliness – Remembering helps us live with wisdom and care.

Learning Objectives

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

- Understand that history is the study of real people and events from the past.
- Recognise that the Bible is a historical record of God’s work through generations.
- Describe what a historian or archaeologist does and why remembering is important.
- Create a simple timeline of their life and reflect on God’s faithfulness.
- Ask and answer questions about a story using evidence and memory.
- Communicate their own story using historical thinking skills like sequencing and narration.

(Australian Curriculum links after each section and summarised at the end.)

A) Informational Story: “Sophie and the Strange Stone”

Parent/Tutor/Teacher Says:

“This first term, we are going to go on an adventure through time, exploring God’s Big Story – so we will learn about the creation of the everything, the Earth, stars and planets plus people and all the plants and animals. We will journey through time to see how God interacted with people, and what happened when they either lived in fellowship with God or rejected His ways.

So, now I’m going to read you a story introducing our topics of study.

Please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember....ok? ”

“Read aloud the story carefully and with expression.

One bright morning, Sophie was walking in the woods behind her house. She loved looking for butterflies and listening to the birds. But today, something different caught her eye.

Half-buried in the dirt was a large, mossy rock. It looked like it didn’t belong there. Sophie knelt down and brushed away the moss and dirt. To her surprise, she saw some strange shapes carved into the stone – almost like writing!

She ran to get her Grandpa. “Grandpa, look what I found!”



Grandpa's eyes widened. "That's very old, Sophie. Someone long ago made those marks. Maybe it was a signpost, or a part of a wall."

"Wow," said Sophie. "Who do you think put it there?"

"That's a good question," said Grandpa. "That's what people called historians and archaeologists do. They look at old things to learn about the people who came before us."

Sophie looked back at the stone. "So... this rock is telling a story?"

"Yes! History is full of stories. But it's not pretend – it's about real people who lived in real places and made real choices. Some followed God. Some didn't. Some were kings. Some were workers. But all of them mattered."

Grandpa opened his Bible. "The Bible is full of history too. Abraham, Moses, David, Jesus – they all lived in real times and places."

Sophie nodded. "It's like God is telling His big story through lots of little ones."

"That's right," said Grandpa. "And you are part of that story, too."

Sophie looked at the stone one more time. "I want to learn history. I want to remember the stories and what they teach us."

"God tells us in the Bible," Grandpa smiled, "'Remember the days of old.' That means we should learn from the past – so we can live wisely today."

B) Narration (Retell the Story)

Teacher/Tutor/Parent reads instructions aloud.

"Now I'd like you to tell me everything you remember about the story. Pretend you are the historian! You can tell it in your own words."

Ask helpful prompts if needed:

- Sophie found something. Can you tell me about that?
- What did Grandpa say the stone might be?
- What is history, according to Grandpa?

Content Descriptions addressed in this section:

- F: AC9HSFS05 – share narratives and observations, using sources and terms about the past and places
- Y1–2: AC9HS1S06, AC9HS2S06 – develop narratives and share observations using sources
- Y3–6: AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07 – present descriptions and explanations, using ideas from sources and relevant subject-specific terms

C) Thinking Questions – Differentiated by Age Group

These questions help you reflect on why history is important.

For Ages 5–7 (Foundation–Year 1):

- What did Sophie find in the forest?
- Why do people look at old things?
- Who are some real people in the Bible?

For Ages 8–10 (Years 2–4):

- Why is it important to learn about people who lived before us?
- How does the Bible help us understand history?
- What might happen if we forget God's story?

For Ages 11–12 (Years 5–6):

- What do historians and archaeologists do?

- Why does God want us to “remember the days of old”?
- How can history help bring order to our world?

Orderliness Character Trait Discussion (All ages):

“How does remembering stories from the past help us live better today? Can learning history bring order instead of confusion?”

Content Descriptions addressed in this section:

- F–Y2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to objects, people, places and events
 - Y3–6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and data, and identify perspectives
-

D) Creative Activity – “My Life So Far” Timeline

Create your own personal timeline to see how your story fits into history! As well as events in your own life, try to include your parents & grandparents in the timeline if you can. Are there any other special people, places or buildings that have been important to you? Include them in your timeline.

Materials Needed:

- Blank paper
- Pencil or crayons
- Ruler (optional)

Instructions:

1. Draw a straight line across the page.
2. At the far left, write: *When I was born.*
3. Add 4–6 major life events (e.g. moving, starting school, first pet, etc.).
4. Add 1–2 faith milestones (e.g. first prayer, baptism, favourite Sunday School memory, a time when God answered a special prayer).
5. At the top, write a title: **“My Life So Far: God’s Hand in My Story”**

Discussion:

- Which part of your story is your favourite?
- How can you see God’s care in your life?

Extension:

Ask a grandparent to tell you a story from when they were your age. Think up (and write down) some questions you can ask your parents & grandparents about their part in your story.

Ask these questions & record significant information/events in your timeline.

So, you might have one layer of the timeline being “My Story”, and add a second layer: *“My Family Story”*

Content Descriptions addressed in this section:

- (Y1) AC9HS1K02 – continuity and change between aspects of their daily lives and their parents’ and grandparents’ childhoods
- (Y2) AC9HS2K01 – a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance
- (F): AC9HSFS01) – **pose questions** about familiar objects, people, places and events
- AC9HS1S01; AC9HS2S01 (Y1 & 2) – **develop questions** about objects, people, places and events in the past and present
- (Y3-6) AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01 - **develop questions** to investigate people, events, developments, places, issues and systems
- F–2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** using timelines
- Y3–6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **locate, collect and organise information** using timelines and other sources

E) Biblical Connection

Read aloud and reflect together:

Deuteronomy 32:7 – “Remember the days of old; consider the years of many generations.”

Psalms 78:4 – “We will not hide them from their children but tell the next generation...”

Ask:

- Why does God want us to remember the past?
- What can we learn from the people in the Bible?
- How has God shown His faithfulness through history?

Encourage the student to write or say a prayer thanking God for being the Author of history.

Content Descriptions addressed in this section:

- Cross-curricular biblical integration supports moral and reflective thinking, complementing:
 - AC9HSFS03, AC9HS1S04, AC9HS2S04, – discuss perspectives
 - AC9HS3S05–AC9HS3S06; AC9HS4S05–AC9HS4S06; AC9HS5S05–AC9HS5S06; AC9HS6S05–AC9HS6S06– draw conclusions; propose actions based on reflection

Australian Curriculum Content Descriptions Used in this Lesson

History Knowledge and Understanding:

- AC9HS1K02 (Year 1) – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- AC9HS2K01 (Year 2) – a local individual, group, place or building and the reasons for their **importance**, including social, cultural or spiritual significance

HASS Skills: Questioning and Researching

- AC9HSFS01 (F) – **pose questions** about familiar objects, people, places and events
- AC9HS1S01 (Y1) – **develop questions** about objects, people, places and events in the past and present
- AC9HS2S01 (Y2) – **develop questions** about objects, people, places and events
- AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01 (Y3–6) – **develop questions** to guide investigations about people, events, places and issues

HASS Skills: Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 (F-2) – **collect, sort and record information**, including pictorial or unscaled timelines
- AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 (Year 3-6) – **locate, collect and organise information** using timelines and sources

HASS Skills: Communicating and Reflecting

- AC9HSFS05, AC9HS1S06, AC9HS2S06 (F-2) – **share narratives and observations**, using sources and terms about the past
- AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07 (Year 3-6) – **present descriptions and explanations**, drawing from sources and using relevant terms
- AC9HSFS03, AC9HS1S04, AC9HS2S04 (F-2) – **discuss perspectives**
- AC9HS3S04 to AC9HS6S04 (Year 3-6) – **analyse perspectives** in information and sources

Lesson 2: How Do We Know About the Past?

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – Learning about the past brings understanding and structure to the present.

Learning Objectives

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

- Understand how historians and archaeologists learn about the past through objects and writings.
- Recognise that the Bible contains reliable history.
- Ask and answer questions about evidence from the past.
- Use imagination and observation to interpret an everyday object as a piece of history.
- Explain how knowing the past helps us make sense of God's story and our place in it.

A) Informational Story: “Ben and the Broken Pot”

Read or listen carefully to the story below. Imagine you are a “history detective” just like Ben.

Ben loved helping his dad in the garden. One sunny morning, as he was digging a hole to plant some tomato seedlings, his small shovel hit something hard.

Clink!

“What was that?” he asked.

He dug carefully and pulled out a broken piece of pottery. It was smooth on one side and had a painted swirl on it. It looked very old.

Ben ran inside. “Dad! Look what I found!”

His dad smiled. “That’s a piece of pottery. Someone made this a long, long time ago. Maybe even hundreds of years ago.”

“Wow!” said Ben. “How can we know who made it? Or what it was used for?”

“That’s what archaeologists do,” said Dad. “They look at things people left behind – like tools, buildings, and even bones.

Historians also study old books and letters to learn what life was like in the past.”

“So, this little broken pot could tell a story?” Ben asked.

“Yes!” Dad said. “Every object, when studied carefully, helps us understand more about people who lived before us.”

Ben turned the pottery piece over in his hand. “It’s like being a detective, but for history!”

“That’s right,” said Dad. “We weren’t there, but we can still learn. And you know what? The Bible is filled with things that really happened. We can check the places and names – and we find those same places in the land of Israel today!”



Ben grinned. “I want to be a history detective when I grow up!”

His dad nodded. “God tells us in His Word to ‘remember the days of old.’ That means we should study the past carefully. It helps us understand how people lived, and how God has been at work in the world.”

Ben picked up the piece of pottery again. “Even broken things can help tell the story!”

This Jerusalem inscription dating to the first century B.C. spells the city’s name as *Yerushalayim*.

Photo: Danit Levy, Israel Antiquities Authority.

B) Narration – Retell the Story

Teacher/Tutor reads aloud the instructions:

Now it's your turn to be the storyteller. Can you remember what happened in Ben's story? Tell the story in your own words.

Narration Prompts & Discussion Starters:

- Ben found something in the garden. Can you tell me about that?
 - How did they try to learn more about it?
 - What did Dad say about historians, archaeologists, and the Bible?
-

C) Thinking Questions – Differentiated

Age-based reflection helps students engage with the story's ideas.

Ages 5–7 (Foundation–Year 1):

- What did Ben find?
- Why was it special?
- What does a historian do?

Ages 8–10 (Years 2–4):

- How do archaeologists and historians help us understand the past?
- Why do you think God tells us to remember the “days of old”?
- What might you leave behind that could help someone in the future learn about your life?

Ages 11–12 (Years 5–6):

- What tools do historians and archaeologists use?
- How is the Bible a source of real history?
- Why does learning about the past help bring order and wisdom to the world?

Character Trait Reflection – All Ages:

Ask:

“How does learning about the past help us understand the present and trust God's orderly plan?”

Content Descriptions addressed in this section:

- F–2: AC9HSFS03, AC9HS1S04, AC9HS2S04 – discuss perspectives related to objects, people, places and events
 - Y3–6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse perspectives in information and data
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D) Activity – Become a History Detective!

Let's practise being like Ben. Choose an object, imagine its story, and share what it teaches us.

Materials:

- Paper
- Pencil or crayons
- Optional: An old-looking object (a rock, nail, coin, button, shell, etc.)

Instructions:

1. Choose a small item that looks “interesting” or “mysterious.”
2. Draw the object carefully.

3. Ask yourself:
 - What was it used for?
 - Who might have owned it?
 - What does it tell us about life?
 - What other questions could you ask?.....
4. Make up a short story or explanation for your drawing.
5. Write the title: **“The Story This Object Tells”**

Extension Options:

- Write one question you’d ask the person who used the object long ago.
- **For older students:** Choose one real artifact from history (e.g., Dead Sea Scrolls, Viking sword, Rosetta Stone). Research who found it, what it teaches, and how it connects to real events in the Bible or world history.

Dead Sea Scrolls =



A Viking Sword =



The Rosetta Stone =



Content Descriptions addressed in this section:

- F-6: AC9HSFS01 to AC9HS6S01 - develop questions
- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – collect, sort and record information from observations
- Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – locate, collect and organise information from sources

E) Biblical Connection

Read these verses and reflect together.

- **Deuteronomy 32:7** – “Remember the days of old...”
- **Romans 15:4** – “Everything that was written in the past was written to teach us...”
- **Psalms 78:4** – “We will not hide them from their children, but tell the next generation...”

Discussion Questions:

- Why does God tell us to remember history?
- What are some examples of stories from the Bible that teach us about God’s faithfulness?
- Has your family ever told you a story about the past that helped you learn something?

Orderliness Reflection:

“God works in patterns and through time. History helps us see how God brings order, justice, and hope step by step.”

Content Descriptions addressed in this section:

- Cross-curricular support of history understanding and personal reflection:
 - F-6: AC9HSFS03, AC9HS1S04, AC9HS2S04, AC9HS3S05, AC9HS4S05, AC9HS5S05, AC9HS6S05 – **discuss perspectives and draw conclusions**
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Full Content Descriptions by Sub-Strand

History Knowledge and Understanding

- AC9HS1K02 – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- AC9HS2K01 – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 – **causes and effects of changes** to the local community, and how people from diverse backgrounds have contributed

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about objects, people, places and events
- AC9HS3S01 to AC9HS6S01 – **develop questions** to guide investigations

HASS Skills – Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **collect, sort and record information** using observations
- AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **locate, collect and organise information**

HASS Skills – Analysis, Reflection, Communication

- AC9HSFS03–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives**, draw conclusions, and **share narratives**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse perspectives**, draw conclusions, and **present descriptions**

Lesson 3: What Can We Learn from the Past?

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – Learning from others' lives brings wisdom, structure, and understanding to our own.

Learning Objectives

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

- Reflect on how historical artefacts and stories help us learn from the past.
- Understand that both the Bible and real-life objects are sources of wisdom.
- Express your own ideas about the value of history using drawings or writing.
- Describe how lessons from history can help you live wisely today.
- Consider how remembering past people and events helps bring order to families, communities, and nations.

(AC links after each section and summarised at the end.)

A) Informational Story – “Mila and the Mysterious Shoes”

Read the story aloud, once only, asking the student to listen carefully like a “wisdom-seeker from history.”

Mila was visiting a museum with her mum. They wandered through rooms filled with strange and wonderful things – old toys, shiny armour, and dusty books.

But Mila's favourite thing was a small pair of shoes sitting behind glass. They were made of leather and looked very worn.

“Who do you think wore these?” she asked.

Her mum read the sign. “These belonged to a girl your age who lived more than 100 years ago.”

Mila's eyes widened. “She was like me?”

“Yes,” her mum said. “She lived a long time ago, but she probably played with friends, helped her parents, and liked to laugh – just like you.”

Mila stared at the shoes. “I wonder what kind of world she lived in.”

“That's why we study history,” her mum said. “We learn about people from the past – how they lived, what they believed, and what they experienced.”

“But why is that important?” Mila asked.

“Well,” her mum replied, “when we learn what others did right, we can follow their good example. And when we learn what people did wrong, we can avoid making the same mistakes. That's called wisdom.”

Her mum opened her Bible and showed her Romans 15:4: “Everything that was written in the past was written to teach us...”

“That means even Bible stories teach us important lessons,” she explained. “And all through the Bible, God says we should remember the past. That's what helps us live in a good and wise way today.”

“So, even those old shoes help us learn?” Mila asked.

“Yes,” said Mum. “History helps us walk in someone else's shoes – even if they're 100 years old.”



B) Narration – Retell the Story

Tutor or student reads the prompt:

“Now, tell the story back in your own words. What happened to Mila? What did she see? What did she learn?”

Prompts if needed:

- Where was Mila?
- What did she see?
- What did her mum teach her about history and the Bible?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06 – develop or share narratives based on a historical story
-

C) Thinking Questions – Differentiated by Age

Help the student think more deeply about the lesson and connect to their own life.

Ages 5–7 (F-1):

- What did Mila find in the museum?
- What do old things tell us?
- Why do we read Bible stories?

Ages 8–10 (Y2–4):

- What can we learn from people in history?
- Why does God want us to remember?
- What happens when people forget history?

Ages 11–12 (Y5–6):

- How does learning from the past help us live better today?
- What are some mistakes people in history have made?
- How does studying history bring order to the world?

Character Trait Focus – All Ages:

“When we learn from the past, we make better choices in the present. That brings order into our families, communities, and even whole countries.”

Content Descriptions addressed in this section:

- F-2: AC9HSFS03, AC9HS1S04, AC9HS2S04 – discuss perspectives related to people and events
 - Y3–6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives
-

D) Biblical Connection

Read together:

- **Romans 15:4** – “Everything that was written in the past was written to teach us...”
- **Deuteronomy 32:7** – “Remember the days of old...”

Discuss:

- What stories in the Bible have taught you something important?
- Why does God say to “remember”?
- How can God’s faithfulness in history help you today?

Orderliness Reflection:

“God doesn’t want us to live in confusion. He gives us true stories from the Bible and from history to help us live with wisdom, courage, and understanding.”

Content Descriptions addressed in this section:

- F-6: Supports skills of reflection and analysis:
 - F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04
 - Y3-6: AC9HS3S05, AC9HS4S05, AC9HS5S05, AC9HS6S05 – draw conclusions from information
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E) Activity – “If I Had Old Shoes” Writing & Drawing Page

This creative activity helps students reflect on the idea of stepping into someone else’s shoes.



Materials:

- Paper
- Crayons or markers
- Pencil

Instructions:

1. Draw a pair of old-fashioned shoes at the top of the page.
2. At the bottom, write or dictate the sentence:
“If I wore someone’s shoes from the past, I would learn...”
(e.g., “...what life was like long ago, how they worked, what they believed, and how God helped them.”)
3. Decorate your page with colours, people, or scenery from the past.

Extension for older students:

- Choose a real person from the Bible or history (e.g., Ruth, David, Mary, Martin Luther, Florence Nightingale)
- Write 3 lessons their life teaches us today.

Wrap-Up Discussion Questions:

- “Why is it good to learn from people who lived before us?”
- “What Bible story teaches something important about how to live?”
- “How can learning from history help you walk wisely in today’s world?”

Optional Prayer Prompt:

“Dear God, thank You for the people who came before me. Help me to remember their stories, learn from them, and walk in Your ways with wisdom. Amen.”

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** or ideas using drawings and words
 - Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **locate and organise information** from imagined or real sources
 - All levels: AC9HS3S07-AC9HS6S07 – **present descriptions** using ideas and relevant terms
-

Australian Curriculum Content Descriptions Used in this Lesson

History Knowledge and Understanding

- AC9HS1K02 – **continuity and change** between aspects of their daily lives and their parents' and grandparents' childhoods
- AC9HS2K01 – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 – **causes and effects of changes** to the local community, and contributions from diverse backgrounds

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people, objects and events
- AC9HS3S01-AC9HS6S01 – **develop questions** to guide investigations

HASS Skills – Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record information** using drawings or timelines
- AC9HS3S02-AC9HS6S02 – **organise information** from stories, drawings, and imagined scenarios

HASS Skills – Perspectives and Communication

- AC9HSFS03-05, AC9HS1S04-06, AC9HS2S04-06 – **discuss perspectives** and **share narratives**
- AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07 – **analyse, reflect and present** ideas from sources

Lesson 4: What Is My Place in God's Big Story?

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – God's story moves through time with purpose, and we each have a meaningful place in it.

Learning Objectives

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

- Understand that the Bible is a real historical timeline of God's work through people.
- Recognise that your life is part of God's ongoing story.
- Reflect on how biblical history helps us understand our purpose today.
- Create a personal "story map" showing your place in God's unfolding plan.
- Appreciate the order and direction God brings through history.

(Australian Curriculum links after each section and summarised at the end.)

A) Informational Story – "Nevill's Map"

Read this story aloud carefully. Ask students to listen closely, as they will retell the story afterwards.

[Note: If possible, in a classroom, show a timeline book to the students.]

Nevill was lying on the floor of his living room, looking at a giant paper map. His Sunday school teacher had given it to him after their last lesson. It showed a timeline – like a road stretching across history – with pictures of important people from the Bible. At the beginning was Adam and Eve. Then came Noah's Ark, Abraham, Moses parting the Red Sea, David and Goliath, and Jesus on the cross.



Nevill traced his finger along the line. "Wow, so many people."

His big sister came over and sat beside him. "That's God's story," she said. "All those people really lived, and God used each one for something special."

"But what about now?" Nevill asked. "Where are we on the map?"

She smiled and pointed to the blank space at the end. "That's where you are. The story isn't finished yet. We're still living in God's big story."

"You mean, I'm in history too?" Nevill asked.

"Yes! God has a plan for you. He made you to love Him, help others, and follow Jesus. Just like Moses had his part, and Mary had her part – you have a part too."

Nevill looked at the blank space again. "So, I'm walking on the same path?"

"That's right," she said. "That's why we study history. It reminds us that God has always been faithful, and He's still working in our world today."

Then she opened her Bible and read: "For I know the plans I have for you," declares the Lord... (Jeremiah 29:11)

Nevill stood up and said, "I'm going to make my own map. And I'm going to put me right on it!"

B) Narration – Retell the Story

Tutor or student reads the following aloud:

“Can you retell the story of Nevill and his map in your own words?”

Prompts (if needed):

- What was Nevill looking at?
- Who helped him understand it?
- Where did Nevill place himself in the story?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06 – share narratives and observations
 - Y3-6: AC9HS3S07–AC9HS6S07 – present descriptions and explanations from historical stories
-

C) Thinking Questions – Differentiated by Age Group

Help students reflect on their role in God’s plan.

Ages 5–7 (Foundation–Year 1):

- Who were some people on Nevill’s map?
- Do you think you’re part of God’s big story too?
- What kinds of things might God want you to do?

Ages 8–10 (Years 2–4):

- How do the people in the Bible show us God’s plan through history?
- Why is it exciting to be part of that same story today?
- How can learning about the past help you follow God now?

Ages 11–12 (Years 5–6):

- What do you think it means to live “in God’s big story”?
- How does knowing our place in history help us live with purpose?
- How does being part of God's story bring order and direction?

Character Trait Reflection – All Ages:

“God’s story is not random. It moves through time with purpose. When we understand where we are in His story, we live with more direction and less confusion.”

Content Descriptions addressed in this section:

- F-2: AC9HSFS03, AC9HS1S04, AC9HS2S04 – discuss perspectives related to people and events
 - Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives
-

D) Biblical Connection

Read and discuss these verses together:

- **Jeremiah 29:11** – “For I know the plans I have for you,” declares the Lord...
- **Psalms 78:4** – “We will tell the next generation about the Lord’s power and His mighty miracles...”

Discuss Together:

- Why is it important to know that you're part of God's plan?
- How does knowing Bible history help us understand today?
- What part might you have in God's story?

Orderliness Reflection:

"God's history is purposeful. You are not here by accident. God has a part for you to play – just like Moses, Ruth, David, or Mary."

Content Descriptions addressed in this section:

- F-6: Reflecting on God's purpose through history supports:
 - F-2: AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06
 - Y3-6: AC9HS3S04-06, AC9HS4S04-06, AC9HS5S04-06, AC9HS6S04-06 – analyse, conclude, and propose reflections on historical understanding
-

E) Activity – Create "My Story Map"

This creative activity helps children visualise their place in God's historical timeline.

Materials:

- Large sheet of paper
- Pencil and colouring materials
- Ruler (optional)

Instructions:

1. Draw a long path or timeline across your page.
2. On the left side, include 3–5 biblical figures (e.g., Adam, Noah, Moses, David, Jesus).
3. In the middle or toward the end, draw *yourself*. Write your name and add pictures or notes about your life.
4. Add moments in your life where you've seen God working (e.g., praying, serving, growing).
5. Decorate the rest with stars, arrows, or drawings that show where you think God might lead you next.

Optional (for older children):

- At the bottom, write: "God has a plan for me, and I am part of His big story!"
- Choose one Bible person and explain in writing how their life gives you direction.

Wrap-Up Reflection Questions:

- What did you learn about your place in God's story?
- What kind of story do you want your life to tell?
- How can we live with purpose, knowing we are part of something so big?

Optional Prayer:

"Dear God, thank You that I am part of Your story. Help me live each day for You, remembering the past and trusting You for the future. Amen."

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record information using drawings and text
 - Y3-6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – locate and organise information to show understanding of history and identity
 - Y3-6: AC9HS3S07-AC9HS6S07 – present explanations using ideas and appropriate terms
-

Australian Curriculum Content Descriptions Used in this Lesson

History Knowledge and Understanding

- AC9HS1K02 – **continuity and change** between children’s lives and those of past generations
- AC9HS2K01 – a local individual, group, place or building and the reasons for their **importance**
- AC9HS3K01 – **causes and effects of changes** to the local community and how people from diverse backgrounds contributed

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people and events
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigations

HASS Skills – Sorting, Recording, Interpreting

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** using drawings and observations
- AC9HS3S02–AC9HS6S02 – **locate, collect and organise information**

HASS Skills – Perspectives, Communication and Reflection

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives, draw conclusions, and develop narratives**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse information, propose actions, and present explanations**

Optional Review Lesson:

Today could be used for Field Trips or a Homeschool Co-op Group; or if you are at home then you might try this fun wrap-up of the week.

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History Unit Quiz – For Ages 5–12

This quiz reviews Lessons 1–4 of the primary history unit.

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

1. What did Sophie find in the forest?
2. What did her grandpa say history helps us do?
3. What does God tell us to do in Deuteronomy 32:7?
4. How is your life part of history?
5. (Bonus) Can you name a person from the Bible whose story is part of history?

Lesson 2: How Do We Know About the Past?

1. What did Ben find in the garden?
2. What do archaeologists do?
3. How do old things help us learn about the past?
4. What does Romans 15:4 say about the past?
5. What do YOU want people in the future to know about your life?

Lesson 3: What Can We Learn from the Past?

1. What did Mila see in the museum?
2. Why was the old pair of shoes special?
3. What can Bible stories teach us?
4. How can learning from the past help us today?
5. (Bonus) What is something you have learned from someone else's story?

Lesson 4: What Is My Place in God's Big Story?

1. What did Noah look at in his living room?
2. Who did he see on the timeline?
3. What did his sister say about the blank space?

4. How are YOU part of God's story?

5. What does Jeremiah 29:11 say about God's plan for you?

Answer Key – History Unit Quiz (Primary – Lessons 1 to 4)

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

1. Sophie found a mossy rock with markings on it in the forest.
2. Her grandpa said history helps us understand people from the past and God's big story.
3. God tells us to 'remember the days of old' – meaning to think about and learn from the past.
4. Each person's life is part of history because our lives are part of God's ongoing story.
5. Answers may include: Abraham, Moses, David, Jesus, etc.

Lesson 2: How Do We Know About the Past?

1. Ben found a broken piece of pottery.
2. Archaeologists study old objects to learn about people from long ago.
3. Old things give us clues about how people lived, worked, and worshipped.
4. Romans 15:4 says everything written in the past was written to teach us.
5. Open-ended (look for ideas like family, faith, learning, friendship, etc.).

Lesson 3: What Can We Learn from the Past?

1. Mila saw a pair of very old shoes in the museum.
2. They belonged to a girl who lived over 100 years ago, showing what life was like back then.
3. Bible stories teach us lessons about faith, obedience, and God's faithfulness.
4. Learning from the past helps us avoid mistakes and make wise choices.
5. Open-ended (look for a personal reflection or a Bible character story).

Lesson 4: What Is My Place in God's Big Story?

1. Noah looked at a timeline that showed important people from the Bible.
2. He saw people like Adam, Noah, Moses, David, and Jesus.
3. His sister said the blank space was where Noah's own story belonged.
4. We are part of God's story because we are alive today and God has a plan for us.
5. Jeremiah 29:11 says that God has good plans for us, to give us a future and a hope.

TOPIC

2

THE INTELLIGENCE OF EARLY MANKIND

Early Ancient Mankind (Ages 5–12)

Overview: This week’s lessons teach children that humans were created intelligent from the beginning, as shown in the Bible, archaeology, and ancient inventions. Through stories, hands-on projects, and biblical reflection, students will explore the creativity and orderliness of early mankind.

Lesson 5: The Bible and Early Human Intelligence

Unit Theme: God’s Orderly Hand in History

Character Focus: Orderliness – God created humans with intelligence, creativity, and responsibility from the beginning.

Learning Objectives

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

- Understand that Adam was created intelligent and purposeful from the start.
- Recognise that naming animals was a God-given task requiring wisdom and observation.
- Explore the meaning of being made in God’s image.
- Reflect on the difference between people and animals in God’s creation.
- Demonstrate imagination and intelligence through a creative naming activity.

A) Informational Story – *Adam and the Garden of Names*

Read this story slowly and with expression. Children will retell it afterward.

Adam walked through the beautiful Garden of Eden. The sky above him was bright blue, and the warm sun lit up the colours of every tree and flower. The garden was full of life. Birds chirped in the trees, and butterflies danced among the blossoms. The ground was soft beneath Adam’s feet, and a gentle river flowed through the garden, watering everything in its path.

God had made this garden especially for Adam, and He had given Adam a very special job.

“Adam,” God had said, “I want you to name every living creature I have made.”

Adam’s eyes widened. “Every one?”

“Yes,” said God with a smile. “I have made you in My image. That means you can think, speak, observe, and create. I want to see what names you will choose.”

So, Adam began his work. A small furry creature with long ears bounced up to him.

“You look gentle,” Adam said thoughtfully. “I will call you Rabbit.”

Next came a tall, slow-moving animal with a long neck. Adam studied its shape and movement.

“Giraffe,” he said. “That suits you well.”

A buzzing insect landed on his arm. “You are tiny, but you fly fast. I will call you a little name like Bee. You’re my little ‘buzzing bee’.”

All day long, Adam observed, listened, and named. He didn’t need to go to school to learn how to do this – God had made him smart, right from the beginning. Adam didn’t grunt like an animal or scribble pictures. He used real language. He thought carefully, chose wisely, and remembered each name.

Later, Adam sat under a large tree and looked around. The branches spread wide above his head like a giant umbrella. Birds fluttered into nests high in the tree, and the sound of rushing water filled the air.

He noticed the patterns in the leaves. No two were the same, and yet every tree grew in a perfect design. He saw how birds worked together to build nests, and how beavers shaped branches into homes. He watched a deer walk through the grass so quietly that the rabbits didn’t even run away.

Adam smiled. “Everything You made, Lord, is full of wonder and order,” he said aloud. “And You gave me the ability to see it, name it, and care for it.”

God was pleased. “I made you to reflect Me, Adam. You are not like the animals. You can reason, create, speak, and love. This garden is your home – and your responsibility.”



Adam stood up and stretched. He wasn’t tired or bored. The task had been joyful and meaningful. He looked forward to each new day of caring for the garden and discovering more of God’s beautiful design.

Although some ancient people may have taken shelter in caves, they weren’t animal-like stupid cavemen just making animal-like grunts (“Ooga, ooga”).



...or...



From the very beginning, humans were not confused or primitive. They were made intelligent, capable, and responsible. God gave them language, order, and purpose.

B) Narration – Retell the Story

Tutor reads aloud:

“Can you tell me everything you remember from the story about Adam in the Garden of Eden?”

Let the student retell in their own words. Prompt if needed:

- In the story, God created a garden. Can you tell me about that? What it was like, and was there any person there as well?
- What was the person like and what was he doing?
- What did Adam notice about the world around him?
- What made Adam different from the animals?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
 - Y3-6: AC9HS3S07–AC9HS6S07 – Retelling and reflecting on narrative content
-

C) Thinking Questions – Age-Differentiated

Use these reflection questions to deepen understanding.

Ages 5–7 (F-1):

- What job did God give Adam?
- Can animals talk like people?
- Who made Adam smart?

Ages 8–10 (Y2–4):

- What does it mean to be made in God’s image?
- Why is naming animals a smart job?
- How does this story show that early humans were not brutish animal-like “cavemen”?

Ages 11–12 (Y5–6):

- What’s the difference between how God made animals and people?
- What does the story teach us about early human intelligence?
- How does the order in creation reflect God’s character?

Character Trait Reflection:

God gave Adam a task that required thinking, order, and language. This shows that God values structure, responsibility, and creativity.

Content Descriptions addressed in this section:

- F-2: AC9HSFS03, AC9HS1S04, AC9HS2S04 – discuss perspectives
 - Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse perspectives
-

D) Creative Activity – Name the Animals Game

This activity celebrates intelligence, observation, and creativity.

Materials:

- Animal toys, printed animal pictures, or animals from a book
- Paper and crayons or pencils (optional)

Instructions:

1. Show your child an animal. Ask: “What do we call this animal?”
2. Ask: “If you could make up a new name for it, what would you call it?”

- Celebrate their answers and creativity.

Optional Extension:

- Choose a favourite animal to draw or colour.
- Under the picture, write the “new name” they created.
- For older students: Write 2–3 sentences explaining why they chose that name and what features the name reflects (e.g., speed, colour, behaviour).

Content Descriptions addressed in this section:

- F–2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **collect and record information** (e.g., names, features)
 - Y3–6: AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02 – **organise and present information** using drawings and written explanations
-

E) Biblical Connection

Read together:

- **Genesis 2:19** – “And whatever the man called each living creature, that was its name.”
- **Psalm 8:5–6** – “You have made him a little lower than the angels... You made him ruler over the works of your hands.”

Reflect Together:

- What does it mean that Adam could name the animals right away?
- How does that show orderliness in God’s design?
- How are you also made to think, speak, and care like Adam?

Character Trait Focus – Orderliness:

Naming the animals was not a random act – it was structured and thoughtful. Adam’s role showed that God values intelligence, careful observation, and creativity.

Content Descriptions addressed in this section:

- F–2: AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06
 - Y3–6: AC9HS3S05–07, AC9HS4S05–07, AC9HS5S05–07, AC9HS6S05–07
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Australian Curriculum (v.9) Content Descriptions by Sub-Strand

History Knowledge and Understanding

- **AC9HS1K02** – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- **AC9HS2K01** – the **importance** of individuals and their contributions to the past
- **AC9HS3K01** – **causes and effects of change** in community and contributions from individuals

HASS Skills – Questioning and Researching

- **AC9HSFS01, AC9HS1S01, AC9HS2S01** – **develop questions** about people, objects and events
- **AC9HS3S01–AC9HS6S01** – **develop questions** to guide investigations

HASS Skills – Recording and Interpreting

- **AC9HSFS02, AC9HS1S02, AC9HS2S02** – **record observations** using drawings or text
- **AC9HS3S02–AC9HS6S02** – **organise information** to show understanding

HASS Skills – Perspectives and Communication

- AC9HSFS03–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss perspectives**, draw conclusions, and **share narratives**
 - AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse**, conclude, and **present explanations**
-

Lesson 6: The First Cities and Inventions

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – People used God-given creativity to build, organise, and bless their communities.

Learning Objectives

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

- Identify the early inventions and skills described in Genesis 4.
- Understand that early people were intelligent and creative, not primitive.
- Recognise that God designed humans to organise and improve their world.
- Use imagination and design skills to build or draw a simple city.
- Reflect on how your creativity can reflect God's order and goodness.

(Australian Curriculum links after each section and summarised at the end.)

A) Informational Story – *Lamech's Busy Town*

Read this story aloud once, encouraging students to listen for the names of people and the inventions they made. Some of the names of different people are very similar, so listen very carefully to know which person did what.

You have probably heard the story of Adam and Eve, how they lived in a beautiful garden, and were allowed to eat from all the plants and trees except one. But they sinned against God, and so were banished from the Garden of Eden.

Well, long ago, after Adam and Eve were sent out of the Garden of Eden, their family began to grow. Sons, daughters, grandchildren, and great-grandchildren spread out across the land. As they filled the earth, people started inventing new ways to live, work, and create.

One of Adam's descendants was a man named Lamech. He lived many generations after Cain and Abel. Lamech had a large family, and his children were famous for the amazing things they made and did.

His son Jabal was the first person to live in tents and care for herds of animals. Before Jabal, people lived close to the land, but he taught others how to raise flocks and move from place to place, finding good pasture. Soon, groups of people were learning how to live in travelling communities – herding sheep, goats, and cattle. They learned to care for animals, find fresh water, and protect their camps.



Jabal's brother was named Jubal. He loved music. One day, while listening to birds sing in the trees and hearing the wind blow through the grass, Jubal got an idea. He experimented with ways to create similar sounds from sticks, leaves and vines. Eventually he worked out how to carve a flute from a bamboo branch and he stretched vine strings over a wooden frame to make a harp. Then he taught others how to play gentle songs. In the evenings, families would gather to listen, sing, and worship. Jubal brought beauty and joy to his community with the gift of music. He is remembered as the "father of all who play stringed instruments."

Another of Lamech's sons, Tubal-Cain, was a blacksmith. He worked with fire, hammer, and stone to shape tools from bronze and iron. Tubal-Cain didn't just make sharp weapons – he also made tools to help farmers dig the soil, builders shape stone, and craftsmen cut wood. His work made life easier and more productive. People came from far away to ask for his tools. His forge glowed late into the night with sparks flying and the clang of metal ringing through the hills.



Even before Lamech's children, Cain – the son of Adam and Eve – had built a city. He planned roads, marked out homes, and worked with others to make a place where people could live together. It had gardens, walls, marketplaces, and places for worship. People had to plan carefully so that water could flow through the town and everyone had what they needed. It was hard work, but it was good work – work that required planning, tools, and cooperation.

Lamech walked through his town one morning and smiled as he saw all that his family had built. He heard the sound of hammering in the workshop, the laughter of children playing near the tents, and the soft music of a flute drifting through the trees.

Even though it was still early in human history, people were already inventing, building, organising, and creating. They were not grunting, wild cavemen dragging sticks. They were intelligent, creative image-bearers of God.

Lamech sat down beside a stream and looked at the mountains beyond. “Thank You, Lord,” he said. “Everywhere I look, I see signs that You have made us to think, to work, and to bring order to our world.”

Even though Lamech was a little ‘hot-tempered’ (easily angered) and accidentally killed a young man in a fight, he still felt guilty when he had broken God's laws, and had a sense that God was in control.

Although many of these ancient people forgot about God or just wanted their own selfish ways, some of them called on the name of the Lord, and understood that God had created humans with minds ready to explore, hands ready to build, and hearts ready to worship.

From the very beginning, God created people with intelligence, and the work of humans was not chaotic or random – it was full of beauty, design, and purpose.

B) Narration – Retell the Story

Tutor or parent says:

“Now it's your turn to retell the story of Lamech's family. Can you remember who did what?”

Prompts (if needed):

- There were two people Jabal and Jubal. Jabal lived in tents - What did Jubal do?
- What instruments did Jubal create?
- What did Tubal-Cain invent?

- What kind of place did Cain build?
- What did Lamech see when he looked around?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
 - Y3-6: AC9HS3S07–AC9HS6S07 – storytelling and explanation
-

C) Thinking Questions – Differentiated by Age

Ages 5–7 (F-1):

- What did Jubal make?
- What kind of tools did Tubal-Cain build?
- Who built a city?

Ages 8–10 (Y2–4):

- What does it show when people build cities or play music?
- Why do you think God gave people creative abilities?
- How is early human life different from how some people describe “cavemen”?

Ages 11–12 (Y5–6):

- Why do we study the skills of early humans in the Bible?
- What does it say about God’s design that people invented things so early in history?
- How does making things and organizing cities show orderliness?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – **discuss perspectives** related to people, tools, and actions
 - Y3-6: AC9HS3S04–AC9HS6S04 – **analyse** people’s roles, choices, and achievements
-

D) Creative Activity – Build a Mini City

Materials:

- Blocks, LEGO, cardboard, or drawing supplies
- Optional: small animal toys, bottle caps, or recycled materials

Instructions:

1. Build a simple town using blocks or draw one on paper.
2. Include:
 - Homes or tents (like Jabal’s people)
 - A place for music (like Jubal’s gatherings)
 - A blacksmith’s shop (like Tubal-Cain’s forge)
 - Roads, farms, and gathering places (like Cain’s city)
3. As you build or draw, talk about what each part is for and how it shows intelligence and order.

Optional Extension:

- Name your city.
- Write one or two sentences: “In my city, people...” (e.g., “...play music, care for animals, and use tools to build.”)

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – **sort and record information** using models or drawings

- Y3–6: AC9HS3S02–AC9HS6S02 – **organise and present ideas** in a constructed or drawn setting
-

E) Biblical Connection

Read together:

- **Genesis 4:21–22** – “Jubal... was the father of all who play stringed instruments... Tubal-Cain forged all kinds of tools out of bronze and iron.”
- **Psalm 104:24** – “How many are your works, Lord! In wisdom you made them all.”

Reflection Questions:

- Why do you think God included these inventions in the Bible?
- How can we use our creativity to bring joy or help others?
- How does this story show that God loves design and order?

Character Trait Focus – Orderliness:

Even in the earliest generations, people used their intelligence and creativity to bring structure to their communities. Music, tools, and cities were not random – they were signs of thoughtful, organised living made possible by God’s image in us.

Content Descriptions addressed in this section:

- F–2: AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – reflect on and communicate ideas
 - Y3–6: AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07
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Australian Curriculum Content Descriptions Used in this Lesson

History Knowledge and Understanding

- AC9HS2K01 (Y2) – how people and places gain **importance** over time
- AC9HS3K01 (Y3) – **causes and effects of changes** in community and contributions from individuals
- AC9HS4K01 (Y4) – **diversity of people** and their roles in past societies

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about people and places
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide investigation

HASS Skills – Sorting and Organising

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record ideas** with drawings or models
- AC9HS3S02–AC9HS6S02 – **organise and represent information**

HASS Skills – Perspectives, Reflection and Communication

- AC9HSFS04–05, AC9HS1S04–06, AC9HS2S04–06 – **discuss, reflect and narrate**
- AC9HS3S04–07, AC9HS4S04–07, AC9HS5S04–07, AC9HS6S04–07 – **analyse, conclude and present explanations**

Lesson 7: Ancient Megalithic Structures

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – Ancient monuments reflect the wisdom, planning, and cooperation God designed into humanity.

Learning Objectives

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

- Understand that ancient people were intelligent, organised, and capable of large-scale construction.
- Identify examples of megalithic structures from history and their features.
- Recognise the God-given intelligence used in teamwork, measurement, and design.
- Reflect on how wise building shows God's order and intention for human society.
- Construct or model a simple version of a monument to explore how early builders may have worked.

(Australian Curriculum ACv9 links after each section and summarised at the end.)

A) Informational Story – *The Builders of Stone*

Read this story aloud once. Encourage active listening so the student can later retell the story.

In a wide, open land – long before cities and skyscrapers – there stood a village of builders. These people had no trucks, no metal cranes, and no engines. But they had something powerful: minds full of ideas and hands ready to work.

In this village lived a young boy named Kael. He liked to run across the wide grassy fields and watch the grown-ups work with tools made of stone, wood, and rope. One morning, Kael followed the sound of deep voices and heavy thuds. When he reached the edge of the village, he stopped and gasped.

Men were pulling a huge stone – taller than a man and heavy as a boulder – across the ground. Others were laying logs beneath it, and one man stood on a ramp shouting, “Pull! Pull! Keep it steady!”

Kael's father spotted him and waved. “Come here, son,” he said with a smile. “Want to see what we're building?”

Kael nodded, his eyes wide. “What is it for?”

His father bent down beside him and pointed. “This is a monument. We're placing the stones in a circle to mark important seasons. By watching the position of the sun during various seasons, we have calculated accurately to position all the stones with their shadows facing directions that show us the times and seasons so we know when to prepare the soil, when to plant seeds, when to expect the rains, and when to harvest our crops.”

Kael looked around. Each person had a job. Some carved the sides of the stones to make them smoother. Others used rope to guide them into place. A few older men walked around the site with sticks marked with lines – they were measuring and checking the angles.

“I didn't know you needed maths to build a monument,” Kael said.

“Oh yes,” said his father. “You need measuring, lifting, planning, and a lot of teamwork. Nothing this big happens by accident.”

As days passed, Kael helped bring small stones for filling the base. He listened carefully to his father's instructions and admired how the stones fit so neatly together.

One evening, the villagers gathered around the nearly finished circle. The final stone was raised just as the sun began to set. It cast a shadow that lined up perfectly with the entrance stones – just as planned.

Kael stood proudly beside his father. “Do you think people will still see this one day, long after we’re gone?”
“I do,” said his father. “And they’ll wonder how we did it. But we’ll know – we did it with minds and hands that God gave us.”



Many years later, people would travel from far places to see that stone circle and others like it – Stonehenge in England, the pyramids in Egypt, and the carved pillars of Göbekli Tepe in Turkey. Some would say, “How did they build this without machines?” Others would guess strange ideas, like aliens or accidents.

But the truth is simple: God made people smart from the beginning. Even before modern machines, people understood design, measurement, and how to work together. These ancient monuments still stand because they were built with wisdom and care.

Kael grew up telling his own children the story of the builders of stone.

B) Narration – Retell the Story

Tutor or parent says:

“Can you tell me everything you remember about Kael and the builders of stone?”

Encourage free retelling, with these optional prompts:

- What did Kael see the builders doing?
- What were the big stones for?
- What tools did they use?
- How did teamwork and planning help the builders?

Content Descriptions addressed in this section:

- F–2: AC9HSFS05, AC9HS1S06, AC9HS2S06
- Y3–6: AC9HS3S07–AC9HS6S07 – communicating historical ideas

C) Thinking Questions – Differentiated by Age

Ages 5–7 (F–1):

- What were the big stones used for?
- Did the builders work alone or together?
- Who made people smart enough to do this?

Ages 8–10 (Y2–4):

- Why do you think people wanted to build big monuments like this?
- What does this show about early people’s intelligence?
- How do you think God helped them work in an orderly way?

Ages 11–12 (Y5–6):

- What do megalithic structures teach us about ancient math, design, and tools?

- How do teamwork and careful planning reflect God’s nature?
- How is building something wisely a way to show worship and order?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives related to actions and ideas
- Y3-6: AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04 – analyse information and identify perspectives

D) Creative Activity – Build a Mini Megalith

Materials:

- Sugar cubes, clay, toy blocks, cardboard, or stacking items
- Optional: string, spoons, sticks, or paper for ramps

Instructions:

1. Use your chosen materials to build a small version of a monument – like a stone circle, pyramid, or tall pillar.
2. Try using only simple tools (hands, string, a spoon as a lever).
3. As you build, talk about the challenges. How would you move a big stone without machines?



Optional Extension:

- Look at photos or a video of:
 - Stonehenge
 - Göbekli Tepe
 - The Great Pyramids
- Discuss what is similar about these structures.

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record and model information
- Y3-6: AC9HS3S02–AC9HS6S02 – organise and represent data through models or visual projects

E) Biblical Connection

Read and reflect together:

- **Proverbs 24:3** – “By wisdom a house is built, and through understanding it is established.”
- **Exodus 31:3–5** – “[God] has filled him with the Spirit of God, with wisdom... to design artistic works in gold, silver and bronze.”

Reflection Questions:

- What do these ancient buildings show us about God’s gift of wisdom to people?
- How do design and teamwork reflect God’s character?
- How can you use your creativity to bring order and beauty?

Character Trait Focus – Orderliness:

These great monuments weren’t accidents. They show that ancient people followed careful plans, worked with others, and honoured something greater than themselves. When we build with care and wisdom, we reflect the orderliness of our Creator.

Content Descriptions addressed in this section:

- F-2: AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06
 - Y3-6: AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07
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Australian curriculum (v.9) Content Descriptions used in this lesson

History Knowledge and Understanding

- AC9HS2K01 – important people, places or buildings and their **significance**
- AC9HS3K01 – **causes and effects of changes** and how people contributed
- AC9HS4K01 – **diversity** and contributions of individuals in the past

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about the past
- AC9HS3S01–AC9HS6S01 – **develop questions** to guide historical inquiry

HASS Skills – Sorting and Representing

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record and model ideas**
- AC9HS3S02–AC9HS6S02 – **organise and represent findings** visually or spatially

HASS Skills – Perspectives and Communication

- AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06 – **discuss, conclude, and share observations**
- AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07 – **analyse, draw conclusions, and present explanations**

Lesson 8: Early Writing and Mathematics

Unit Theme: God's Orderly Hand in History

Character Focus: Orderliness – Writing and mathematics show God's design for truth, memory, and peaceful living.

Learning Objectives

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

- Understand how ancient people used writing and numbers to organise daily life.
- Identify different writing systems such as cuneiform and hieroglyphics.
- Recognise that early mathematics was used to measure, count, and trade.
- Reflect on how writing and numbers bring order and help us remember truth.
- Create and practise a simple writing system using clay or symbols.

(ACv9 links after each section and summarised at the end.)

A) Informational Story – *Messages in Clay*

Read this story aloud once. Encourage active listening for names, tools, and what writing was used for.

In a hot, dry land called Sumer, a young boy named Tarek ran through the dusty village streets toward the market. His father, a scribe, was finishing a trade with the local grain merchant. Beside him was a small wooden table with soft clay tablets laid out like squares of bread dough. His father held a thin reed in his hand and carefully pressed it into the clay. Straight lines and wedge-shaped marks began to appear.

“What are you writing, Father?” Tarek asked, leaning over the table.

“I’m keeping track of the grain we just traded,” said his father. “These marks are cuneiform. It’s how we remember what we traded, how much we gave, and what we’ll receive.”



Tarek looked closer. “It’s like a secret code!”

His father chuckled. “Not so secret – just very old. When I was a boy, my father taught me how to press these signs in clay. It takes practice. Would you like to try?”



Tarek’s eyes sparkled. He sat at the table, picked up a fresh tablet, and gently pressed the reed into the clay. His marks were a little crooked, but he was proud of them. “I’m going to write my name,” he said. “Then I’ll draw how many goats we have.”

Far away across the deserts, in the land of Egypt, another boy named Amari sat beside a priest in a tall stone temple. The priest held a thin brush and painted symbols on a long scroll of papyrus. There were pictures

of birds, snakes, suns, and eyes.

“These are hieroglyphs,” the priest explained. “Each symbol stands for a sound or a word. We use them to write laws, prayers, and stories about the pharaohs.”

Amari asked, “Why do we need to write all that down?”

The priest replied, “Because people forget. But when we write, the truth is remembered. Writing is a gift from the gods, passed down through generations.” Amari was still young, but he practised every day with his brush on scraps of limestone.

Back in Sumer, Tarek’s father looked at the clay tablet Tarek had made. “You’re learning quickly,” he said. “Writing isn’t just for remembering trades. It helps us record stories, write down laws, and measure what we own. Without writing, everything would be confusing.”

Tarek nodded. “And messy,” he added.

His father smiled. “God made people intelligent from the beginning. Writing brings order, and order helps us live wisely. That’s how the world should be.”

That afternoon, Tarek and Amari – though living in different lands – were both learning the same thing: that writing, symbols, and numbers were powerful tools. They helped people remember promises, count their herds, measure land for farming, and pass on important ideas.

And just like Tarek’s father and Amari’s teacher, God also gave written truth. One day, God Himself would write words on tablets of stone and give them to Moses, showing that truth matters and must be preserved.

Writing was more than a tool – it was a treasure. And from the earliest days, it helped people reflect the order and wisdom of the God who made them.

B) Narration – Retell the Story

Tutor or parent says: “Can you tell me what you remember about Tarek and his father? Or about Amari and the Egyptian temple?”

Prompts if needed:

- What did Tarek’s father use to write?
- What kind of writing did Amari learn?
- Why did both boys want to learn how to write?
- What did their teachers say about why writing was important?

Content Descriptions addressed in this section:

- F-2: AC9HSFS05, AC9HS1S06, AC9HS2S06
- Y3-6: AC9HS3S07–AC9HS6S07 – narrating and retelling using key historical details

C) Thinking Questions – Differentiated by Age

Ages 5–7 (F–1):

- What did Tarek’s dad use to write?
- What do you use writing for today?
- Who gave people the idea to write?

[Habakuk 2:2 Then the LORD replied: “Write down the revelation and make it plain on tablets so that a herald may run with it.]

Ages 8–10 (Y2–4):

- Why was early writing so important?

- How does writing help keep order in life?
- What are some ways you can use writing to help others or serve God?

Ages 11–12 (Y5–6):

- What do early writing systems teach us about ancient intelligence?
- How is writing and counting a sign of civilisation?
- How does written communication reflect God’s orderly nature?

Content Descriptions addressed in this section:

- F-2: AC9HSFS04, AC9HS1S04, AC9HS2S04 – discuss perspectives
- Y3-6: AC9HS3S04–AC9HS6S04 – analyse the role of ideas and practices in the past

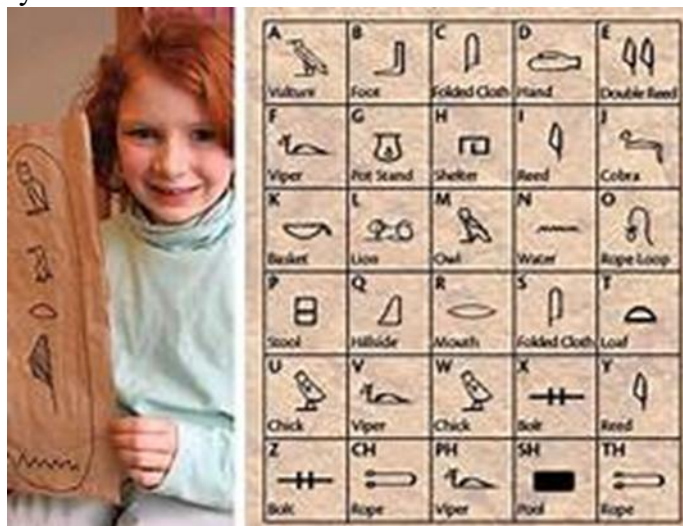
D) Creative Activity – Make Your Own Ancient Writing

Materials:

- Clay or playdough
- Stick, toothpick, or end of a paintbrush
- Optional: printable chart of cuneiform or hieroglyph symbols

Instructions:

1. Flatten your clay into a square tablet.
2. Use a stick or toothpick to press marks or symbols into the clay.
3. Try writing your name, your age, or an idea – either using your own made-up code or a real symbol system.
4. Optional: Use a hieroglyph chart to write your name in Egyptian style.



For older students:

- Create a short “law” or story to press into the clay – something you want others to remember.
- Explain: “Why is this worth writing down?”

Content Descriptions addressed in this section:

- F-2: AC9HSFS02, AC9HS1S02, AC9HS2S02 – record and display information through creative modelling
- Y3-6: AC9HS3S02–AC9HS6S02 – organise and represent ideas through visual or symbolic formats

E) Biblical Connection

Read together:

- **Exodus 24:12** – “I will give you the tablets of stone, with the law and commands I have written for their instruction.”
- **Habakkuk 2:2** – “Write down the vision; make it plain on tablets so that a runner may read it.”

Reflection Questions:

- How does writing help us remember what’s important?
- What does it mean that God wrote His law on stone?
- How can you use writing to honour God and help others?

Character Trait Focus – Orderliness:

God designed writing and mathematics to help people live wisely and peacefully. When we write down what's true, or count and plan carefully, we reflect God's desire for structure and wisdom in His world.

Content Descriptions addressed in this section:

- F-2: AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06 – reflection and communication
 - Y3-6: AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07 – reflection, conclusion, and explanation
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Australian Curriculum (v.9) Content Descriptions Used in this Lesson

History Knowledge and Understanding

- AC9HS2K01 – a local individual or group and the **significance** of their actions
- AC9HS3K01 – **causes and effects of changes**, including communication
- AC9HS4K01 – **diversity** and innovation in early societies

HASS Skills – Questioning and Researching

- AC9HSFS01, AC9HS1S01, AC9HS2S01 – **develop questions** about events and people
- AC9HS3S01-AC9HS6S01 – **develop questions** to guide investigation

HASS Skills – Recording and Representing

- AC9HSFS02, AC9HS1S02, AC9HS2S02 – **record information** using creative tools
- AC9HS3S02-AC9HS6S02 – **organise and represent information** using symbolic formats

HASS Skills – Perspectives and Communication

- AC9HSFS04-05, AC9HS1S04-06, AC9HS2S04-06 – **discuss and present ideas**
- AC9HS3S04-07, AC9HS4S04-07, AC9HS5S04-07, AC9HS6S04-07 – **analyse, conclude, and explain** ideas

Lesson 9: Ancient Technology and Metalworking

Unit Theme: God's Orderly Hand in History

Character Trait Focus: Orderliness – Wise use of tools and resources reflects God's design

Target Age Range: Foundation to Year 6 (with differentiated activities)

Learning Objectives

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

- Understand that early humans were capable inventors, craftspeople, and organisers.
- Describe the ancient process of metalworking and how it required order, planning, and cooperation.
- Identify the importance of tools in early human societies.
- Reflect on how creativity and tool-making reflect God's image.
- Compare ancient and modern tools and how they meet people's needs.
- Create a model using basic materials that imitates the purpose or appearance of ancient metal artefacts.
- Pose questions and share conclusions about the past using narrative forms.

(ACv9 links after each section and summarised at the end.)

A) Introduction and Storytime – “Tubal-Cain the Metal Maker”

Tutor/Teacher Says:

"Today we're going to learn about people who lived long ago – and how they made tools and useful things from metal, even though they didn't have machines like we do today. I'm going to read you a story about one of the earliest metalworkers named Tubal-Cain. I want you to listen carefully because when the story is finished, I'll ask you to tell me everything you can remember. Are you ready?"

Informational Story

In a lush green valley between steep hills, the rhythmic clang of metal echoed through the morning mist. Smoke curled gently from the chimney of a simple forge, where the village's metalworker, Tubal-Cain, was already hard at work. Sparks danced through the air like fireflies as his hammer struck red-hot metal on the anvil.



Jamin, Tubal-Cain's grandson, tiptoed into the forge, careful not to disturb his grandfather. The heat and light from the fire made the whole place glow like a furnace. Jamin had always been fascinated by the forge – the glowing stones, the hissing coals, and especially the transformation that happened right before his eyes. Something rough and dull would go into the fire... and come out shaped, shining, and strong.

"Grandfather," Jamin asked, "why do those stones glow like fire when you heat them?"

Tubal-Cain chuckled and set down his hammer. "Those aren't just stones, my boy. They're *ore*. That means they're rocks with treasure inside – metals like bronze, copper, or iron. When you heat them in the forge, the metal hidden inside comes free, and *that* is what we use to make tools, pots, and even jewellery."

He carefully picked up a pair of tongs and pulled out a long, glowing strip of iron. Laying it across the metal anvil, he began to hammer it methodically. Each strike was strong and sure. "This one," he said, pausing to catch his breath, "will be a plough blade. It's for your uncle Jonah. His oxen are ready, but his old blade cracked last week."

Jamin's eyes widened. "You mean this will help him grow food?"



"Yes," Tubal-Cain nodded.

"Tools help people work, build, and feed their families. A strong plough cuts the soil deep and turns it, so the seeds can grow. God gave us hands to work and minds to solve problems. That's why I do this."

Outside the forge, other members of the village were busy too. One young man was polishing a bowl made of hammered bronze. Another shaped arrowheads with careful strokes. Nearby, a woman soaked strips of leather in water to soften them before attaching them as handles. Even the children were sorting kindling for the fire or gathering bits of charcoal.

Jamin wandered over to a wooden box. "What's in here?" he asked.

Tubal-Cain lifted the lid. Inside were coiled bracelets, small rings, and metal pendants in the shapes of flowers, birds, and fish. "That's jewellery," he said. "Your aunt sells them at the market."

"Why do people wear shiny things?" Jamin asked, tilting his head.

"Because God gave us beauty in His creation. And when we make beautiful things, we reflect His glory. He created gold in the mountains and silver in the rivers. When we shape those gifts into something lovely, we're being creative like our Maker."

Just then, a traveller appeared at the doorway. He carried a small satchel and wore dusty sandals. "Peace to you," the man said. "I've come from the hill village. I've heard of your tools."

Tubal-Cain greeted him warmly. "What do you need?"

"I have cheese and dried figs to trade," the traveller said. "In return, I need a cooking pot and a blade to cut bark from our trees."

Tubal-Cain handed him a rounded bronze pot and a sharp knife wrapped in cloth. The man examined them, smiled, and nodded in approval. "You must be an excellent workman to make things like this."



Tubal-Cain smiled humbly. “Oh. It’s not just work. It’s a form of worship to me. God made us in His image. He gave us minds to learn, hands to build, and hearts to honour Him. What we do here – every hammer strike and every plan – is part of His purpose.”

That night, Jamin sat by the fire beside his mother. He was deep in thought. “I want to be like Grandfather,” he said. “I want to use my hands to make things that help people and honour God.”

His mother smoothed his hair. “Then start learning now. Listen. Watch. Ask questions. Grandfather didn’t become a master craftsman in one day. It takes patience, planning, and care – just like how God created the world: day by day, step by step.”

Jamin nodded solemnly. “I’ll start by learning to sort the ore and turn the bellows. Maybe one day, I’ll make a plough blade or even a beautiful cup.”

His mother smiled. “And one day, someone will say of you: ‘He used his hands to serve others and his mind to glorify God.’ That’s a legacy worth forging.”

In the distance, the hammer rang again in the forge – shaping more than tools and treasures – shaping a whole generation of godly creativity and purpose.

B) Narration Activity (Immediately follows story):

Tutor/Teacher Says:

“Now, I’d like you to tell me as much as you remember from the story. What happened? Who was in the story? What did they make? What did they believe about their work?”

Encourage students to retell the story in their own words. Prompt if needed:

- “Who was Tubal-Cain?”
- “What were the people making?”
- “What was Jamin learning?”
- “What was the fire for?”
- “How did they use teamwork?”

Content Descriptions Addressed:

AC9HSFS01, AC9HS1S01, AC9HS2S01, AC9HS3S01, AC9HS5S01
AC9HSFS06, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS5S07

C) Thinking & Discussion Questions

Ask age-appropriate questions from the lists below. Discuss in small groups or individually with journaling.

Foundation–Year 2:

- What did Tubal-Cain make with metal?
- What do we use tools for today?
- Who gave people the idea to make tools?

Years 3–4:

- Why was metalworking important for early people?
- What does it show about their intelligence?
- How is careful metalworking like being orderly?

Years 5–6:

- How does discovering and using materials like metal reflect the image of God in us?
- What tools today still use the same idea as ancient ones?
- How can making things be a way to honour God?

Content Descriptions Addressed:

AC9HSFS03–04, AC9HS1S03–04, AC9HS2S03–04, AC9HS3S03–04, AC9HS5S03–04

D) Hands-On Activity – Make “Gold” Coins or Tool Replicas

Materials:

- Cardboard or thick paper
- Aluminium foil
- Pencil, toothpick or stylus
- Optional: twine or fabric to make a pouch or wrap
- Extension: Use air-dry clay or salt dough if available
- DK Books: Mesopotamia (or Internet search for Ancient Mesopotamia – coins & tools)



Instructions:

Foundation–Year 2:

1. Cut circles from cardboard.
2. Wrap each one in aluminium foil.
3. Use a pencil to draw shapes or initials like ancient coins or decorations.
4. Talk about what the coin/tool might have been used for.

Years 3–4:

1. Choose to make either coins or a simple tool design (knife, plough blade).
2. Draw your design first. Then build it with foil or shaped cardboard.
3. Explain what it would be used for and how it helps a community.

Years 5–6:

1. Research a real ancient tool or coin and try to imitate its shape.
2. Use additional materials like string, clay, strips of leather or material, or sticks to show how it was used or carried.
3. Present your design to your group/class/family and describe its purpose.



Tutor Prompt for Discussion:

“How does this activity help us understand the careful work of early inventors like Tubal-Cain? Do you think what they made took skill and planning?”

Content Descriptions Addressed:

AC9HSFK01, AC9HS1K02, AC9HS2K02, AC9HS3K01, AC9HS5K08
AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS5S02

E) Biblical Connection & Reflection

Scripture:

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

Reflection Verse: 1 Corinthians 10:31 – “Whatever you do, do all to the glory of God.”

Tutor/Teacher Says:

"God gave people the ability to think, create, and build. Even in early times, people used their minds and hands to make tools and objects that helped others. These were not simple people – they were made in God's image, like you and me."

Reflection Questions:

- How can you use your creativity today to build something that helps others?
- What would you like to learn to make with your hands?

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S05, AC9HS2S05, AC9HS3S05, AC9HS5S05

E) Australian Curriculum v9 Content Descriptions

Grouped by Sub-Strand – with **common threads** bolded across year levels.

Knowledge and Understanding: History / Technology

- AC9HS1K02 – **continuity and change** between aspects of their daily lives and their parents’ and grandparents’ childhoods
- AC9HS2K02 – how **technological developments changed people’s lives** at home, and in the ways they worked, travelled and communicated
- AC9HS3K01 – causes and effects of **changes to the local community**, and how people who may be from **diverse** backgrounds have contributed to these changes
- AC9HS5K08 – types of **resources**, including natural, human and capital, and how they **satisfy needs and wants**

Skills: Questioning and Researching

- AC9HSFS01 – **pose questions** about familiar objects, people, places and events
- AC9HS1S01 – **develop questions** about objects, people, places and events in the past and present
- AC9HS2S01 – **develop questions** about objects, people, places and events in the past and present
- AC9HS3S01 – **develop questions to guide investigations** about people, events, places and issues
- AC9HS5S01 – **develop questions** to investigate people, events, developments, places and systems

Skills: Interpreting, Analysing, and Evaluating

- AC9HSFS03–04 – **interpret** and **discuss perspectives** related to objects, people, places, and events
- AC9HS1S03–04 – **interpret** information and **discuss perspectives**
- AC9HS2S03–04 – **interpret** information and **discuss perspectives**
- AC9HS3S03–04 – **interpret** and **analyse** information and **identify perspectives**
- AC9HS5S03–04 – **evaluate** information and sources and determine **perspectives**

Skills: Concluding and Decision-Making

- AC9HSFS05 – **draw conclusions** in response to questions
- AC9HS1S05 – **draw conclusions** and make proposals
- AC9HS2S05 – **draw conclusions** and make proposals
- AC9HS3S05 – **draw conclusions** based on analysis
- AC9HS5S05 – **develop evidence-based conclusions**

Skills: Communicating

- AC9HSFS06 – **share narratives** and observations using sources and terms
 - AC9HS1S06 – **develop narratives** and share observations
 - AC9HS2S06 – **develop narratives** and share observations using sources and subject-specific terms
 - AC9HS3S07 – **present descriptions and explanations** using sources and relevant subject-specific terms
 - AC9HS5S07 – **present descriptions and explanations**, drawing ideas and using conventions
-

Lesson 10: Global Flood Stories and Lost Knowledge

Unit Theme: God's Orderly Hand in History

Character Trait Focus: *Orderliness – Remembering truth keeps minds and societies in order.*

Learning Objectives:

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

- Recognise that many ancient cultures share memories of a global flood
- Compare Biblical and non-Biblical stories of the flood
- Understand that remembering and passing down God's truth brings order to our lives
- Identify global locations where flood myths exist and map them accurately
- Reflect on how knowledge can be lost when truth is forgotten

(ACv9 links after each section and summarised at the end.)

A) Lesson Content

Parent/Teacher says:

"Today's story helps us understand how many people around the world remember a massive flood long ago – but only one story tells the full truth. Listen carefully as I read about Lani and her grandpa. Afterward, I'll ask you to tell me everything you can remember."

Story: "The Story in the Rain"

Rain tapped gently on the tin roof of Grandpa's old cottage. Outside, the trees swayed in the wind and puddles formed on the ground.

Inside the cottage, Lani snuggled into a blanket, watching her grandpa stir the fire.

"Grandpa," she said thoughtfully, "I wonder if the creek will flood like last time it rained. It wasn't a big flood, but it did block the track to go into town. Have you ever been in a really big flood?"

Her grandfather paused. "Not too big – but you know – I was reading a book about how many cultures have stories about a massive flood that wipes out most of the people of the world and only a few survive. Let me show you something."

He walked over to a tall shelf and pulled out a book filled with maps and old photos. Lani leaned closer. Grandpa pointed to a place on the map.

"In Mesopotamia – this area right here – there's a story called the Epic of Gilgamesh. It tells of a man who built a huge boat to survive a flood sent by the gods."

Lani's eyebrows lifted. "That sounds like Noah's story!"

"It does. And listen to this –" Grandpa turned the pages. "In Thailand there is a legend about the first two people on earth; and how, when a thousand years passed, their descendants were wicked and crude as well as not interested in worshiping the supreme god. The god got angry and punished them with a great flood. Fortunately, some descendants survived because they fled into an enormous magical gourd which floated until it landed on dry ground in a new land."

In Australia, Aboriginal elders tell of water covering the land and wiping out earlier people. The Incas in South America remember a flood that left only one man and one woman alive. In India there is a story about how [Pūluga](#), the creator god in the religion of the [Andaman Islands](#), sends a devastating flood to punish people who have forgotten his commands. In their story, only four people survive this flood: two men and two women. In South America, the Muisca people of Colombia narrate a legend of a devastating flood brought upon by the wrath of the god Chibchacum. ”

Lani blinked. “Wow! That’s a lot of flood stories! Grandpa - Why are there so many different flood stories from different cultures?”

“That’s a good question Lani” Grandpa nodded. “After the actual big flood (that’s the one God sent to cover the whole world in Noah’s time) Noah’s descendants spread across the earth. They carried the story with them. But over time, people forgot parts of the truth, added myths, or turned it into legends.”

He reached for the Bible and opened it to Genesis. “But God made sure His Word stayed true. Let’s read the real story.”

Lani listened as Grandpa read about Noah, the animals, the ark, and the rainbow covenant. “God said He would never again flood the whole earth. The rainbow is His promise.”

They sat quietly for a while, watching the rain. Then Lani asked, “What happened to all the people’s knowledge before the flood? If they were smart and creative like Adam and Tubal-Cain, where did it all go?”

Grandpa nodded solemnly. “Much of that earlier knowledge was probably lost. Ancient people were smart and invented lots of things. But imagine if a whole world of builders, inventors, and artists vanished in a single disaster. That’s why we sometimes find great structures like the sphynx and pyramids, and other ancient ruins or tools and say, ‘How did they do this?’”

Lani looked at the fire, thinking deeply. “So, people forgot the truth?”

“Yes,” said Grandpa. “That’s why God tells us to remember His Word. When we forget, we become confused. But when we teach truth, we build lives on order and wisdom.”

“I want to be a truth-keeper,” Lani said quietly. “I want to remember the real story and tell it.”

Grandpa smiled and squeezed her hand. “That’s the best kind of person to be.”



B) Narration

Tutor Instructions:

Ask your child:

“Can you retell the story about Lani and the flood myths?”

Encourage as much detail as possible. Prompt with:

- What did Grandpa show Lani?
- What are some flood stories from around the world?

- What did they read together?
- What does God's rainbow promise mean?

Content Descriptions Addressed:
AC9HS2S04, AC9HS4S04

C) Thinking Questions

Ask age-appropriate reflective questions:

F–2:

- Who built the ark?
- What happened during the flood?
- Why do people tell flood stories?

Years 3–4:

- Why do many cultures remember a big flood?
- How does this help us trust the Bible's history?
- What happens when people forget the truth?

Years 5–6:

- How do global flood legends support the truth of Noah's story?
- What kind of knowledge might have been lost after the flood?
- How does remembering God's Word keep us in order today?

Content Descriptions Addressed:
AC9HS2K02, AC9HS4K04, AC9HS5K04, AC9HS6S04

D) Activity – World Map Flood Myths

Materials Needed:

- A simple printable world map
- Markers or stickers
- A children's Bible or Genesis 6–9

Instructions:

Parent/Teacher says:

“We’re going to make a special map showing where different flood stories come from. But we’ll also show that only the Bible gives us the full truth.”

Step-by-Step:

1. Read Genesis 6–9 with your child or as a class.
2. Print or display a world map.
3. Mark the following areas where flood stories are known:
 - Mesopotamia (Iraq)
 - Andaman Islands (India)

- Aboriginal Australia
 - Thailand
 - Inca lands (Peru)
 - North America (Native legends)
 - Columbia (South America)
 - Africa (tribal flood myths)
4. At each point, draw a small boat symbol or place a sticker.
 5. Write “God’s True Flood Story” above the area of the Middle East, where Noah’s Ark story is centred.
 6. Reflect together: “Why do many stories sound alike? Why do we trust the Bible most of all?”

Differentiated Extension Activities:

- **F–2:** Colour the map and draw a rainbow over the ark.
- **Years 3–4:** Add one sentence to each place on the map about what the flood myth says.
- **Years 5–6:** Write a paragraph comparing the Bible story with one other myth and explaining which is more trustworthy and why.

Content Descriptions Addressed:

AC9HS3K03, AC9HS4K03, AC9HS2S04, AC9HS4S04, AC9HS6S04

E) Biblical Connection

Read together:

Genesis 9:13 – *“I have set my rainbow in the clouds... a sign of the covenant.”*

Reflection Question:

“Why is it important to remember the truth of God’s story instead of only the stories people tell?”
(Discuss how forgetting truth leads to confusion, but God’s Word brings light and clarity.)

Content Descriptions Addressed:

AC9HS2K02, AC9HS4K04

Character Trait Focus – Orderliness

From the beginning, God asked His people to remember His truth and teach it to the next generation. The rainbow reminds us of a faithful promise, and the Bible keeps us grounded in what is real. Remembering well is an act of worship and order.

Australian Curriculum (v.9) Content Descriptions Used in this Lesson

History – Knowledge and Understanding

- **AC9HSFK02 (F):** Identify perspectives about familiar places, people, and events.
- **AC9HS1K02 (Yr 1):** Identify perspectives about the past using stories, images, and cultural traditions.
- **AC9HS2K02 (Yr 2):** Identify perspectives of people in the past and compare with those of today.
- **AC9HS4K04 (Yr 4):** **Describe** the effects of significant events on individuals and groups.
- **AC9HS5K04 (Yr 5):** **Explain** the impact of significant events and developments on individuals, groups and environments.

Geography – Knowledge and Understanding

- **AC9HS3K03 (Yr 3):** **Identify** connections between people and their environment in different places.
- **AC9HS4K03 (Yr 4):** **Describe** diverse cultures, environments and places, and explain how they are represented.

Inquiry and Skills – Research and Analysis

- **AC9HS2S04 (Yr 2):** **Collect** data and information from observations and sources provided.
 - **AC9HS4S04 (Yr 4):** **Locate** and **collect** information and data from different sources, including observations.
 - **AC9HS6S04 (Yr 6):** **Locate, collect** and **organise** relevant data and information from primary and secondary sources using ethical protocols.
-

Lesson 11: Why This Matters – Faith and Science

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – Seeing God's wisdom in science and creation

Target Age Group: Foundation to Year 6

Learning Objectives:

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

- Understand that science and faith are not opposed, but both reveal God's creation.
- Describe examples of scientific thinking in biblical stories (e.g. Adam naming animals, Noah's ark).
- Express how using our minds to investigate creation is a God-given ability.
- Create a visual or written reflection showing how they can use both faith and science to honour God.
- Understand that studying the natural world is a way to bring order and reflect God's design.

(ACv9 links after each section and summarised at the end.)

A) Introduction and Lesson Content

Parent/Teacher Script:

"Today's lesson will help us think about a big question – can you love God and also love science? Many people think those things don't go together. But we're going to read a story that shows how God made our minds to think, explore, and understand His world. When we do that in an orderly way, we're honouring Him. Please listen carefully and think deeply – I'll ask you to tell me what you remember after the story."

Story: "The Big Question"

Emma was a thinker. She asked questions from the time she could talk. "Why do trees grow up instead of down?" "What's inside a caterpillar's cocoon?" "Why does lightning zigzag?" Her curiosity filled her days – and sometimes her parents' ears!

Her room was full of science books, bug jars, smooth stones, and drawings of volcanoes. She even had a small microscope from her birthday.

On weekends, she and her mum would go for 'science walks', collecting leaves, examining clouds, and taking photos of ants at work.

One sunny afternoon, Emma was playing in the creek at the park with her friend Toby. They were building a little



dam with pebbles and sticks when Toby suddenly said, "You like science and church? That's weird. I heard someone say you can't believe both."

Emma's smile faded. "Why not?"

"Because science is about facts and church is about believing," Toby shrugged.

Emma didn't know what to say. Her heart felt confused.



That night at dinner, Emma was quiet. Her mum asked gently, "What's wrong, sweetheart?"

Emma told her about what Toby said. Her mum smiled kindly and said, "Let me show you something." She turned to *Psalm 111:2* and read aloud: '*Great are the works of the Lord; they are studied by all who delight in them.*'

“Emma,” her mum explained, “God made the world, and He invites us to study it. Science is like reading the story He wrote into the world. And you’re one of the readers.”

Emma’s eyes brightened. “So, scientists are reading God’s creation?”

“Yes,” said Mum. “When Adam named the animals, that was the first biology class! Noah followed God’s measurements to build a ship – that’s engineering. And when people study stars, weather, or bugs, they’re learning how wisely God made everything.”

Emma ran to her room, opened her science journal, and drew a big picture of the night sky. She wrote at the top, “*The heavens declare the glory of God*” (Psalm 19:1).

Later, looking up at the stars, Emma prayed, “Thank You, God, for making me curious – and for making a world worth exploring.”

That night, she dreamed of studying insects in a rainforest – and telling people that faith and science belong together.



B) Narration

Parent/Teacher Instructions:

“Can you tell me what Emma learned in the story? What made her confused – and how did she find the truth? Try to remember the story and use your own words.”

(Encourage detail, including the Bible verse, the journal drawing, and Emma’s prayer.)

Content Description Codes Addressed: AC9HSFK01, AC9HS2K01

C) Thinking and Reflection Questions

Foundation–Year 2:

- Who made the world?
- What is science?
- Can we learn more about God by studying what He made?

Years 3–4:

- Why do some people think science and faith don’t go together?
- How does the Bible show that early people used science?
- What kind of science are you most curious about?

Years 5–6:

- How can scientific knowledge be used for good or evil?
- How does studying science help us worship God more deeply?
- How can you defend your faith while learning science?

Content Description Codes Addressed: AC9HS2S03, AC9HS4S03, AC9HS6S03

D) Activity Options – My Faith and Thinking Page

Materials:

- Blank paper or journal page
- Crayons, pencils, markers
- Optional: access to nature photos or science tools

Instructions by Age Group:

Foundation to Year 2:

1. Draw or paste pictures of something you like in God's creation (e.g. animals, stars, water).
2. Add a sentence: "God made me smart to think about..."
3. Write the word *science* in big letters and decorate it.

Years 3–4:

1. Create a poster called "Science Is a Gift from God."
2. Include at least 3 things science helps us learn about God's creation.
3. Write a short sentence explaining how science and faith go together.

Years 5–6:

1. Write a short reflection or persuasive paragraph:
"Can Christians be scientists?"
 Use examples from the Bible and the story of Emma.
2. Optional: design a badge or poster for your wall that says:
"I explore God's world with wonder and truth."

Content Description Codes Addressed: AC9HS2S04, AC9HS4S04, AC9HS6S04

E) Biblical Connection and Reflection

Bible Verse: *Psalm 111:2 – "Great are the works of the Lord; they are studied by all who delight in them."*

Parent/Teacher Says:

"God made a beautiful world – and He wants us to study it, enjoy it, and learn from it. Just like Emma did in the story, you can love science and still love the Bible. They are not enemies. They are friends."

Reflection Prompt:

"How can you use both faith and your mind to learn about God and His world?"

Character Trait Focus – Orderliness:

Science shows that the world is full of order. Every pattern, design, and discovery points us back to the mind of God. When we study carefully and think clearly, we are imitating the God of order.

Content Description Codes Addressed: AC9HSFK02, AC9HS2S05, AC9HS4S05

AUSTRALIAN CURRICULUM (v.9) CONTENT DESCRIPTIONS ADDRESSED

Knowledge and Understanding: History

- AC9HSFK01 – Identify perspectives about **familiar and community events**, including stories of the past.
- AC9HS2K01 – Describe a **person, site and/or event of significance** in the local community.
- AC9HS4K01 – Describe the **experiences of people in the past** and explain how these have shaped the present.
- AC9HS6K01 – Explain the **significance of people or events** in bringing about change.

Skills: Inquiry and Analysis

- AC9HS2S02 – **Pose questions** about the past, the world around them, and their own lives.
- AC9HS4S02 – **Develop questions** to guide investigations about people, events, places or environments.
- AC9HS6S02 – **Develop appropriate questions** to guide investigations of people, events, developments, places, systems and challenges.

Skills: Interpretation, Analysis and Communication

- AC9HS2S03 – **Collect and record information** and data from observations and from provided sources, including **visual representations**.
- AC9HS4S03 – **Locate, collect and record information** and data from a range of sources, including **annotated timelines and maps**.
- AC9HS6S03 – **Locate, collect and organise information** and data from primary and secondary sources using appropriate methods.

Skills: Communication and Reflection

- AC9HS2S04 – **Sort and record information** and **present findings** using everyday and discipline-specific terms.
- AC9HS4S04 – **Organise and represent data** in different formats to identify patterns and relationships.
- AC9HS6S04 – **Organise and represent information and data in a range of formats**, using discipline-specific conventions and terms.

Skills: Reflecting and Responding

- AC9HSFK02 – **Reflect on learning to suggest ways they can care for places and sites of significance**.
- AC9HS2S05 – **Draw simple conclusions** based on data and information.
- AC9HS4S05 – **Draw conclusions** based on analysis of data and information.

Lesson 12: Unit Quiz: Early Ancient Mankind

Today you have two options. Either, i) enjoy further reading in library books about the intelligence of ancient people... or ii) Have a go at this fun review quiz.

Instructions: Read each question aloud and allow the student to answer orally or write answers in their notebook. For older students, ask for full-sentence answers.

There are two ways of conducting this quiz. The better way is to just ask each question and have the child answer from memory. Then if they have no idea, you could give them the 4 multichoice-suggestions for an answer.

However, if you are in a classroom situation with a larger number of students, then logistically, you might need to hand out the multi-choice question sheet for the students to answer.

1. Who named all the animals in the Garden of Eden?

- a) Moses
 - b) Noah
 - c) Adam
 - d) Tubal-Cain
-

2. What does it mean to be made in the image of God?

- a) We look like animals
 - b) We can think, speak, and create
 - c) We live in trees
 - d) We only follow rules
-

3. What kinds of things did early people build? (Choose all that apply)

- ☐ Cities
 - ☐ Rockets
 - ☐ Musical instruments
 - ☐ Tools from metal
-

4. Who made tools out of bronze and iron, according to the Bible?

- a) Jubal
 - b) Cain
 - c) Tubal-Cain
 - d) Noah
-

5. What do megalithic structures like the pyramids and Stonehenge show us about early people?

- a) They were lazy

- b) They were silly
 - c) They were very intelligent
 - d) They couldn't do math
-

6. What is cuneiform or hieroglyphics?

- a) A kind of food
 - b) Ancient writing
 - c) A game
 - d) A plant
-

7. Many cultures around the world remember a story about...

- a) A giant
 - b) A rainbow
 - c) A global flood
 - d) A lost sheep
-

8. True or False: Faith and science are enemies.

(True / False)

9. Why do we study history and ancient people through the Bible?

- a) To see how smart they were
 - b) To learn how they followed or forgot God
 - c) To understand God's design for humans
 - d) All of the above
-

10. What character trait helps us plan, create, and use our minds wisely like early people did?

- a) Messiness
- b) Orderliness
- c) Laziness
- d) Chaos

Quiz Answer Key

1. Who named all the animals in the Garden of Eden?
✓ c) Adam
2. What does it mean to be made in the image of God?
✓ b) We can think, speak, and create
3. What kinds of things did early people build?
✓ Cities, Musical instruments, Tools from metal
(✗ Rockets – were not until modern times!)
4. Who made tools out of bronze and iron, according to the Bible?
✓ c) Tubal-Cain
5. What do megalithic structures like the pyramids and Stonehenge show us about early people?
✓ c) They were very intelligent
6. What is cuneiform or hieroglyphics?
✓ b) Ancient writing
7. Many cultures around the world remember a story about...
✓ c) A global flood
8. True or False: Faith and science are enemies.
✓ False
9. Why do we study history and ancient people through the Bible?
✓ d) All of the above
10. What character trait helps us plan, create, and use our minds wisely like early people did?
✓ b) Orderliness

Lesson 13: The Man Who Walked with God

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – God's instructions bring structure, not chaos

Story Chapter Focus: The problem, God's decision, and instructions to Noah

Learning Objectives

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

- Understand how Noah followed a structured plan from God to prepare for the flood
- Describe how God used detailed instructions to create order in a chaotic world
- Reflect on how orderliness can be a way to honour God and care for others
- Retell and explain a narrative that demonstrates order in the face of widespread disorder
- Develop skills in questioning, reflecting, and presenting personal responses

(AC links after each section and summarised at the end.)

A) Informational Story – “The Man Who Walked with God”

Student Instructions: Read or listen carefully to this story. You'll be asked to retell it and reflect on what it teaches about orderliness and trust.

As you read, look for examples of how Noah and his family brought order to a broken world by following God's detailed plans. Consider how their preparation helped others.

Chapter 1: The Man Who Walked with God

(Theme: The problem, God's decision, and instructions to Noah)

In the early days of the world, when mountains were still young and rivers ran clear through valleys untouched by cities or smoke, people had begun to forget the One who made them. The world was bursting with colour, beauty, and life. Trees reached toward the sky in groves of green; animals roamed peacefully through meadows and hills; stars blinked down like watchful eyes from the heavens. But the hearts of men had turned dark.

At first, the turning away had been slow – just small acts of pride, moments of selfishness, ignoring God's voice. But like a seed of weeds, sin had grown until it strangled the goodness that once filled the earth. People lied and cheated. They stole from one another. Their words were cruel. Violence filled the streets, and laughter became mocking rather than joyful. Homes were broken, friendships betrayed, and the strong hurt the weak without shame. People no longer remembered the One who had breathed life into dust.

God saw it all. Nothing was hidden from His eyes – not the smallest act of cruelty nor the coldness in hearts. He who had crafted every flower and stream now watched as His creation twisted itself into something it was never meant to be. His heart was deeply grieved. The Bible says it broke His heart.

But even in that great darkness, there was one man who lived differently.

His name was Noah.

Noah was not perfect, but he was faithful. He spoke kindly to his wife and listened to his sons. He prayed when others mocked him. He honoured the Lord even when others laughed or jeered. Each morning, Noah greeted the sunrise with gratitude. He helped neighbours even when they were rude. His family grew strong because of his leadership. While the world raced toward ruin, Noah walked in step with God.

And then, one day, the Lord spoke.

“Noah,” God said, His voice like thunder and tenderness combined, “I am going to bring a flood upon the earth. The violence, the cruelty – it must be washed away. But I have seen your heart. I have seen your obedience. I will save you and your family. You must build an ark – a great boat, a vessel of safety.”

Noah bowed his head, trembling. “Yes, Lord,” he whispered.

God gave Noah detailed instructions – so precise that there was no room for guessing. The ark must be 300 cubits long, 50 cubits wide, and 30 cubits high. It would have three levels. A single door. A window at the top. It must be coated inside and out with pitch to keep it watertight. The plans were clear – but the task was enormous.

Noah gathered his sons – Shem, Ham, and Japheth – and explained the Lord’s message. Their eyes widened. “All life will be destroyed?” Ham asked.

“Only those who do not enter the ark,” Noah replied. “We must prepare.”

Work began the very next day. The forest echoed with the sound of axes and hammers. Shem hauled logs. Ham split planks. Japheth carved beams. But the work was slow. People from nearby villages came to see. They pointed and laughed. “Building a boat in the middle of dry land?” they mocked. “What’s next – growing fish in the desert?”



Noah calmly continued. When strangers shouted insults, he replied with patience. “God has warned me. A great flood is coming. Turn back to Him – there is still time.” But the people only scoffed louder.

Meanwhile, the family faced challenges. Splinters and blisters covered their hands. Rain threatened their supplies. Timber cracked. One night, a violent wind tore down a partially built wall. Japheth groaned in frustration. “How can we finish this in time?”

Noah reminded them, “God didn’t promise it would be easy; but He promised to be with us.”

As the ark took shape, so did their faith. They learned to bind wounds, rebuild broken sections, and work through exhaustion. They discovered new ways to lift heavy beams and shared daily meals with thanksgiving, even when sore and weary. Each nail they hammered was an act of trust in God's Word.

The years passed. The ark loomed taller than any building Noah's family had ever seen. Nearby towns grew quieter as people returned to their own distractions.



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Only the sound of faithful obedience filled the clearing – hammering, singing, praying, trusting.

And the sky – though bright now – began to change.

Dark clouds gathered slowly on the horizon.

The time of reckoning was near.

Content Descriptions Addressed:

AC9HS2K01, AC9HS3K01, AC9HS4K09, AC9HSFS05, AC9HS2S06, AC9HS3S07

B) Narration – Tell It Back

Student Instructions:

Retell the story of Noah in your own words. Focus especially on:

- How God gave clear instructions
- What steps Noah took to prepare
- How Noah's family worked together to stay organised

F–2: Draw three pictures to show the steps God gave to Noah. Speak aloud to explain them:

1. A broken world
2. God giving instructions
3. Noah's family working in order

Years 3–4: Write or tell a sequence of 4–5 sentences describing what Noah's family had to do in order to follow God's plan. Include the words: *instructions*, *plan*, and *preparation*.

Years 5–6: Write a paragraph describing how Noah's structured obedience brought peace into a disordered world. Finish with a sentence explaining how planning and orderliness can honour God.

Content Descriptions Addressed:

AC9HSFS05, AC9HS2S06, AC9HS3S07

C) Reflect and Respond – Thinking Questions

F–2 Questions (Draw or speak):

- What jobs do you think Noah had to finish first?
- How did he keep everything organised?
- Who helped him?

Years 3–4 Questions:

- Why did Noah need a step-by-step plan from God?
- What might have happened if Noah had built the ark the wrong way?
- How do you think his family stayed orderly?

Years 5–6 Questions:

- How did God’s instructions create order in a world filled with chaos and violence?
- How do routines and structure help in difficult times?
- (Optional reflection on obedience:) Why might God value both obedience and orderliness together?

Content Descriptions Addressed:

AC9HS1S01, AC9HS2S01, AC9HS3S01, AC9HS2S04, AC9HS3S04

D) Activities – Hands-On and Creative

Choose at least one activity from your age group.

F–2:

1. **Step-by-Step Drawing** – Use four panels to show Noah building the ark in order: cutting wood, building walls, adding a roof, and loading supplies.
2. **God’s Instructions Puzzle** – Write or draw each part of God’s plan (ark, animals, food, family) on separate cards and mix them up. Can you put them back in order?
3. **Lego or Block Ark** – Build a model ark using blocks. Can you include a door and a roof?

Years 3–4:

1. **Blueprint Challenge** – Draw the ark from above or from the side, using measurements (3 decks, door on side, window at top). Label where animals, food, and people might go.
2. **Job Chart** – Create a chart showing who in Noah’s family did which jobs (e.g. cutting wood, cooking food, collecting jars). Add a role for yourself if you lived in that time.
3. **Measuring the Ark** – Go outside with a tape measure or long string. Measure part of the Ark’s size (e.g. 45m = 5 buses). Record your measurements and draw a map of the Ark’s layout.
4. **3D Model Ark** – Use cardboard or recycled materials to make a 3D model. Add labels to show animal areas, storage areas, and human quarters.

Years 5–6:

1. **Logbook of Order** – Write a fictional journal entry from one of Noah’s sons describing a day of work. Include a list of what they had to do, when, and why keeping order mattered.
2. **Chaos vs Order Board** – On one side of a page, list what the world looked like before the flood. On the other, show how God’s plan through Noah brought order. Include drawings, headings, or bullet points.

3. **Scale Drawing** – Draw the Ark to scale on grid paper. Label areas for different animal types, food storage, ramps, etc.
4. **3D Model Ark** – Use cardboard or recycled materials to make a 3D model. Add labels to show animal areas, storage areas, and human quarters.
5. **Orderliness Plan** – Create a short written plan or diagram showing how Noah’s family might have kept order on the Ark (feeding schedules, cleaning, animal grouping, etc.)

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02
AC9HS3S04, AC9HS4S04

E) Biblical Reflection

Memory Verse:

Genesis 6:22 – “Noah did everything just as God commanded him.”

Reflect with Words or Art:

- Why do you think God gave Noah specific, detailed instructions?
- How can we practise orderliness in our home or school?
- Create a mini-poster or write a list of “5 Ways to Be Orderly Like Noah.”

Content Descriptions Addressed:

AC9HS2K01, AC9HS4K09

Australian Curriculum (v. 9) Content Descriptions used in this Lesson

(From Foundation to Year 6 – based on story themes, discussion tasks, and activities)

Knowledge and Understanding

- **AC9HS2K01** – a local individual, group, place or building and the reasons for their **importance**, including social, cultural or spiritual significance
- **AC9HS3K01** – **causes and effects** of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
- **AC9HS4K09** – **diversity** of cultural, religious and/or social groups to which they and others in the community belong, and their **importance to identity**

Questioning and Researching

- **AC9HS1S01** – **develop questions** about objects, people, places and events in the past and present
- **AC9HS2S01** – **develop questions** about objects, people, places and events in the past and present
- **AC9HS3S01** – **develop questions** to guide investigations about people, events, places and issues

Interpreting and Analysing

- **AC9HS2S04** – **discuss perspectives** related to objects, people, places and events
- **AC9HS3S04** – **analyse information** and data, and identify perspectives

Communicating

- **AC9HSFS05** – **share narratives** and observations, using sources and terms about the past and places
 - **AC9HS2S06** – **develop narratives and share** observations, using sources, and subject-specific terms
 - **AC9HS3S07** – **present descriptions and explanations**, using ideas from sources and relevant subject-specific terms
-

Lesson 14: A Boat Big Enough for the World

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – Following God's plans brings safety and peace

Story Chapter Focus: Building the ark and gathering the animals

Learning Objectives

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

- Describe the order and structure of the ark as God designed it
- Explain how careful preparation and planning protected life during the flood
- Recognise that orderliness is part of godly character and stewardship
- Retell the key events from the chapter with attention to sequence and design
- Apply understanding through creative construction and reflection tasks

(AC links after each section and summarised at the end.)

A) Informational Story – “A Boat Big Enough for the World”

Student Instructions: Listen carefully or read this story. Focus on how Noah's family worked in order, followed instructions, and created a space of safety and calm for many lives.

Chapter 2: A Boat Big Enough for the World

(Theme: The completed ark and arrival of the animals)

The final wooden plank slid into place with a thud. Noah stood back, wiping sweat from his brow as he looked up – far up – at the great vessel before him. The ark was colossal. It cast a wide shadow over the grass and trees, its towering frame stretching across the clearing like a wooden mountain. It was longer than twenty wagons laid end to end, taller than any house Noah had ever seen, and stronger than any ship that had ever sailed – though it had never touched water.

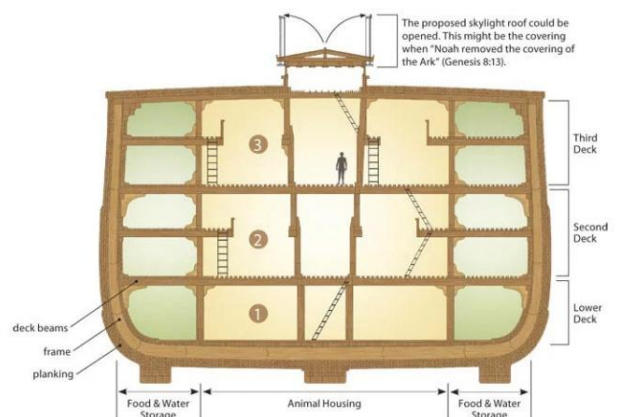
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Shem stood beside him, hammer still in hand. “It looks like a fortress,” he whispered.

“It is,” Noah replied. “A fortress of mercy.”

The ark had taken years to build. Years of labour, ridicule, setbacks, and trust. Yet now it stood ready – three decks high, its outer walls sealed tight with pitch, its door still open to the world. Inside, rooms had been carefully planned – stalls for animals of every kind, storage chambers for food, hay, and water, and narrow ramps connecting each level like the ribs of a giant.

Every nail, every beam, every basket of grain had been arranged with purpose and order.



Noah's wife and daughters-in-law had helped design clever ways to store supplies – hanging nets for dried fruit, shelves for cooking pots, clay jars sealed tight with honey and oil. They had sewn thick blankets and woven ropes from reeds. Japheth had even built a pulley to lift heavy baskets to the upper decks. What once had seemed impossible now stood ready.

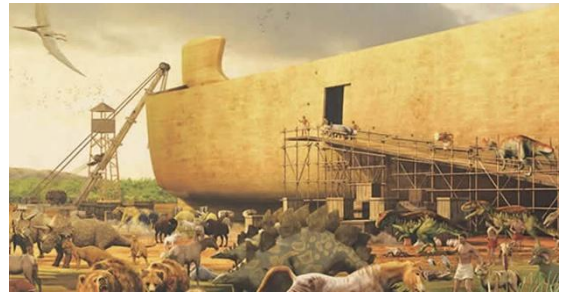
But something still lingered – the waiting.

The sky had been overcast for days. A strange hush had fallen over the land. The animals were the first to notice. Birds stopped singing. Antelope paused in the fields, listening. The air felt thick and heavy, as though the world were holding its breath.

And then... it began.

One morning, the first visitors arrived. Not people – but creatures.

A pair of tall giraffes emerged from the distant trees, their necks swaying like reeds in the wind. Behind them came a group of foxes, then monkeys, then a slow-moving tortoise, its shell patterned like a stone mosaic. The animals came in twos – some timid, others bold. They walked side by side, without fear or confusion, as if guided by an unseen hand.



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Noah called to his family. “They are coming. Just as God said.”

Soon the clearing was alive with sound – trumpeting elephants, chirping crickets, roaring lions, buzzing bees. Birds swirled overhead before settling in the rafters. Parrots squawked, snakes slithered, and frogs leapt through puddles. Even the insects arrived in pairs – beetles, butterflies, ants. The family stared in awe.

“They’re not fighting,” Ham murmured. “Even the lion is calm.”

“They’re obeying,” Noah said softly. “Even the animals know their Maker.”

It took days to help them settle. Each pair was led gently to its space. Birds perched on wooden rods. Big animals were given roomy stalls; smaller ones nested in hay-filled crates. Noah's wife carefully placed grain near the goats and apples near the bears. Daughters-in-law refilled troughs and tied bundles of herbs to beams. Shem kept track of everything on a scratched clay tablet. Every task had to be done with care – water would need to last, food had to be sorted, waste had to be managed.

Some animals were easy. The deer curled up quietly. The owls blinked from their perch and said nothing. Others... were not so peaceful. A stubborn donkey kicked the side of its stall. Two mischievous raccoons knocked over a basket of figs. A curious porcupine got loose and sent everyone ducking for cover.

But no one gave up. “Order,” Noah reminded them. “Even when things feel wild.”

As the final animals found their places, the sky darkened. Heavy clouds churned above like a sea in the sky. Thunder rumbled in the distance. A wind picked up, bending the trees low. The birds inside the ark fluttered their wings nervously. Outside, the ground was dry – but not for long.

Then something happened that took even Noah by surprise.



The great door began to move.

It creaked slowly, as if pushed by invisible hands, swinging on thick wooden hinges. Noah and his family stepped back, holding each other. They didn't touch it. They didn't need to. The door sealed itself shut. And the Bible says, *"Then the Lord shut him in."*

For a moment, there was silence.

Then, with a low roar, the sky broke open.

Rain fell – first in drops, then in sheets. The sound on the ark's roof was like the drumming of ten thousand hooves. Water burst from the ground as well, rushing from springs hidden deep within the earth. The wind howled. Trees swayed and cracked. Streams overflowed. Hills disappeared beneath the rising waves.

But inside the ark, it was dry. The walls held strong. The pitch did not leak. And the family gathered close as thunder shook the world around them.

For forty days and forty nights, the rain would fall.

But inside the ark, the air was filled with quiet work and gentle voices, with the rustle of animals and the flicker of lanterns. There was peace. There was purpose. And above all – there was the steady presence of God, unseen but not unfelt.

Noah sat near a window, hand on the wooden frame, and whispered, "We are not alone."



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B) Narration – Tell It Back

Student Instructions: Retell the story aloud or in writing. Include these key ideas:

- What the ark looked like and how it was organised
- How the animals were gathered and cared for
- How Noah and his family showed orderliness in their actions

F–2:

- Use pictures to show the ark's outside and inside.
- Speak or write one sentence for each part: ark building, animals coming, family working.

Years 3–4:

- Write 3–5 sentences describing how Noah prepared the ark and how the family stayed organised.

Years 5–6:

- Write a structured paragraph describing the internal layout and functioning of the ark.
- Finish by reflecting: "How does careful planning protect life in times of crisis?"

C) Reflect and Respond – Thinking Questions

F–2 Questions:

- What kinds of animals did Noah care for?
- Who helped Noah keep everything in order?
- Why do you think God wanted everything planned so carefully?

Years 3–4 Questions:

- What are some ways the family showed good planning?
- What problems might have happened if the ark had not been organised?
- How did the animals seem calm even though a storm was coming?

Years 5–6 Questions:

- How does God’s design for the ark show wisdom and preparation?
- Imagine Noah had ignored one part of God’s instructions. What might the consequences have been?
- What does this story teach about leadership, planning, and working together under pressure?

Content Descriptions Addressed:
AC9HS3S04, AC9HS4S04

D) Activities – Hands-On and Creative

Choose at least one activity from your year level.

F–2:

1. **Animal Pairs Sorting Game** – Gather toy animals or pictures and sort them into twos. Talk about how Noah might have cared for each.
2. **Ark Puzzle** – Use cardboard to draw a side view of the ark. Cut it into four large puzzle pieces and practise putting them in order (bottom deck, middle deck, top deck, roof).
3. **Stuffed Animal Sorting** – Use toy animals and pretend to “load” them onto an imaginary ark.

Years 3–4:

1. **Design Your Own Ark** – On graph paper, draw a side-view and top-down view of the ark. Label different zones: animal areas, food storage, family quarters.
2. **Family Job Roster** – Make a weekly job chart for Noah’s family. List what jobs needed doing (feeding, sweeping, water refilling, repair), and assign them to different people.
3. **Animal List Challenge** – Make a list of 10 animal pairs. Think about how Noah’s family had to feed and care for each.
4. **Animal Observation Journal** – Choose 5 animals Noah might have had. Write a sentence about how you would feed, house, and clean up after each on the Ark.

Years 5–6:

1. **Ark Blueprint & Supply Chart** – Create a scaled drawing of the ark based on Bible dimensions. Beside it, create a chart estimating how much food and water each animal group would need for a week.
2. **Care Plan** – Create a simple schedule showing how Noah’s family might have rotated jobs (feeding, cleaning, checking supplies). Include a weekly roster and explain how it shows order and teamwork.
3. **Animal Logbook** – Write a fictional journal entry from the perspective of a young person helping care for the animals. What problems did they face? How did they keep everything under control?

Content Descriptions Addressed:

AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS3S04, AC9HS4S04

E) Biblical Reflection

Memory Verse:

Genesis 7:16 – “Then the Lord shut him in.”

Student Reflection Options:

- Why do you think God shut the door instead of Noah?
- How does the ark remind us of Jesus – God’s way of keeping us safe through chaos?
- Make a poster: “*God is a God of Order*” – include pictures or words from the story.

Content Descriptions Addressed:

AC9HS2K01, AC9HS4K09

Australian Curriculum (v.9) Content Descriptions Used in this Lesson

(From Foundation to Year 6 – based on story themes, discussion tasks, and activities)

Knowledge and Understanding

- **AC9HS2K01** – a local individual, group, place or building and the reasons for their **importance**, including social, cultural or spiritual significance
- **AC9HS3K01** – **causes and effects** of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes
- **AC9HS4K09** – **diversity** of cultural, religious and/or social groups to which they and others in the community belong, and their **importance to identity**

Interpreting and Analysing

- **AC9HS2S02** – **interpret data and information** displayed in different formats
- **AC9HS3S02** – **interpret information and data** displayed in different formats
- **AC9HS4S02** – **interpret information and data** displayed in a range of formats
- **AC9HS3S04** – **analyse information** and data, and identify perspectives
- **AC9HS4S04** – **analyse information and perspectives**

Communicating

- **AC9HSFS05** – **share narratives** and observations, using sources and terms about the past and places
- **AC9HS2S06** – **develop narratives and share** observations, using sources, and subject-specific terms
- **AC9HS3S07** – **present descriptions and explanations**, using ideas from sources and relevant subject-specific terms

Lesson 15: Waiting, Watching, and the Raven's Flight

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – God's care for every detail gives us patience, structure, and calm.

Biblical Text Focus: Genesis 7:24 – 8:12

Learning Objectives:

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

- Describe the events following the global flood and identify the actions Noah took while waiting for the land to reappear
- Explain the importance of orderly routines in long-term survival situations
- Reflect on how Noah's patience and planning helped him care for his family and animals
- Recognise how the use of testing (ravens and doves) shows thoughtful problem-solving and careful observation
- Understand the value of order and structure in uncertain times

(AC links after each section and summarised at the end.)

A) Introduction – Parent or Teacher-Led Discussion

Say:

"Imagine being inside a huge floating wooden house for months – with animals of every kind, no land in sight, and no idea when you'd get out. Would you get bored? Tired? Grumpy?"

Ask:

- "What are some things that help us stay calm and peaceful when we don't know what's going to happen next?"
- "What routines or habits help keep your day running smoothly?"
- "Why might God want us to be people of order – even when everything around us seems confusing?"

Say:

"Today we'll hear how Noah waited patiently and wisely after the storm. Even though the whole world was covered in water, God was still in control, and Noah followed His example by staying calm, watchful, and organised."

(Addresses: AC9HS3K01, AC9HS3S02, AC9HS4S04)

B) Chapter 3: When the Waters Covered the Earth

(Theme: The flood, the long wait, and sending out the birds)

The rain did not stop.

Day after day, night after night, it fell – drumming on the roof like fists from heaven, thundering against the sides of the ark, pouring from the sky in torrents too heavy to count. Water gushed up from beneath the earth as well, bursting from springs deep underground. Rivers swelled, hills disappeared, trees vanished beneath

waves. Soon there was no land in sight – only grey water and grey skies, stretching in every direction like a sea without end.

Inside the ark, Noah sat near the small window high above the third deck. He looked out, but there was only cloud and water. His hands rested on his knees, calloused and rough from years of work. He breathed slowly. Though he could not see land, he knew God was near.

Around him, life went on. The air inside was damp but warm. Lanterns swayed gently as the ark rocked on the waves. On the lower deck, the oxen shifted their weight and let out long, patient breaths. Birds chirped softly in the rafters. The donkeys brayed from time to time. The lions yawned. But for the most part, the animals – who should have been wild with fear or hunger – were still. God had quieted them.

Every day, Noah's sons took turns feeding the animals. Shem measured grain carefully and made sure the rabbits and deer had fresh hay. Ham carried heavy water jars up and down the ramps, sweat running down his face. Japheth kept a record of supplies, adjusting plans as needed when fruit began to spoil or buckets cracked.

The women had their own tasks. Noah's wife tended to the sick or restless animals – once even calming a goat who had broken a horn. The daughters-in-law sewed new sacks from torn fabric and cleaned out messy stalls. They tried to make meals feel normal – warm bread, dried apples, and lentil stew, served in bowls carved from wood. Everyone took turns caring for the animals, rotating jobs so no one became too tired or discouraged.

Still, the waiting was hard.

Forty days of rain. Then silence. The sky, once deafening with thunder, now hung like a curtain of grey.

And the world was still.

But the ark floated, steady as a cradle in the storm.



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Noah called his family together each night. By lantern light, he read aloud the words God had spoken to him – the promise, the plan, the covenant. They prayed together. They sang psalms in quiet voices. They told stories from the old days – of the garden, of the fall, of God's mercy.



Weeks turned into months. The rain had stopped, but the water remained. Outside the ark, the world was unrecognisable. Nothing but endless water, stretching to the horizon. No trees. No rocks. No birds in the sky. Just silence.

Inside, small things began to wear on them.

Food supplies grew thin. The bread became harder. They had to ration dried fruit. One of Noah's sons named Ham bruised his shoulder lifting a water jar and couldn't help for two days. A stubborn ox fell ill, and everyone took turns nursing it. Tensions flared sometimes – when Japheth misplaced a tool, when a basket of dried fish spoiled unexpectedly, when the youngest daughter-in-law wept from exhaustion. But each time, Noah reminded them: "God has brought us this far. He will not forget us now."

Then, one day, the ark jolted.

A sound like wood dragging on stone echoed through the hull. The floor trembled. Everyone froze. Could it be?

Noah hurried to the window. He opened the hatch and leaned out. The rain was gone. And there – rising like a great sleeping giant – were the tops of mountains breaking through the surface of the water.

The ark had come to rest.

They were no longer drifting. They had landed on something solid. It was one of the mountains in the region of Ararat. The earliest Jewish and Christian traditions and ancient historians all agreed that it was on Mount Judi, which was one of the mountains in the broader region called Ararat.

But God did not yet tell them to leave. And so, the waiting continued – this time with hope on the horizon.

To learn what was happening beyond the ark, Noah took action. First, he sent out a raven. The black bird flapped into the sky, circling wide. It never returned – it had found something to rest on, but brought back no message.

Then Noah chose a dove. He released it gently, and the family watched it disappear into the clouds. Evening came – and the dove returned. Empty. The world was still too wet.

Noah waited seven days. Then he sent the dove again.

This time, it returned with something in its beak.

A leaf. Fresh. Green. Small – but unmistakable.

A tiny olive leaf, cradled in soft feathers like a whisper of life.



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Tears sprang to Noah's eyes. "The earth is healing," he said. "God's promise is unfolding."

They waited again. One more week.

Then Noah opened the hatch and released the dove once more. This time, it did not return.

The earth was drying. Trees were growing. The waters were shrinking back.

Inside the ark, the animals stirred restlessly, sensing what was coming. Birds began to sing again. The sun shone a little warmer through the hatch.

Outside, a new world waited.

C) Narration Prompt (after reading):

"Tell back what you remember from the story. What happened after the rain stopped? What did Noah do to find out if it was safe outside? Why was it important that things stayed calm and orderly inside the Ark?"

(Addresses: AC9HS3K01, AC9HS3S02, AC9HS4S04, AC9HS4S01)

D) Thinking Questions – Differentiated by Age

For Foundation – Year 2:

- What animals do you think were hardest to take care of inside the Ark?
- How do you think Noah felt when the dove brought back a leaf?
- Why is it important to wait for the right time?

For Years 3–4:

- Why didn't Noah just open the door and leave after the rain stopped?
- How do you think routines (like feeding animals or cleaning) helped keep peace inside the Ark?
- Why do you think God waited so long before telling Noah to leave?

For Years 5–6:

- Why is it wise to make observations and test before taking action (like Noah did with the birds)?
- What would have happened if Noah gave up being orderly during the wait?
- How can we stay orderly when everything around us seems uncertain?

(Addresses: AC9HS3S01, AC9HS4S01, AC9HS6S03)

E) Hands-On and Creative Activities – Differentiated

Foundation – Year 2:

1. **Window Birds Craft:** Make two paper birds (a raven and a dove) and tape them to the classroom or home window. Add a green leaf when the dove returns!
2. **Ark Life Drawing:** Draw what you think life inside the Ark looked like during the long wait (include people, animals, food, and daily tasks).

Years 3–4:

1. **Timeline Strip:** Create a timeline showing the key events from when the rain started to when the Ark landed and the birds were sent.
2. **Daily Routine Plan:** Write or draw what Noah's family might have done each day to keep the Ark running smoothly.

Years 5–6:

1. **Scientific Observation Simulation:** Set up a window or outdoor observation journal. Watch the same spot each day for changes (birds, plants, weather). How is this like what Noah did?
2. **Model Testing Plan:** Build a small paper boat. Try different ways to test if it's ready to land (simulated land = dry cloth in water tray). Record your results like Noah's tests.

Whole Group (All Ages):

Olive Leaf Treasure Hunt: Hide green leaves around your backyard or classroom. Have students find them like the dove found its leaf. Talk about what the leaf meant for Noah.

(Addresses: AC9HS2S02, AC9HS3S02, AC9HS5S02)

F) Biblical Reflection – Thought for the Heart

Genesis 8:6–12 (paraphrased):

“After forty days, Noah opened a window and sent out a raven... Then he sent a dove... The dove returned with a freshly plucked olive leaf... Then Noah knew the water had dried.”

Reflection:

Noah didn’t panic. He didn’t rush. He followed routines. He waited, tested, and listened for God. God is a God of order – not chaos – and Noah followed His ways.

Ask:

- “What’s one thing you can do this week to keep order in your home or classroom?”
- “How can being orderly help you serve and care for others like Noah did?”

(Addresses: AC9HS2K01, AC9HS3S01, AC9HS4S04)

Australian Curriculum (v.9) Content Descriptions

Knowledge and Understanding – History

AC9HS2K01 – Differences and similarities between students’ daily lives and life during their parents’, grandparents’ and great-grandparents’ childhoods

AC9HS3K01 – How environments in places change over time and the impact of these changes on people and places

AC9HS4K01 – The causes of change and how these changes affect places and communities

Inquiry and Skills – Questioning and Researching

AC9HS2S02 – Pose questions about past and present events, people, places and societies

AC9HS3S02 – Pose questions to investigate people, events, places and issues

AC9HS4S04 – Locate and collect relevant information and data from primary and secondary sources

Inquiry and Skills – Analysing and Evaluating

AC9HS3S01 – Examine information to identify points of view and solutions

AC9HS5S02 – Identify different viewpoints and solutions in primary and secondary sources

AC9HS6S03 – Examine sources to determine the origin, purpose and context of information

Lesson 16: The Sky Shines with a Promise

Unit Theme: God's Orderly Hand in History

Character Trait: Orderliness – God brings life back into order and gives lasting signs of His promises.

Recommended Ages: Foundation to Year 6

Learning Objectives:

- Understand how God restored order after the flood.
- Identify the significance of the rainbow as a sign of God's covenant.
- Reflect on the importance of giving thanks and worshipping God.
- Recognise order in the way animals and people exited the ark and began again.
- Describe the story sequence using key events and characters.

(AC links after each section and summarised at the end.)

[NOTE TO PARENTS – Editor's Comment: In the last century, there have been many claims that the true site of Noah's Ark has been found. To date, none of these claims has been scientifically verified by the leading creation scientists. Although many people believe Noah's Ark landed on what is now known as Mount Ararat, the Bible says it was on "the mountains of Ararat". The region of Ararat (the Biblical Hebrew name for the Iron Age Kingdom of 'Urartu') was a large area, called the "land of Ararat"(2 Kings 19:37) or the "Kingdom of Ararat" (in Jeremiah 51:27). This broader region was also known as Gordyene or Corduene, (the land of the Kurds). It included a mountain that all the ancient Jewish and Christian sources and the non Christian historian Josephus claimed was the correct site. This was on Mount Judi (also Giordi, or the Mountain of the Kurds). However, the mountain that is today known as Mount Ararat (officially Mount Agri) only got its name much in Middle Ages after the monastery on Mount Judi burnt down.

Although Mount Judi is the most likely candidate, because of the weight of historical evidence, we cannot verify that it is the actual site. About this controversy, Answers in Genesis gives this comment...

'Christians do not need to find the Ark in order to give them more confidence in the Bible. Bible-believers have no doubt that there once was a huge Ark that served as a salvation ship during a global Flood, which landed on the mountains of Ararat, just as Genesis records. Also, and as we powerfully show in many exhibits inside the [Creation Museum](#), there is overwhelming evidence worldwide that is consistent with the event of the Genesis Flood, such as the massive fossil record we see all around the world that is consistent with a global catastrophic event.'"]

A) Introduction Read aloud or say to the child: "We've been learning about Noah and the Flood. In today's lesson, you will hear what happened when the waters dried up and God gave a promise that we still see today. We're going to think about how God brought everything back into order – the land, the people, the animals, and even the seasons."

Ask:

- "What would it feel like to walk on land again after living on a boat for over a year?"
- "What do you think is the right way to show thanks to God?"

(Content Description Codes: AC9HS2K01, AC9HS4K01, AC9HS6K01)

B) Informational Story: Read the full narrative from **Chapter 4: The Sky Shines with a Promise** (included below). Invite the child or class to listen quietly and imagine the sounds, smells, and feelings as Noah and his family step off the ark into a fresh, new world.

Chapter 4: The Sky Shines with a Promise

(Theme: Exiting the ark, worship, and God's covenant)

The air was still.

High on one of the mountains in the broader region of Ararat (most likely Mount Judi), the ark sat quietly, settled like a giant resting after a long journey. Inside, life pulsed with a strange new rhythm. The animals were restless now – ears twitching, tails flicking, noses sniffing the air. The birds flapped more often, wings brushing against the rafters as if they longed for open sky.

Noah stood at the window, face tilted upward. Sunlight streamed through, brighter than it had been in months. The clouds had thinned. The smell of wet wood filled the air, mingling with the earthy scent of hay and animals. Far below, through the haze, green patches dotted the hillsides – tiny beginnings of life returning to a washed-clean world.

Then, God spoke.

“Come out of the ark, Noah – you and your wife, your sons, and their wives. Bring out every kind of creature so they may fill the earth again.”

Noah turned to his family, his face alight. “It’s time,” he said, voice thick with emotion. “The door will open.”

They rushed to their places. Shem and Japheth unbolted the main ramp, its wooden hinges groaning. Sunlight poured in. The door that God had once shut now opened wide.

And the world beyond it... was new.

The air smelled of damp soil and fresh leaves. The sky, once heavy with judgment, now stretched blue and wide above them. The mountain slopes sparkled with dew. Silence lingered, but it was not empty – it was the quiet of a beginning.

The animals moved first.

Birds flew from the window in flocks – eagles soaring high, sparrows darting between plants, doves cooing as they flew. The mammals followed in twos: bears lumbering off into the bushes, deer stepping daintily over rocks, zebras and camels trotting confidently down the slope. Elephants trumpeted, stretching their trunks to the breeze.



There were no predators, no panic. It was peaceful, purposeful – like an orchestra released from silence into song.

Noah, his wife, his sons, and their daughters-in-law stepped onto the earth behind them. They were barefoot, the soil soft and cool beneath their feet. It had been over a year since they had last walked on solid ground. Noah knelt, digging his fingers into the dirt, tears streaming down his face. “Thank You, Lord,” he whispered.

But his gratitude needed more than words.

He gathered stones from the slope and stacked them carefully, one by one. His family helped, forming an altar from the earth. They laid wood upon it and offered a sacrifice – not because they had to, but because their hearts overflowed. They knew they didn’t deserve to be the ones saved. They had been chosen by grace. Their worship rose like the smoke from the altar – sweet, sincere, and full of awe.

And God received it.

Then, the Lord made a promise – not only to Noah, but to every living thing.

“Never again will I destroy all life by flood. As long as the earth remains, there will be planting and harvest, cold and heat, summer and winter, day and night. This is My covenant with you.”

As Noah listened, the clouds above shifted.

And then it appeared.

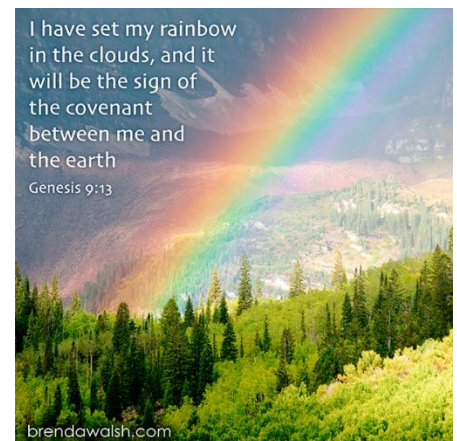
A light stretched across the sky – a great arc of colour spanning from one edge of the horizon to the other. Red, orange, yellow, green, blue, indigo, violet – each band glowing against the soft grey sky like brushstrokes from the hand of God.

The first rainbow.

It was more than beauty – it was a message. A divine reminder. God was not only a judge – He was a keeper of promises.

Noah’s family stood together, arms around each other, heads tilted toward the heavens. “This is the sign,” Noah said quietly, “of the covenant between God and all the earth.”

From that day on, whenever rain would fall, and the clouds would linger, and fear might rise again in human hearts, the rainbow would return. And with it, a quiet voice: *“I have not forgotten you. I am faithful.”*



From www.bwmscriptures.com

As the days turned into weeks, Noah and his family began to build a new life. They planted gardens, tended animals, and set stones for homes. They taught their children about the flood – and about God’s mercy. They spoke of obedience, of hard work, of trust in unseen promises. They passed on the story of how God rescued them not just from water, but from a world drowning in sin.

Noah’s hair turned grey. His sons had children of their own. And the mountains bore witness to a new beginning. And high in the sky, after every storm, the colours still danced.

A rainbow. A promise. A God who never forgets.

C) Narration Ask the student(s):

- "Retell the story in your own words. What happened after the flood?"
- "What do you think it was like to see the rainbow for the first time?"

Foundation–Year 2: Draw a picture of Noah building the altar or the rainbow stretching across the sky.

Years 3–4: Write 3–5 sentences to describe what happened when Noah exited the ark.

Years 5–6: Write a full paragraph summarising the story's main events and explain what the rainbow meant.

(Content Description Codes: AC9HS2S03, AC9HS4S03, AC9HS6S03)

D) Reflective Questions Foundation–Year 2:

- What new things did Noah see when the door opened?
- What makes a rainbow so special?

Years 3–4:

- Why do you think Noah built an altar before doing anything else?
- What does God's promise mean to you?

Years 5–6:

- How is the rainbow a sign of both order and mercy?
- What do you think it means that God said, "I will never again destroy all life with a flood"?

(Content Description Codes: AC9HS2S01, AC9HS4S01, AC9HS6S01)

E) Hands-On and Creative Activities

Foundation–Year 2:

1. Make a paper plate rainbow using strips of coloured paper or tissue.
2. Line up animal figurines two-by-two as if they are exiting the ark in an orderly way.

Years 3–4:

1. Create a mini diorama of Noah's altar and rainbow using a shoebox and craft supplies.
2. Write a short thank-you prayer to God, like Noah might have prayed when he left the ark.

Years 5–6:

1. Research how rainbows form and write an explanation that includes how it fits as a symbol of God's order in nature.
2. Design a poster showing the rainbow as a symbol of God's covenant with mankind and describe its meaning in your own words.

All ages:

- Create a timeline of the major events in the Noah story, ending with the rainbow and new beginning.

(Content Description Codes: AC9HS2S04, AC9HS4S04, AC9HS6S04; AC9HS2K01, AC9HS4K01, AC9HS6K01)

F) Biblical Connection Read together: **Genesis 9:12–17** "This is the sign of the covenant I am making between Me and you and every living creature... I have set My rainbow in the clouds."

Discuss:

- What does the word "covenant" mean?
- Why is it important that God gave a sign?

Reflection Activity: Write a short prayer or journal entry: "Thank You God for rainbows. They remind me that You are _____."

(Content Description Codes: AC9HS2S01, AC9HS4S01, AC9HS6S01)

Australian Curriculum v9 Content Descriptions Grouped by Sub-Strand:

Knowledge and Understanding

- **AC9HS2K01: Significant events**, development and people that shaped the local community
- **AC9HS4K01: Significant events**, development and people that shaped the local community, including the impact of colonisation
- **AC9HS6K01: Significant events**, development and people that shaped the modern world and Australia

Inquiry and Skills – Questioning and Researching

- **AC9HS2S01: Pose questions** about past and present events, people, places and societies
- **AC9HS4S01: Develop questions** to investigate people, events, places and issues
- **AC9HS6S01: Develop appropriate questions** to guide an inquiry about people, events, developments, places, systems and challenges

Analysis and Use of Sources

- **AC9HS2S02: Collect and record** relevant information and data from observations and from provided sources
- **AC9HS4S02: Locate and collect** relevant information and data from primary and secondary sources
- **AC9HS6S02: Locate and collect** relevant information and data from a range of primary and secondary sources

Evaluating and Reflecting

- **AC9HS2S03: Explore points of view**
- **AC9HS4S03: Examine different viewpoints** on past and present events
- **AC9HS6S03: Examine different viewpoints** on actions, events, issues and phenomena

Communicating

- **AC9HS2S04: Develop narratives** about the past using sources
- **AC9HS4S04: Develop texts** including narratives and reports, using discipline-specific terms
- **AC9HS6S04: Develop texts** using evidence from sources to support conclusions

Optional Extra Bonus Lesson: The Flood and the Evidence

A) Thinking Questions Youngest Students:

- What mountain did the Ark land on? (One of the mountains of Ararat – most likely Mount Judi)
- What did the dove bring back? (An olive leaf)
- What did God use to cover the whole earth?

Middle Primary:

- What kind of evidence can we see from the Flood today?
- Why is it important to trust the Bible's version of the story?

Upper Primary:

- How do fossils and rock layers help confirm the Bible's history?
- How does careful observation (orderliness) help us understand God's creation?

B) Activity – Make a “Flood Evidence” Jar or Fossil Craft

1. **Layered Flood Jar:** Fill a clear jar with layers of sand, dirt, pebbles, and water. Shake it up and watch the layers settle – just like what happened during the Flood.
2. **Fossil Dough:** Mix flour, salt, and water into dough. Press leaves or shells into it to make “fossils.” Let it dry.

C) Biblical Connection: 2 Peter 3:6 – “The world of that time was deluged and destroyed.”

Reflection: How does seeing evidence from the Flood today help you believe God's Word? What can you do to keep your heart ordered and focused on God, like Noah did?

Unit Quiz: Noah's Flood

Instructions: Read each question aloud and have the student answer verbally or in their notebook. Suitable for children aged 5–12.

There are two ways of conducting this quiz. The better way is to just ask each question and have the child answer from memory. Then if they have no idea, you could give them the 4 multichoice-suggestions for an answer.

However, if you are in a classroom situation with a larger number of students, then logistically, you might need to hand out the multi-choice question sheet for the students to answer.

1. Who told Noah to build the Ark?

- A) Moses
- B) God
- C) A king
- D) An angel

2. How long did it rain during the flood?

- A) 7 days and 7 nights
- B) 100 days
- C) 40 days and 40 nights
- D) 1 year

3. What did Noah do when he got off the Ark?

- A) Built a house
- B) Ran away
- C) Built an altar and thanked God
- D) Took a nap

4. What did the dove bring back to Noah?

- A) A piece of fruit
- B) A flower
- C) An olive leaf
- D) A feather

5. What did God put in the sky as a sign of His promise?

- A) A star
- B) A rainbow
- C) A cloud
- D) A sunbeam

6. What does the rainbow mean?

- A) God is creative
- B) God will never flood the earth again
- C) God made colours
- D) There's a treasure nearby

7. What mountain did the Ark rest on?

- A) Mount Everest
- B) Mount Sinai
- C) One of the mountains in the region of Ararat.
- D) Mount Zion

8. How did Noah keep order in the Ark?

- A) By singing songs
- B) By organizing the animals and food
- C) By locking all the doors
- D) By hiding

9. What kind of evidence today supports the story of a worldwide flood?

- A) Big trees
- B) Rainbows
- C) Fossils and rock layers
- D) Buildings underwater

10. What is one way we can be like Noah today?

- A) Build a boat
 - B) Eat lots of fruit
 - C) Obey God even when it's hard
 - D) Count the stars
-

Answer Key:

1. B) God
2. C) 40 days and 40 nights
3. C) Built an altar and thanked God
4. C) An olive leaf
5. B) A rainbow
6. B) God will never flood the earth again
7. C) On the mountains of Ararat
8. B) By organizing the animals and food
9. C) Fossils and rock layers
10. C) Obey God even when it's hard

Lesson 17: Nimrod the Mighty Hunter

Theme: True Greatness – Obedient Leadership Brings Order

Character Focus: Orderliness – God’s plan brings true authority, while pride causes confusion.

Learning Objectives

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

- Retell and explain the life and leadership of Nimrod from a biblical worldview
- Understand how pride and misuse of power lead to disorder
- Contrast godly leadership with proud leadership
- Identify how history and biblical events involve decisions that affect people and societies
- Reflect on the role of humility and obedience in exercising leadership

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Tutor Says:

“Today we’re going to learn about a man from the Bible who was powerful and successful – but not in the right way. His name was Nimrod. We’ll hear how he became a famous leader, but also how pride led him away from God’s order.”

Teach These Words Before Reading the Story:

- *Mighty*: Strong and powerful
- *Leader*: Someone who guides or rules a group of people
- *Pride*: Thinking too highly of yourself
- *Obedience*: Doing what is right and following God’s instructions
- *Humble*: Not thinking you are better than others
- *Authority*: The power or right to lead or make decisions

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01

B) Story – Nimrod the Mighty Hunter

Parent/Tutor Says:

“I’m going to read you a story with things to learn. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok?”

Nimrod the Mighty Hunter

After the flood, the world began to fill with people again. Noah’s sons and their children spread out and formed families, communities, and eventually small nations. Among the descendants of Noah was a boy named Nimrod, the great-grandson of Ham.

From an early age, Nimrod stood out. He was fearless, strong, and intelligent. As a boy, he could track wild animals, wrestle lions, and climb steep cliffs. The people around him admired his bravery and strength. They called him “the mighty hunter before the Lord” because he wasn’t afraid of anything.

But as Nimrod grew, something in his heart changed. Instead of giving thanks to God for his gifts, he began to think too highly of himself. “I am the greatest hunter,” he said to himself. “I should be king.”

Nimrod didn’t just hunt animals – he began to hunt for power. He convinced people to follow him, not by kindness, but by fear. “If you obey me,” he said, “I will protect you from wild animals and other enemies. But if you don’t, then who knows what bad things might happen to you...” And people were afraid.

Soon, Nimrod had built himself an army. With it, he took over cities and ruled the land of Shinar. One of the first cities he founded was Babel, which later became the site of the Tower of Babel. He built other cities too – Nineveh, Rehoboth-Ir, and Calah. Wherever he went, he took control.



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The more power Nimrod had, the prouder he became. “Why should we spread out?” he asked the people. “Stay here, and we’ll build a tower so tall it touches the heavens. We will be like gods! No one will forget our name!”

People cheered, but they had forgotten what God had said: “Fill the earth. Spread out. Trust Me.”

Nimrod used his leadership to disobey God. His goal was to make a name for himself, not to honour the Lord. And that pride brought confusion. God scattered the people, and the tower was never finished.

Even though Nimrod had been strong and successful in the eyes of the world, he failed in the most important way. He did not use his strength to serve. He did not rule with wisdom. His kingdom may have looked powerful, but it was built on pride.

Let us remember: True leadership is not about being the strongest, but about being obedient to God. Strength without humility leads to disorder.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3K01, AC9HS3S07, AC9HS4K03, AC9HS4S07, AC9HS5K03, AC9HS5S07, AC9HS6K01, AC9HS6S07

C) Narration

Ask:

- “Who was Nimrod?”
- “What did he do with his power?”
- “Why wasn’t he a godly leader?”

Encourage older children to write a short paragraph describing Nimrod’s life.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

D) Thinking Questions

Foundation to Year 2:

- Who was Nimrod?
- What did he build?
- Was he proud or humble?

Years 3–4:

- Why do you think Nimrod wanted to keep everyone together?
- What made him a powerful leader?
- What could he have done differently to honour God?

Years 5–6:

- How can strength and leadership become dangerous when misused?
- What does Nimrod's story teach us about pride and order?
- Can you think of someone in the Bible who was a strong leader and stayed humble?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

E) Learning Activities

Foundation to Year 2:

1. **Leader Sorting Game** – Use printed images (e.g., crown, servant towel, hammer, heart). Sort them into two groups: symbols of a proud leader and a godly leader.
2. **Draw a Leader** – Draw a picture of a leader who helps others. Around them, write or draw what makes them humble and orderly.

Years 3–4:

1. **Character Comparison Chart** – Create a Venn diagram comparing Nimrod to a biblical godly leader (like Moses or Joseph).
2. **“Build or Serve?” Skit** – Act out short scenes showing a proud leader vs a servant-hearted leader.

Years 5–6:

1. **Leadership Qualities Chart** – Make a two-column chart: “Leads with Pride” and “Leads with Humility.” Add examples from Nimrod and Scripture.
2. **Historical Profile Writing** – Write a brief character biography of Nimrod, including what made him influential and where he went wrong. Add a paragraph on how godly leadership contrasts with this.

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

F) Optional Extension Activity

Activity:

Have children find examples of leaders in the Bible who were humble (e.g., Jesus; David when facing Goliath; Nehemiah). Write or discuss: “What made them different from Nimrod?”

Content Descriptions Addressed:

AC9HS3K01, AC9HS4K03, AC9HS5K03, AC9HS6K01

G) Biblical Connection & Wrap-Up

Read Proverbs 16:18 aloud:

“Pride goes before destruction, a haughty spirit before a fall.”

Parent/Tutor Says:

“God gives gifts like strength, leadership, and skill – but they must be used to honour Him. Nimrod misused those gifts, and it led to disorder. But when we lead with humility and follow God’s ways, we bring order, peace, and blessing.”

Reflection Prompt:

“When God gives us talents or leadership opportunities, how can we use them with humility to bring order and glorify Him instead of ourselves?”

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

HASS Skills – Questioning and Researching

- **AC9HS3S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS4S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS5S01:** *Develop questions to investigate people, events, developments, places and systems*
- **AC9HS6S01:** *Develop questions to investigate people, events, developments, places and systems*

HASS Skills – Locating, Collecting and Recording

- **AC9HSFS02:** *Sort and record information including pictorial timelines and locations on pictorial maps or models*
- **AC9HS1S02:** *Collect, sort and record information and data from observations and from provided sources*
- **AC9HS2S02:** *Collect, sort and record information and data from observations and from provided sources*
- **AC9HS3S02:** *Locate, collect and record information and data from a range of sources*
- **AC9HS4S02, AC9HS5S02, AC9HS6S02**

HASS Skills – Interpreting and Evaluating Perspectives

- **AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04**

HASS Skills – Communicating

- **AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07**

HASS Knowledge – History

- **AC9HS3K01:** *Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes*
- **AC9HS4K03:** *The experiences of individuals and groups involved in the establishment of the first British colony*
- **AC9HS5K03:** *The role of a significant individual or group in the development of events in an Australian colony*
- **AC9HS6K01:** *Significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government*

Lesson 18: A World of One Language

Theme: God's Orderly Plan for Nations

Character Focus: Orderliness – God brings order even through confusion.

Learning Objectives

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

- Retell and explain a historical narrative about the origin of languages (Babel)
- Identify and describe how shared language affects cooperation and human organisation
- Reflect on the importance of obeying God's instructions for orderly living
- Respond creatively to historical and biblical events through discussion and construction
- Represent the event using sequencing and/or spatial representations
- Discuss perspectives about pride, obedience, and divine intervention

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Tutor Says:

“Today’s lesson is about a time when all people on earth shared the same language. We’ll discover what happened when they decided to use that unity for pride instead of obedience to God. This story will help us think about how order and cooperation can only truly happen when we follow God's plan.”

Teach These Words Before Reading the Story:

- *Language*: The words and way people speak.
- *Pride*: Thinking you are more important than others or than God.
- *Obedience*: Doing what is right, especially following God’s instructions.
- *Confusion*: A state when things are unclear or disordered.
- *Tower*: A very tall building.
- *Cooperate*: To work together with others.

Content Descriptions Addressed:

AC9HSFS02, AC9HSFS05, AC9HS1S02, AC9HS1S04, AC9HS2S02, AC9HS2S04, AC9HS3S01

B) Story – The Tower of Babel: A World of One Language

Parent/Tutor Says:

“I’m going to read you a story with things to learn. Please listen carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you remember.”

A New Beginning

After the great Flood, Noah's family began to grow. His sons and their wives had children, and their children had more children. Before long, there were many people living across the land.

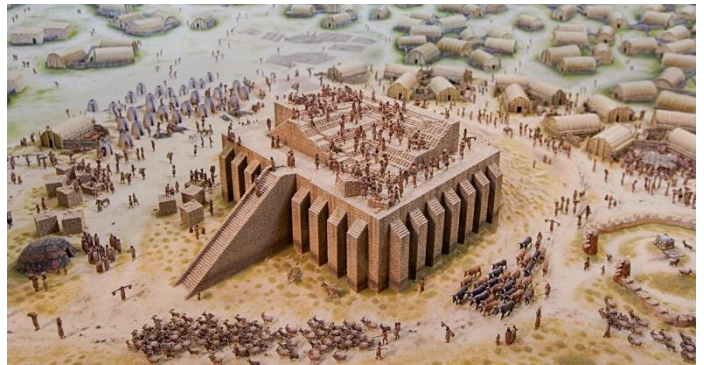
In those early days, everyone spoke the same language. There were no different words for the same thing, no confusing accents, and no misunderstandings. People could talk easily to each other, sharing ideas, working together, and building their lives.

At first, the families stayed close together. They built homes, planted gardens, cared for animals, and helped one another. God had told Noah's family to "fill the earth" and spread out over the land, making homes everywhere. But instead of obeying God's plan, the people had another idea.

A Plan of Their Own

One day, the leaders of the people gathered together and said, "Let's stay right here. Let's build a city so we don't get separated. And let's build a tower (a huge, tall tower) one so high that it reaches all the way to heaven! That way, we will make a name for ourselves. Everyone will know how great we are."

The people cheered. They thought the idea was wonderful. They got to work straight away, making bricks out of clay and baking them hard in fire. They stacked the bricks carefully, higher and higher. Day after day, the tower grew taller. It stretched so high that it seemed to touch the clouds.



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The people were very proud of what they were building. They admired their cleverness and teamwork. But there was a problem - a big problem.

They weren't building the city and tower to honour God. They weren't stopping to ask, "What does God want for us?" Instead, they were building to show off their own greatness. They wanted everyone to see how important and powerful they could be without God's help.

Their pride grew stronger than their thankfulness.

God Sees Everything

God watched from heaven. He saw how the people were working together - but without Him. He saw their pride, their desire to control their own future, and their plan to live life their own way.

God said, "Look how they are working together. They all speak the same language. If they are united in pride, nothing they plan will be too hard for them. They will keep trying to build their own kingdoms without Me. This is not the way I designed them to live."

God loved the people. He knew that if they kept going, they would only hurt themselves more and more. Pride always leads to destruction. It was better to stop them now, before their pride grew even greater.

So, God decided to act.

A World of Many Languages

One morning, just as the people were stacking more bricks and preparing to build even higher, something strange happened.

When one worker called out, "Pass me another brick!" his friend stared at him in confusion.

"I don't understand you!" the friend replied, speaking a different language.

Another worker tried to organise the ropes and ladders, but the words he spoke were no longer the same as those of his team. The builders began to shout and wave their arms, but no one could understand anyone else.

Confusion filled the air. Arguments broke out. People shook their heads and walked away in frustration.

God had confused their language! Suddenly, different groups of people were speaking different languages. It became impossible to work together. They couldn't build the tower anymore because they simply couldn't understand each other.

The work stopped.

The great city project ended.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07



C) Narration

Parent/Tutor Instructions:

Ask each child to tell the story back in their own words. Prompt with:

- "What happened after the Flood?"
- "Why did the people build the tower?"
- "What did God do when they disobeyed?"
- "What happened to the language?"

For older children, you may ask them to write a short paragraph retelling the story.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

D) Thinking Questions

Instructions:

Ask the following reflective questions appropriate to your child's level.

Foundation to Year 2:

- What did the people want to build?

- Who confused their language?
- What happened to the tower?

Years 3–4:

- Why did the people want to stay in one place?
- What do you think it felt like when no one could understand each other?
- What does this story teach us about obeying God?

Years 5–6: –

- What was the real problem with building the tower – was it the tower itself or something else?
- How does pride cause disorder?
- Can you think of a time when obeying God meant doing something different than what others were doing?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

E) Learning Activities

Choose one or both activities for your child's level.

Foundation to Year 2:

1. **Tower Building and Confusion Game:** Build a tower using blocks or cups. Then play a "language confusion" game by assigning silly meanings to simple words (e.g., “clap” means “sit down”), and try giving instructions.
2. **Sequence the Story:** Use 4–6 simple pictures showing key moments in the story. Ask children to place them in the correct order and retell the events.

Years 3–4:

1. **Create a Story Comic Strip:** Draw a 6-frame comic strip showing the story of the Tower of Babel, with captions.
2. **Mapping the Movement:** Draw a world map or use a printed one. Mark where the people might have scattered after the confusion of languages.

Years 5–6:

1. **Build a Debate:** Create a short presentation or role-play as someone who either supports or opposes the tower project. Explain the reasons and reflect on God's view.
2. **Timeline and Analysis:** Draw a timeline showing the key stages of the story. Annotate it with causes (e.g., pride) and consequences (e.g., confusion, scattering).

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

F) Optional Extension Activity

Cross-Cultural Exploration:

Invite your child to learn and practise saying “hello” in five different languages. Create a mini “Language Wall” with the greetings and flags of different countries. Talk about how languages shape cultures and communities.

Content Descriptions Addressed:

AC9HS3K05, AC9HS5K04, AC9HS6K05

G) Biblical Connection & Wrap-Up

Read Genesis 11:4 aloud:

“Then they said, ‘Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make a name for ourselves.’”

Parent/Tutor Says:

“God’s ways always bring order and peace. When people try to make their own plans without God, things fall into confusion. This story shows us how important it is to obey God's instructions. Pride brings disorder, but obedience brings understanding, purpose, and peace.”

Reflective Prompt:

“Why is it important to follow God's instructions, even when we think our ideas are better? How does God bring order into our lives?”

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

Australian Curriculum (Version 9) Content Descriptions Used

HASS Skills – Questioning and Researching

- **AC9HS3S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS4S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS5S01:** *Develop questions to investigate people, events, developments, places and systems*
- **AC9HS6S01:** *Develop questions to investigate people, events, developments, places and systems*

HASS Skills – Locating, Collecting and Recording

- **AC9HSFS02:** *Sort and record information including pictorial timelines and locations on pictorial maps or models*
- **AC9HS1S02:** *Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models*
- **AC9HS2S02:** *Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models*
- **AC9HS3S02:** *Locate, collect and record information and data from a range of sources, including annotated timelines and maps*
- **AC9HS4S02:** *Locate, collect and record information and data from a range of sources, including annotated timelines and maps*
- **AC9HS5S02:** *Locate, collect and organise information and data from primary and secondary sources in a range of formats*
- **AC9HS6S02:** *Locate, collect and organise information and data from primary and secondary sources in a range of formats*

HASS Skills – Interpreting and Evaluating Perspectives

- **AC9HS1S04:** *Discuss perspectives related to objects, people, places and events*
- **AC9HS2S04:** *Discuss perspectives related to objects, people, places and events*
- **AC9HS3S04:** *Analyse information and data, and identify perspectives*
- **AC9HS4S04:** *Analyse information and data, and identify perspectives*

- **AC9HS5S04:** *Evaluate primary and secondary sources to determine origin, purpose and perspectives*
- **AC9HS6S04:** *Evaluate primary and secondary sources to determine origin, purpose and perspectives*

HASS Skills – Communicating

- **AC9HSFS05:** *Share narratives and observations, using sources and terms about the past and places*
- **AC9HS1S06:** *Develop narratives and share observations, using sources, and subject-specific terms*
- **AC9HS2S06:** *Develop narratives and share observations, using sources, and subject-specific terms*
- **AC9HS3S07:** *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms*
- **AC9HS4S07:** *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms*
- **AC9HS5S07:** *Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions*
- **AC9HS6S07:** *Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions*

Geography – Knowledge and Understanding (Optional Extension Only)

- **AC9HS3K05:** *The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features*
- **AC9HS5K04:** *The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place*
- **AC9HS6K05:** *Australia's interconnections with other countries and how these change people and places*

Lesson 19: Scattered Over the Earth

Theme: God’s Orderly Hand in Creating Nations and Cultures

Character Focus: Orderliness – God’s plan brought variety, beauty, and organisation to the world.

Learning Objectives

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

- Retell and sequence the events that followed the Tower of Babel
- Describe how human groups adapted to new environments around the world
- Recognise how different environments influence lifestyle, housing, and clothing
- Reflect on how God brought order, diversity, and purpose through the scattering of people
- Develop spatial awareness using maps and models
- Share perspectives about how culture, language, and location are connected to God's plan

A) Introduction

Parent/Tutor Says:

“In our last lesson, we learned how God confused the people’s language at Babel. That caused the people to stop building and spread out across the world. Today, we’ll discover what happened next – how families and nations formed and how people adapted to their new homes in many different places.”

Teach These Words Before Reading the Story:

- *Adapt*: To change or adjust to fit a new situation
- *Culture*: The customs, language, clothing, food, and traditions of a group of people
- *Environment*: The natural surroundings where people live
- *Region*: A part of the earth that is different from other parts
- *Diversity*: A range of different things or people
- *Orderliness*: A way of living or arranging things that brings peace and purpose

Content Descriptions Addressed:

AC9HSFS02, AC9HSFS03, AC9HS1S02, AC9HS1S04, AC9HS2S02, AC9HS2S04, AC9HS3S01

B) Story – Scattered Over the Earth

Parent/Tutor Says:

“Now I’m going to read you a story about what happened to the people after the Tower of Babel. Listen carefully and try to imagine the journey these families took.”

A New Journey Begins

When God confused the people's language at Babel, everything changed.

Before that moment, the people had worked together easily. They spoke one common language, shared ideas quickly, and planned great things. But when God confused their language, they could no longer understand each other. What was once easy became frustrating. Voices clashed in confusion. Shouts turned into arguments. Work stopped completely.

The grand tower that had stretched so high into the sky remained unfinished, standing like a broken monument. The city they had hoped would make them famous was abandoned.

Now, instead of one united group, the people were divided into many groups - each family or tribe speaking a new language of their own. They realised they could not live or work together anymore. They needed to go their separate ways.

And so, families packed up their belongings and prepared to travel. It was the beginning of a great journey that would spread people all across the earth.

Travelling in All Directions

Families who spoke the same new language gathered together. Some groups travelled north, where the air was cooler and forests stretched far and wide. Some travelled south, crossing hills and grassy plains. Others moved eastward, heading into dry lands and wide deserts. Still others journeyed west, toward rivers, mountains, and seas.

They crossed rivers by building rafts or finding shallow crossings. They climbed rugged mountains, helping each other up steep paths. They trekked through deep forests where sunlight barely touched the ground. They wandered across deserts where the hot sun burned bright and fierce.

The journeys were long and sometimes difficult. People faced wild animals, storms, and hunger. But they trusted that somewhere ahead, they would find new places to live and make homes for their families.

God was with them, even though they did not always remember Him.

New Homes for New People

In each new place they found, the people began to build homes suited to their surroundings.

In cold lands, they built strong houses from stone and wood, making thick walls to keep out the icy winds. They wore heavy furs and hunted large animals like deer and elk for food and clothing.



In hot deserts, people learned to make shelters from mud bricks that stayed cool during the day. They travelled with herds of goats and camels, animals that could survive with little water.

In rainy lands, homes were built on stilts to stay above the wet ground. People learned to fish from rivers and lakes and to grow crops in rich, damp soil.



In dry grassy plains, people built tents from animal skins, easy to move from place to place as they followed the herds.

Each group of people adapted to their new home. They used the materials God had provided – wood, stone, plants, and animals – to create the things they needed. They learned how to hunt, fish, farm, and raise animals according to the land they lived in.

New Cultures, New Ways

As time passed, each group developed its own customs and ways of life. They created different styles of clothing, music, food, and celebrations. They built different types of houses, tools, and boats. They taught their children different stories, songs, and skills.

Some learned to farm and grow wheat, barley, and rice. Others became hunters and skilled at tracking animals. Still others lived by the seas and became fishermen and sailors.

Languages changed too. Some languages were filled with soft sounds, others with sharp clicks or strong rhythms. People gave different names to the sun, the moon, the stars, the animals, and themselves.

Soon, there were many different nations, cultures, and languages across the whole earth - just as God had intended.

Instead of one proud city, there were many nations, each with its own beauty, strength, and character. God's plan was never to make people all the same, but to spread out and care for the earth. He designed variety and beauty in cultures, just like He did in nature. The confusion at Babel helped bring about this diversity. What looked like a problem was actually part of God's perfect plan.

Even today, we see many different languages and cultures around the world. Each one reflects creativity, skill, and the need for people to work together in order. But when people forget God and think too highly of themselves, they often fall into disorder again – just like at Babel.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3K05, AC9HS3S07, AC9HS4S07, AC9HS5K04, AC9HS5S07, AC9HS6K05, AC9HS6S07

C) Narration

Parent/Tutor Instructions:

Ask your child(ren) to retell what they remember from the story. Use prompts:

- “What happened to the people after the Tower of Babel?”
 - “Where did they go, and how did they adapt?”
 - “What kinds of homes, clothes, or jobs did different groups have?”
- Older students may write a short paragraph or create a timeline showing key stages of the journey.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

D) Thinking Questions

Instructions:

Ask the following reflection questions, appropriate to each age group.

Foundation to Year 2:

- What happened to the people after God confused their language?
- Did they all stay in one place or move away?
- What kinds of things did they build?

Years 3–4:

- Why do you think God wanted people to spread out?
- How are people still the same, even when they live far apart?
- What does this story show us about God's design?

Years 5–6:

- How did the scattering of people help create order?
- What does this story show us about God's purpose for different cultures?
- In what ways can we appreciate others who are different from us?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

E) Learning Activities

Foundation to Year 2:

1. **Picture and Place Matching** – Look at photos of different homes (igloos, huts, stone houses, tents). Match them to climate zones or regions (cold, hot, rainy). Discuss why the people built those homes.
2. **Build a Home Craft** – Use paper, recycled materials, or blocks to make a little house from a different climate. Talk about what materials were used and why.

Years 3–4:

1. **Culture Collage** – Choose 3 different countries. Cut out or draw pictures of traditional homes, clothes, food, or musical instruments. Paste them on a large sheet and label them.
2. **Map Journey Project** – On a blank world map, draw arrows from Babel to show how people might have scattered. Add notes about the kinds of homes and jobs in different places.

Years 5–6:

1. **Environment and Adaptation Chart** – Make a 4-column table: Climate | Region | Housing | Jobs. Fill in with at least 4 real-world examples. Discuss how geography shaped culture.
2. **Mini Research Report** – Choose one continent (e.g., Asia, Africa). Research one cultural group and write a half-page summary of their lifestyle, housing, and environment.

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3K05, AC9HS3S02, AC9HS4S02, AC9HS5K04, AC9HS5S02, AC9HS6K05, AC9HS6S02

F) Optional Extension Activity

Activity: Create a short interview video or voice recording where your child explains why cultures are different and how God’s plan brought variety. Ask:

- “What’s your favourite part of someone else’s culture?”
- “What would happen if everyone were the same?”

Content Descriptions Addressed:

AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

G) Biblical Connection & Wrap-Up

Read Acts 17:26 aloud:

“From one man He made all the nations, that they should inhabit the whole earth; and He marked out their appointed times in history and the boundaries of their lands.”

Parent/Tutor Says:

“God didn’t want everyone to stay in one place forever. He made the earth to be filled, cared for, and shared. Every language, culture, and nation is part of His orderly plan. When we learn about others and treat them with kindness, we honour God’s design.”

Reflection Questions:

- How can we see God’s creativity and order in different cultures?
- How can we show kindness to someone different from us?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

Australian Curriculum (v9) Content Descriptions Used

HASS Skills – Questioning and Researching

- **AC9HS3S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS4S01:** *Develop questions to guide investigations about people, events, places and issues*
- **AC9HS5S01:** *Develop questions to investigate people, events, developments, places and systems*
- **AC9HS6S01:** *Develop questions to investigate people, events, developments, places and systems*

HASS Skills – Locating, Collecting and Recording

- **AC9HSFS02:** *Sort and record information including pictorial timelines and locations on pictorial maps or models*
- **AC9HS1S02:** *Collect, sort and record information and data from observations and from provided sources*
- **AC9HS2S02:** *Collect, sort and record information and data from observations and from provided sources*
- **AC9HS3S02:** *Locate, collect and record information and data from a range of sources, including annotated timelines and maps*
- **AC9HS4S02:** *Locate, collect and record information and data from a range of sources*
- **AC9HS5S02:** *Locate, collect and organise information and data from primary and secondary sources*
- **AC9HS6S02:** *Locate, collect and organise information and data from primary and secondary sources*

HASS Skills – Interpreting and Evaluating Perspectives

- **AC9HS1S04:** *Discuss perspectives related to objects, people, places and events*
- **AC9HS2S04:** *Discuss perspectives related to objects, people, places and events*
- **AC9HS3S04:** *Analyse information and data, and identify perspectives*
- **AC9HS4S04:** *Analyse information and data, and identify perspectives*
- **AC9HS5S04:** *Evaluate primary and secondary sources to determine origin, purpose and perspectives*
- **AC9HS6S04:** *Evaluate primary and secondary sources to determine origin, purpose and perspectives*

HASS Skills – Communicating

- **AC9HSFS03:** *Share a perspective on information, such as stories about significant events and special places*
- **AC9HSFS05:** *Share narratives and observations, using sources and terms about the past and places*
- **AC9HS1S06:** *Develop narratives and share observations, using sources and subject-specific terms*
- **AC9HS2S06:** *Develop narratives and share observations, using sources and subject-specific terms*
- **AC9HS3S07:** *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms*
- **AC9HS4S07:** *Present descriptions and explanations, using ideas from sources and relevant subject-specific terms*
- **AC9HS5S07:** *Present descriptions and explanations, drawing ideas, findings and viewpoints from sources*
- **AC9HS6S07:** *Present descriptions and explanations, drawing ideas, findings and viewpoints from sources*

HASS Knowledge – Geography

- **AC9HS3K05:** *The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features*
- **AC9HS5K04:** *The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place*
- **AC9HS6K05:** *Australia's interconnections with other countries and how these change people and places*

Lesson 20: God's Good Plan for the Nations

Theme: The Scattering at Babel and God's Orderly Plan for Redemption

Character Trait: Orderliness – God's purpose for people and nations is full of wisdom and structure, not confusion or chaos.

Learning Activities Overview:

- Foundation–Year 2: Drawing the journey of Abraham; mapping where different people went
 - Years 3–4: Writing about a culture or tradition that came from the scattering
 - Years 5–6: Research project on one nation or language group, including its history and blessings through Christ
 - All ages: Timeline poster showing: Babel → Scattering → Abraham → Jesus → All nations blessed
-

A) Lesson Content Parent/Tutor Says: “I’m going to read you a story with things to learn. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ok?”

God's Good Plan for the Nations

The Scattering from Babel

In the previous lessons, we talked about how God confused the people's language at Babel, then the people with similar language travelled together to a new land. They travelled to different places from the other groups of people. Each language group found a country that was different from other groups with different languages.

Wherever they went, the people began to build new homes and create new ways of life. It was the beginning of a great journey that would fill the whole earth with many different nations, languages, and cultures - just as God had planned.

Different Ways of Living

Each group of people found ways to live in their new homes. Some built houses out of mud bricks, baking the bricks hard in the sun. These homes stayed cool during the hot days. Others who lived near forests built homes from wood, using tall trees to make strong shelters. Still others who settled in rocky lands used stones to build sturdy houses that could withstand wind and storms.

People who lived near rivers learned to fish and farm. They grew crops like wheat, barley, and rice. They used water from the rivers to help their gardens grow. Those who lived near the sea became skilled sailors and fishermen, travelling across the waters in boats made of wood and reeds.

People who crossed deserts learned how to survive with little water. They travelled with camels and goats and lived in tents that could be moved easily. Those who lived in cold lands hunted large animals for food and clothing and built warm homes to protect themselves from snow and ice.

Creating Culture



As people settled into their new lands, they created music, clothing, foods, and traditions that suited their environments.

In some places, people made drums and flutes from wood and animal skins and sang songs that told the stories of their journeys. In other places, people wove colourful cloths and made garments suited to the weather – thick and warm for cold places, light and loose for hot deserts.

Foods were different too. Some people learned to bake bread from grain, while others cooked fish or roasted meat over open fires. Some grew fruits and vegetables, while others gathered nuts and berries from the forests.

Families passed down their customs from generation to generation. They taught their children the skills they needed to live - how to farm, hunt, fish, sew, build, and create. Different languages filled the air, and different celebrations filled the seasons.

The world became full of variety and richness. Though the people were scattered, their creativity, their skills, and their ability to build new lives showed that they were still made in God's image.

Sin and God's Faithfulness

Even though people filled the earth, the problem of sin was still present. Pride, selfishness, fighting, and wrong choices spread from one generation to the next. Many people forgot about God or chose to worship false gods made of wood and stone.

But God did not give up.

From the very beginning, God had a plan. His plan was not just to scatter the people, but to bring them back to Himself. He would create a way for people from every nation, every language, and every family to be reunited with Him.

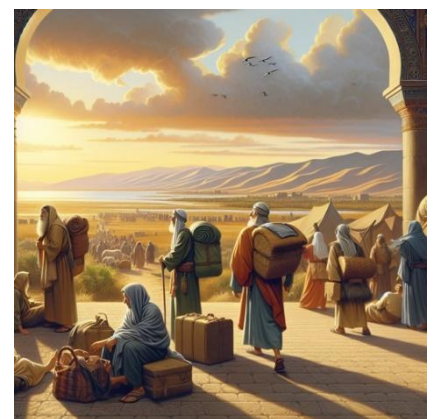
Choosing Abraham

God chose a man named Abraham to be part of His great rescue plan. Abraham did not come from a perfect family. He did not live in a perfect land. But he listened when God spoke to him.

God said to Abraham, "Leave your country, your people, and your father's household, and go to the land I will show you. I will make you into a great nation, and I will bless you. All peoples on earth will be blessed through you."

Abraham obeyed. He packed up his family, his servants, and his animals, and set out on a journey of faith. He trusted God's promise even though he could not yet see how it would happen.

Through Abraham's family, God promised to send a blessing to the whole world. That blessing would not just be for one group or one land - it would be for everyone.



The Blessing Through Jesus

Many, many years later, the greatest blessing came: Jesus Christ was born.

Jesus was a descendant of Abraham, just as God had promised. But Jesus was more than just a great man or a wise teacher. He was God's own Son, sent to save people from their sins.

Jesus lived a perfect life, showing God's love to everyone He met. He died on the cross to take the punishment for sin, and He rose again to give new life to all who believe in Him.

Through Jesus, people from every tribe, language, and nation are invited into God's family. It doesn't matter where someone comes from, what language they speak, or what traditions they follow - through faith in Jesus, anyone can become a child of God.

Today and Forever

Today, around the world, Christians gather in many different ways. Some meet in stone churches, others under trees, others in homes or schools. They sing songs in many languages.



They pray with different words. They celebrate with different foods and music. But all share the same faith in the same Saviour - Jesus Christ.

One day, the Bible tells us, people from every tribe, tongue, and nation will stand together before God's throne, worshipping Him forever.

God's plan for the nations is good, beautiful, and full of hope.



What began as scattering at Babel will end with joyful gathering - not by human pride, but by God's love.

B) Narration

Parent says:

"Now I want you to tell me everything you remember from the story I just read. Try to go in order – from what happened at Babel, to how people spread out, and then how God chose Abraham. You don't have to remember everything perfectly – just tell me what you can recall."

Let your child retell the story in their own words. Prompt gently if they forget major parts.

Content Descriptions Addressed:

- AC9HSFK02, AC9HS1K02, AC9HS2K02 – **Retell stories about the past and how people live and celebrate differently**
 - AC9HSFP01, AC9HS1P01 – **Share ideas and information through spoken texts**
-

C) Thinking Questions

Parent says:

"Let's think about the story a little more deeply now. I will ask you some questions, and you can share your thoughts."

Foundation – Year 2:

- Why did God scatter the people at Babel?
- What different kinds of homes did people build?
- Why do we have different languages and foods today?

Years 3–4:

- What are some examples of how people used their environment to live in new lands?
- How does the variety of cultures show that people are made in God's image?
- Why do you think God chose Abraham?

Years 5–6:

- How do we see both God's judgment and His mercy in the story of Babel and Abraham?
- What are some ways different nations and cultures have been blessed through Jesus?
- How do language and culture reflect the creativity of God?

Content Descriptions Addressed:

- AC9HS2K02, AC9HS3K02, AC9HS4K01, AC9HS5K02 – **Differences in cultures, stories, and how people express identity**
 - AC9HS2S01, AC9HS3S01, AC9HS5S02 – **Pose questions and reflect on sources and people's experiences**
-

D) Learning Activities (Choose one or both per level)

Foundation–Year 2:

1. Draw a picture of Abraham leaving his home to follow God's plan.
Parent says: "Draw Abraham with his animals and family travelling toward the land God promised."
2. Create a world map with different coloured stickers showing where different people went after Babel.

Years 3–4:

1. Write 4–6 sentences about a culture or tradition that might have come from one of the groups scattered from Babel.
2. Make a "Blessing Chain" – write on paper links how God used Abraham's family to bring blessing to many people (e.g., Jesus was born, people learned about God's love, churches in many lands, etc.)

Years 5–6:

1. Choose one modern-day country. Research how its language, culture, or people group may connect to early migration after Babel. Write a short report (one paragraph minimum).
2. Create a timeline poster:
Babel → Scattering → Abraham → Jesus → All Nations Blessed
Include illustrations and one sentence per event explaining what happened.

Content Descriptions Addressed:

- AC9HS2S06, AC9HS3S06, AC9HS5S06 – **Present ideas using visuals or written forms**
 - AC9HS2S03, AC9HS3S04, AC9HS6S04 – **Sequence events and explain change over time**
 - AC9HS3K02, AC9HS5K02 – **Describe how cultural groups express their identity**
-

E) Biblical Connection

Parent says:

"Let's look in the Bible and see how this lesson connects to God's Word."

Read aloud: **Psalm 117:1–2**

"Praise the Lord, all you nations; extol Him, all you peoples. For great is His love toward us, and the faithfulness of the Lord endures forever. Praise the Lord!"

Then read: **Genesis 12:1–3**

"The Lord said to Abram... 'I will make you into a great nation... and all peoples on earth will be blessed through you.'"

Discuss:

- God scattered the nations, but His plan was always to bring them back.
- Jesus, a descendant of Abraham, is the blessing to all nations.
- God's plan is not disorder – it's full of purpose, love, and restoration.

Content Descriptions Addressed:

- AC9HSFP01, AC9HS1S03, AC9HS4S05 – **Connect stories, beliefs and traditions to places and identity**
-

F) Wrap-Up

Parent says:

"Today we saw that even when people were scattered, God was not finished. He had a plan – a good plan – to bless every nation. Through Abraham, and through Jesus, we see that God works in order, not confusion. And we are part of that plan, too."

Optional closing prayer:

"Dear God, thank You that You have a plan for every nation, and for us too. Thank You for sending Jesus to bless the world. Help us love people from every tribe and tongue. Amen."

Content Descriptions Addressed:

- AC9HSFP01, AC9HS3K02, AC9HS6S06 – **Reflect and express learning through spoken or written formats**
-

Full List of Australian Curriculum (v9) Content Descriptions Used in This Lesson

(Organised by Sub-Strand, with common threads in bold)

Knowledge and Understanding – History & Culture:

- AC9HSFK02 – Recognise the diversity of people, places and practices in the community
- AC9HS2K02 – Describe a point of view about the diversity of people and places
- AC9HS3K02 – Explain how people belong to diverse groups and how identity is shaped by culture and place
- AC9HS4K01 – Describe the effects of migration and settlement on people and environments
- AC9HS5K02 – Examine the reasons people move, and how this influences culture and place

Inquiry and Skills – Questioning & Researching:

- AC9HS2S01 – Pose questions about the past and present
- AC9HS3S01 – Develop questions to guide inquiry
- AC9HS5S02 – Locate and compare information from sources

Inquiry and Skills – Analysis, Evaluation & Communication:

- AC9HSFP01 – Share stories about the past and how they relate to personal identity
- AC9HS1P01 – Present ideas using images, oral and written language
- AC9HS2S06 – Present ideas in written, spoken or visual form
- AC9HS3S06 – Use texts, images and visuals to present ideas
- AC9HS5S06 – Create presentations that describe, compare and explain relationships
- AC9HS6S06 – Create texts that describe, explain and present ideas from a range of perspectives
- AC9HS3S04, AC9HS6S04 – Sequence information and describe change over time

Lesson 21: Discovering the Cradle of Civilization

Theme: Order and Invention in Ancient Mesopotamia

Character Focus: Orderliness – God created the world to be inhabited and cared for with wisdom and purpose.

Learning Objectives

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

- Locate Mesopotamia and explain why it was an ideal place for settlement
- Describe key features of ancient Mesopotamian civilization, including writing, building, trade, and religion
- Understand the connection between geography and human settlement
- Reflect on how God remains sovereign even when people forget Him
- Express understanding through narrative, creativity, and hands-on re-creation

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Tutor Says:

“Today we’re going to learn about one of the oldest civilizations in the world, which began in a place called Mesopotamia. This area had rivers, rich soil, smart people, and some amazing inventions – but something was missing. Let’s find out what it was.”

Teach These Words Before Reading the Story:

- *Mesopotamia*: The land between two rivers – Tigris and Euphrates
- *Civilization*: A group of people living together with rules, buildings, and learning
- *Cuneiform*: One of the earliest forms of writing
- *Ziggurat*: A tall, step-shaped temple
- *Trade*: Buying and selling goods
- *Invent*: To create something new
- *Creator*: The one true God who made all things

Content Descriptions Addressed:

AC9HSFS02, AC9HSFS03, AC9HS1S02, AC9HS2S02, AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01

B) Story – Discovering the Cradle of Civilization

Parent/Tutor Says:

“I’m going to read you a story with things to learn. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you remember. Ok?”

Discovering the Cradle of Civilization

A long time ago, in the land between two mighty rivers – the Tigris and the Euphrates – people began to build something new: a civilization. This land was called *Mesopotamia*, which means “between the rivers.” When the rivers flooded, they left behind rich soil, perfect for growing crops like wheat and barley.

At first, people lived in small groups, moving from place to place. But in Mesopotamia, they discovered they could stay. The rivers gave them water, the land gave them food, and they began to build homes. Soon, little villages grew into towns, and towns into cities. For the first time, people settled in one place and worked together to organise farming, building, and trade.

The people of Mesopotamia were clever. They invented *cuneiform* writing, using sharp reeds to press shapes into clay tablets. These marks helped them keep records of food, trades, and laws. It was one of the first writing systems in the world!



They also built huge structures with sun-baked bricks. The most impressive were the *ziggurats* – towering temples shaped



like steps leading into the sky. People believed the gods lived at the top of these towers. They worshipped many gods – sun, moon, sky, earth – but they had forgotten the one true God who had created everything.

Life was busy in Mesopotamia. Markets bustled with traders selling cloth, grain, pottery, and tools. Workers made bronze weapons and decorated jars. Ships moved along the rivers, carrying goods to nearby lands. Children played with clay toys and learned from their parents how to farm, weave, and bake bread in clay ovens.

There were great cities like *Ur* and *Uruk*, each ruled by kings and priests. The people followed strict rules, written in cuneiform on stone slabs. These early laws helped keep order, but they were made by men, not guided by God’s commands.

Yet God had not forgotten them. Even though they worshipped statues and looked to the stars for answers, God still saw their hearts. He was preparing something wonderful. From one of these cities, He would call a man named *Abram*. Abram would hear God's voice and follow Him, even when no one else did.

So, Mesopotamia was a place full of brilliance – of order, of buildings, and of ideas. But true wisdom, the kind that brings lasting order and peace, had to come from remembering the Creator.

God’s plan was still unfolding.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3K05, AC9HS3S07, AC9HS4K05, AC9HS4S07, AC9HS5K04, AC9HS5S07, AC9HS6K05, AC9HS6S07

C) Narration

Parent/Tutor Instructions:

Ask your child(ren) to retell the story in their own words. Use prompts such as:

- “Where was Mesopotamia?”
- “What kinds of things did they build or invent?”
- “What had they forgotten?”
- “How was God still working?”

Older students may write a short summary paragraph or draw a labelled map showing Mesopotamia and the two rivers.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

D) Thinking Questions

Foundation to Year 2:

- What does Mesopotamia mean?
- What did people grow in that land?
- Did they worship the true God?

Years 3–4:

- Why did people settle in Mesopotamia?
- What inventions did they create?
- What does this story show us about how God sees people who forget Him?

Years 5–6:

- How did the land’s geography help people build a civilization?
- Why do you think God let people become clever even if they didn’t worship Him?
- What can we learn from how God works, even when people are far from Him?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

E) Learning Activities

Foundation to Year 2:

1. **Clay Tablet Writing** – Press shapes and lines into playdough or salt dough using a toothpick to mimic cuneiform symbols. Let dry.

2. **Mesopotamian Market Roleplay** – Pretend to sell and buy grain, cloth, or pots. Use play money or drawn items.

Years 3–4:

1. **Ziggurat Model** – Use blocks, LEGO, or boxes to build a ziggurat. Label its levels and explain what it was used for.
2. **Invention Cards** – Draw or research Mesopotamian inventions. Create “collector cards” with a picture, its use, and how it helped people.

Years 5–6:

1. **Geography + Culture Mapping** – Use a blank map to label Mesopotamia, the Tigris and Euphrates, and nearby regions. Add notes about cities, crops, and innovations.
2. **Invention Timeline** – Create a timeline of 5 major achievements of Mesopotamia. Include drawings or symbols to represent each.

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

F) Optional Extension Activity

Mini Report or Presentation – Research one Mesopotamian city (e.g., Ur or Uruk) and create a mini poster or oral report. Include location, key achievements, and what kind of religion they practised.

Content Descriptions Addressed:

AC9HS3K05, AC9HS4K05, AC9HS5K04, AC9HS6K05

G) Biblical Connection & Wrap-Up

Read Isaiah 45:5 aloud:

“I am the Lord, and there is no other; apart from me there is no God.”

Parent/Tutor Says:

“Even when people are clever and build amazing things, they can forget the most important truth – that everything comes from God. God created the land, the rivers, and the people. He gives knowledge, creativity, and order. He was still working in Mesopotamia, even when people turned from Him.”

Reflection Question:

“How can we enjoy learning, inventing, and building while still remembering that everything we have comes from God? How does honouring God bring order into our lives, even in a busy world?”

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

Australian Curriculum (v9) Content Descriptions Used Throughout the Lesson

HASS Skills – Questioning and Researching

- AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01

HASS Skills – Locating, Collecting and Recording

- AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

HASS Skills – Interpreting and Evaluating Perspectives

- AC9HSFS03, AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

HASS Skills – Communicating

- AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

HASS Knowledge – Geography

- **AC9HS3K05:** *The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features*
- **AC9HS4K05:** *The importance of environments... to people and animals in Australia and on another continent*
- **AC9HS5K04:** *The influence of people... on the characteristics of a place*
- **AC9HS6K05:** *Australia's interconnections with other countries and how these change people and places*

Lesson 22: The Royal Standard of Ur – A Message in Mosaic

Theme: Exploring Ancient Art and Symbols

Character Focus: Orderliness – God brings design, beauty, and meaning to our work.

Learning Objectives:

By the end of this lesson, students will:

- Recognise the Royal Standard of Ur as a significant artefact from Ancient Mesopotamia
 - Identify materials, images, and possible interpretations of the mosaic
 - Understand the role of art in communicating ideas about leadership, war, and peace
 - Reflect on how God brings beauty and meaning to human creativity and leadership
 - Use artistic materials to replicate or reinterpret the Royal Standard of Ur in age-appropriate ways
-

A) Introduction (with Vocabulary)

Parent/Tutor says:

“Today we’re going to learn about a very old object called the *Royal Standard of Ur*. It’s like a picture story made of tiny pieces, telling us about kings, soldiers, musicians, and farmers from long ago.

Before we begin, let’s learn some new words:”

- **Mosaic** – a picture made by placing small pieces of glass, stone, or shell into patterns
- **Artefact** – something made by people in the past, often found in archaeological digs
- **Ur** – a powerful city in Ancient Mesopotamia, near the Euphrates River
- **Hierarchy** – the order of people from most important to least
- **Interpretation** – trying to understand what something means

“Let’s listen to a story now about the discovery and meaning of this beautiful mosaic.”

(Addresses content descriptions: AC9HS3K01, AC9HS3S01, AC9HS3S02, AC9HS5K01)

B) Story – *A Message in Shell and Stone*

In the hot desert sands of southern Iraq, long ago called Mesopotamia, a team of archaeologists carefully brushed away the dust of centuries. The year was 1927. The British Museum and the University of Pennsylvania had joined forces to explore a place known as the Royal Cemetery of Ur. The leader of the team was Sir Leonard Woolley, a patient man with sharp eyes and a love for ancient history.

One day, as Woolley and his team sifted through a royal tomb, they found something puzzling. Among the golden daggers, crowns, and jewellery, lay a broken, flat wooden box. It was around 50 centimetres long, shaped like a rectangle, with sloping sides. The wood had mostly decayed over thousands of years, but the decorations still sparkled. As they gently cleaned and restored the pieces, they realised they had uncovered one of the oldest mosaics in the world.

This box became known as **The Royal Standard of Ur**.



But what was it? No one found a label. Some thought it was a flag or banner. Others thought it might be the lid of a musical instrument or a container for treasure. Whatever it was used for, it clearly told a story.

The box had two long panels – each one showing a different kind of story. One side became known as the **War Side**, and the other, the **Peace Side**.

Let's look first at the **War Side**.

Tiny pieces of white shell, red limestone, and blue lapis lazuli had been carefully placed into black bitumen to create pictures. Three rows of people and animals filled the space.

On the bottom row, chariots pulled by donkeys or onagers (wild donkey-like animals) rushed forward. The wheels turned, and the drivers cracked their whips. In front of them, enemy soldiers stumbled or lay on the ground – defeated.

The middle row showed soldiers with spears and cloaks marching in order. Each face was different, yet all the men had serious expressions. They carried long weapons and held up their arms. The enemies were being led away – some bleeding, some bound.

On the top row stood the king. He was taller than all the others – not because he was truly that big, but because the artist wanted to show he was the most important. His robes flowed around him, and he looked calm and powerful. Soldiers brought prisoners before him. The message was clear: this king had won a great victory.



Now let's turn the box over to the **Peace Side**.

Again, there are three rows. This time, we see something very different.

The bottom row shows people leading animals – sheep, goats, oxen – and carrying fish and food. They were likely bringing these gifts to the king. The animals look real and lively, with curved horns and shaggy wool.

On the middle row, musicians play harps. One man holds a lyre, and another seems to sing. There are servants carrying dishes, and people walking in a line – maybe for a feast.

The top row shows the king again. He is larger than the others and sits on a throne. A cup is raised in his hand. Around him, his nobles also hold cups. It's a banquet, a celebration. The king looks pleased and dignified. Everything is calm. There is music, food, and peace.



So, what does it all mean?

Historians believe the mosaic shows two sides of leadership – **war and peace**. A strong king leads his army to protect his people, but also rules with wisdom and joy during times of peace. Together, both sides show that this king brings order to his kingdom.

The materials are just as amazing as the images. This mosaic is over 4,500 years old! The white shell came from the Persian Gulf, the red limestone from nearby mountains, and the glowing blue lapis lazuli from far-away Afghanistan. All of these were placed into sticky black tar-like bitumen. Even back then, people traded over long distances to gather beautiful materials.

It's also one of the earliest examples of storytelling through pictures. It shows hierarchy (kings, nobles, servants, animals), daily life (musicians, farmers), and values (victory, feasting, respect).

Some historians think it may have been placed in the tomb to remind people of the king's greatness – or to send a message to the gods.

But what we see most of all is this: even thousands of years ago, people wanted to tell stories, show beauty, and bring order through art. They used their skills to create something lasting.

Today, the Royal Standard of Ur sits safely in the British Museum. Its colourful panels still speak, without using a single word.

They tell us that the people of Ur valued leadership, victory, music, celebration, and honour. But they also remind us that even the most powerful kings lived and died. Only one King – God Himself – is eternal, wise, and just.

C) Narration

Parent/Tutor says:

“Now I'd like you to tell me everything you can remember from the story. Try to include what the Royal Standard of Ur is, what it's made from, what it shows on each side, and why it's important.”

(Addresses content description codes: AC9HS3S02, AC9HS3S05, AC9HS5S02)

D) Thinking Questions

Ask students the questions appropriate to their level:

Foundation to Year 2

- What animals were shown in the mosaic?
- What do you think the king was doing in the picture?
- Why do people make pictures to tell stories?

Years 3–4

- What are some differences between the War Side and the Peace Side?
- What do you think the mosaic says about the king's role?
- Why do you think people used shells and shiny stones?

Years 5–6

- What can the Royal Standard of Ur teach us about ancient leadership and values?
- Why is this mosaic still important for historians today?
- How does this mosaic reflect order and meaning in ancient society?

E) Learning Activities – Options to choose from....

Foundation to Year 2

1. Draw your own picture of the War Side or Peace Side using crayons and paper. Label one part of your picture (e.g. “King”, “Donkey”).
2. Make a collage using bits of coloured paper, shells, or beads to form a mosaic-style panel.

Years 3–4

1. Create a cardboard version of the Royal Standard with scenes drawn or glued on each side. Include people, animals, and musicians.
2. Use air-dry clay or salt dough to create a 3D relief mosaic – pressing in stones or coloured plastic to imitate shell and stone.

Years 5–6

1. Use batik dye, fabric paint, or permanent markers to design a cloth banner inspired by the Royal Standard – dividing it into war/peace sections.
2. Research one of the materials used (like lapis lazuli or shell) and write a short paragraph explaining how it was obtained and used.

(Addresses codes: AC9HS3K01, AC9HS4S04, AC9HS6S01, AC9HS6S06)

F) Optional Extension Activity

Have older students design a new “standard” for today – a symbol or banner that shows how a godly leader should act. Include pictures that represent kindness, justice, protection, and wisdom. They can explain their choices in a short presentation or paragraph.

G) Biblical Connection & Wrap-up

Parent/Tutor says:

“Long ago, people made mosaics to show how kings ruled. But even the greatest human kings made mistakes. Their kingdoms ended. God, however, is the eternal King who brings peace and order that never ends.”

Read together:

Psalms 147:5 – “Great is our Lord and mighty in power; His understanding has no limit.”

Reflection Questions:

- What makes God's leadership different from earthly kings?
 - How can we use art and creativity to honour God's order and beauty?
-

H) Australian Curriculum (v9) Content Descriptions Used

Knowledge and Understanding – History

- AC9HS2K01 – **The past is understood as a record of people, events and stories** passed down through generations.
- AC9HS3K01 – **Days and events in the past are interpreted** using artefacts, stories, and records.
- AC9HS5K01 – **People, events and developments** shaped societies in the ancient world, including Mesopotamia.

Inquiry and Skills – Analysis and Use of Sources

- AC9HS3S01 – **Identify** information and ideas from sources provided.
- AC9HS4S02 – **Locate, compare and use information** from sources to answer inquiry questions.
- AC9HS6S01 – **Examine sources** to identify perspectives and understandings of the past.

Inquiry and Skills – Communicating

- AC9HS3S05 – **Present ideas and findings** in a range of communication forms.
- AC9HS4S04 – **Use relevant terms and conventions** when communicating findings.
- AC9HS6S06 – **Use relevant vocabulary and concepts** to communicate understanding of the past and its significance.

Lesson 23: Life in a Mesopotamian City

Theme: Discovering Daily Life in Ancient Mesopotamia

Character Focus: Orderliness – Understanding how structure in everyday life reflects God’s design.

Learning Objectives

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

- Describe the daily life of a child in the Mesopotamian city of Ur
- Identify features of Mesopotamian civilization such as homes, markets, schooling, religion, and writing
- Recognise the contrast between physical order and spiritual confusion
- Reflect on God's presence in everyday life, even when people forget Him

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Tutor Says:

“Today we’re going to step back in time and imagine what it was like to live in one of the oldest cities in the world – Ur, in ancient Mesopotamia. You’ll hear a story about a young girl named Sarai who lived in a time of great order and invention, but also spiritual confusion. Let’s learn what her life was like.”

Say to your child/children:

“As you listen, think about the kinds of things Sarai did every day, what her city looked like, and what questions she had in her heart.”

Introduce and explain the vocabulary before reading the story:

- **Ziggurat** – A large stepped temple used for worship
- **Cuneiform** – One of the first writing systems, using marks on clay
- **Canal** – A man-made channel used to bring water to the city
- **Idol** – A statue or object that people worship instead of the true God
- **Marketplace** – Where people sold goods like food, cloth, and pots
- **Orderliness** – Keeping life well-structured and under control
- **Seek** – To search for something, like truth or God

Content Descriptions Addressed:

AC9HSFS02, AC9HSFS03, AC9HS1S02, AC9HS2S02, AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01

B) Story: A Day in the City of Ur

Parent/Tutor Says:

“I’m going to read you a story with things to learn. Now, please listen very carefully and think about the story as I’m reading it, because I’m only going to read it once. After the story, I want you to tell me everything you can remember. Ready?”

Sarai’s Day in Ur

Sarai lived in the bustling city of Ur, nestled between two great rivers. Each day began with soft sunlight warming the flat roofs of mud-brick homes and the sounds of donkeys braying in the streets.

Sarai was only twelve, but she already had many responsibilities. Her family’s home had two rooms – one for cooking and sleeping, and a small courtyard for animals and chores. Each morning, Sarai helped her mother sweep the floor and grind grain into flour. She would hum softly while turning the heavy stone, careful not to spill any of the precious grain.

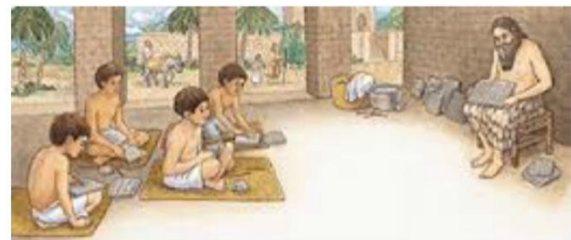


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Next came the walk to the canal. Sarai carried a jug with her mother to collect water. Along the way, they passed neighbours baking bread in outdoor ovens, merchants preparing carts of cloth and spices, and temple servants carrying incense.

By midmorning, Sarai’s father left for the market. He sold cloth made from wool dyed deep red and blue. Her mother made pots from clay, shaping them with care and setting them in the sun to dry.

Sarai’s favourite part of the day was school. In a shaded room near the temple, she and a few other children sat cross-legged with clay tablets and reed pens. Their teacher, a strict but kind man, taught them how to press wedge-shaped symbols called *cuneiform*. Sarai was especially skilled with numbers and hoped to become a scribe one day.



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But something often puzzled her.

As the priest passed by on his way to the great ziggurat – the stepped temple where offerings were made to the moon god – Sarai would stop and stare. She wondered, “*Why do we worship so many gods?*” She had heard stories of many gods: the sun god, the river god, the moon god, and the god of the harvest. But her heart whispered, “*What if there is only one true God? The one who made the rivers, the stars, and even me?*”

At night, her family sat together and shared a simple stew of lentils and barley, topped with fresh herbs. Oil lamps flickered gently, casting shadows on the clay walls. Sarai’s mother told stories of long ago – about mighty hunters, ancient kings, and the power of the gods. But Sarai stayed quiet. She had her own questions.

She didn’t know it yet, but someone else in her city – a teenage boy named Abram – was also listening, also wondering. Soon, God would speak to him and begin a journey that would change history. Sarai’s quiet seeking was part of that moment.

Life in Ur was full of order and invention, but also full of idols and empty prayers. God had not forgotten this city. He was already working, quietly calling hearts – just like Sarai’s – to seek Him.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3K01, AC9HS3S07, AC9HS4K03, AC9HS4S07, AC9HS5K03, AC9HS5S07, AC9HS6K01, AC9HS6S07

C) Narration

Parent/Tutor Says:

“Now I want you to tell me everything you remember about Sarai’s day in the city of Ur.”

Ask your child:

- “What was life like for Sarai?”
- “What kinds of jobs did people do in the city?”
- “What questions did Sarai have?”
- “What do you think God was doing during that time?”

Encourage older children to write or draw a short retelling of the story.

Content Descriptions Addressed:

AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07

D) Thinking Questions

Parent/Tutor Says:

“Let’s think more deeply about what we learned.”

Foundation to Year 2:

- What did Sarai help with at home?
- What kind of school did she go to?
- Who were people in Ur praying to?

Years 3–4:

- What kinds of jobs did people in Ur do?
- What questions did Sarai have?
- Why do you think it’s important to ask questions about God?

Years 5–6:

- How does Sarai’s story help us understand daily life in Mesopotamia?
- Why do people sometimes worship false gods instead of the true God?
- What can we learn about God’s timing and purpose in the middle of everyday life?

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

E) Learning Activities

Foundation to Year 2:

1. **Draw Sarai's Day** – Draw 4 simple scenes showing what Sarai did (e.g. grinding grain, going to the canal, writing, eating dinner).
2. **Clay Writing** – Use playdough and a stick to copy a few “cuneiform” marks.

Years 3–4:

1. **Comic Strip** – Create a comic strip showing scenes from Sarai's day, with captions and speech bubbles.
2. **Daily Life Display** – Draw or label a diagram of Sarai's house and street. Include tools, chores, and places she went.

Years 5–6:

1. **Interview with Sarai** – Write questions and answers as if you were interviewing Sarai about her life and what she wonders about.
2. **City of Ur Research Poster** – Make a poster about Ur, including school, ziggurats, trade, writing, and religion.

Content Descriptions Addressed:

AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02

F) Optional Extension Activity

Parent/Tutor Suggestion:

“Older children might like to draw a timeline showing Sarai's day alongside events in biblical history (e.g. Tower of Babel, call of Abram), or research more about cuneiform and try writing their own name in wedge shapes.”

Content Descriptions Addressed:

AC9HS3K01, AC9HS4K03, AC9HS5K03, AC9HS6K01

G) Biblical Connection & Wrap-Up

Parent/Tutor Says:

“In the Bible, Jeremiah 29:13 says: ‘You will seek me and find me when you seek me with all your heart.’ Sarai didn't have all the answers – but she had questions, and a heart that was seeking.”

Ask:

“How can we keep our hearts open to God like Sarai did? Even in ordinary things like chores, school, or play, how can we listen for His voice and honour Him?”

Content Descriptions Addressed:

AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04

Australian Curriculum (v9) Content Descriptions Used

HASS Skills – Questioning and Researching

- **AC9HS3S01, AC9HS4S01, AC9HS5S01, AC9HS6S01:** *Develop questions to guide investigations about people, events, places and systems*

HASS Skills – Locating, Collecting and Recording

- **AC9HSFS02, AC9HS1S02, AC9HS2S02, AC9HS3S02, AC9HS4S02, AC9HS5S02, AC9HS6S02:** *Collect, sort and record information and data from sources*

HASS Skills – Interpreting and Evaluating Perspectives

- **AC9HSFS03, AC9HS1S04, AC9HS2S04, AC9HS3S04, AC9HS4S04, AC9HS5S04, AC9HS6S04:** *Discuss and analyse perspectives related to people, places and events*

HASS Skills – Communicating

- **AC9HSFS05, AC9HS1S06, AC9HS2S06, AC9HS3S07, AC9HS4S07, AC9HS5S07, AC9HS6S07:** *Present descriptions and explanations using sources and subject-specific terms*

HASS Knowledge – History

- **AC9HS3K01:** *Causes and effects of changes in the local community*
- **AC9HS4K03:** *Experiences of individuals and groups in historical events*
- **AC9HS5K03:** *Roles of significant individuals in the development of events*

Lesson 24: Kings and Kingdoms of Mesopotamia

Theme: Leadership, Laws, and Early Civilisations

Character Focus: *Orderliness – how good laws, fair leaders, and godly wisdom can bring peace.*

Learning Objectives

By the end of this lesson, students will:

- Identify features of leadership and governance in ancient Mesopotamia.
- Understand the purpose of written laws and how they reflected the values of a society.
- Compare ancient human laws with God's perfect law.
- Reflect on the role of order and justice in communities.
- Create a class “law stele” to encourage fairness and peace.
- Retell historical knowledge using correct vocabulary and descriptive detail.

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Teacher says:

“Today we’re going to learn about some of the kings who ruled in ancient Mesopotamia. We’ll hear how they made laws, ruled cities, and tried to create order. Some of these rulers were wise, and some were cruel. One of the most famous was a man named Hammurabi, who wrote down laws for his people on a giant stone pillar!

Before we read the story, let’s go over some new words together.”

Teach Vocabulary

- **Mesopotamia** – An ancient region located between the Tigris and Euphrates Rivers (in today’s Iraq).
- **Kingdom** – A land ruled by a king or queen.
- **Stele** – A large stone slab used to carve writing or pictures.
- **Laws** – Rules made by leaders to help a community live in peace and order.
- **Justice** – Treating people fairly and giving them what is right.

“Let’s listen carefully to the story and think about what makes a good law or a good leader.”

Addresses:

AC9HS3K06, AC9HS4K07, AC9HS3S01, AC9HS4S01, AC9HS5S01

B) Story – The Laws of the Land

Parent/Teacher says:

“I’m going to read you a story with things to learn. Please listen carefully and think as I read. Afterwards, you’ll tell me what you remember.”

The Laws of the Land – A Story of Hammurabi’s Kingdom

Long ago, before modern governments, before police or courts, there was a great land called Mesopotamia. In this land, where the Tigris and Euphrates Rivers flowed, cities grew and kings began to rule. One of the most famous kings was Hammurabi, who ruled the city of Babylon.

Hammurabi was not just a warrior. He was a thinker, a planner, and a law-maker. He believed a kingdom could not survive without order. People needed to know what was right and wrong – not just by feelings, but by rules everyone could see.

So, Hammurabi gathered together a group of wise men. He listened to farmers, traders, builders, and soldiers. He asked, “What problems do you face? What would make our land fair and strong?”

Then he made a plan. His laws would be written down – not on paper, but on a giant slab of black stone, called a *stele*. It stood taller than a man and had words carved from top to bottom in a spiral like a giant snake’s tail. There were nearly 300 laws – some wise, some harsh.

There were laws about stealing: “If a man steals grain from a neighbour’s cart, he must repay it tenfold.”

There were laws about families: “If a son strikes his father, he shall be punished.”

Some laws protected the weak: “If a rich man hurts a poor man, the rich man must pay.”

Some seemed very cruel: “If a builder’s house falls and kills the owner’s son, the builder’s son shall also die.”



People came from nearby cities to see the stele. Hammurabi wanted everyone to know the laws – rich and poor, old and young.

Hammurabi claimed the gods had chosen him to rule, and many believed him. His palace was grand. Priests walked through temple courtyards. Yet they didn’t know the true God – the Creator of heaven and earth.

Even so, their longing for fairness and peace showed something about how God made people. We were created for order, justice, and truth. When people forget God, their laws become harsh and confused. But when people follow God, His laws bring life.

Hundreds of years later, God would give His law to Moses – not on a stone stele, but on tablets made by the hand of God Himself. His law was full of justice and mercy.

Even in ancient Babylon, God was watching. He saw the hearts of kings. He saw the struggles of the poor. And He still does today.

Addresses:

AC9HS3K06, AC9HS4K07, AC9HS3S07, AC9HS4S07, AC9HS5S07

C) Narration

Ask:

“Who was Hammurabi? What did he do to help his people live in order? What kind of things did his laws say? Were all of the laws fair? Why or why not?”

Prompt students to retell key events and main ideas using new vocabulary. For younger children, guide with questions like:

- “What did Hammurabi write his laws on?”
- “Did people know what the rules were?”

Addresses:

AC9HS3S07, AC9HS4S07, AC9HS5S07

D) Thinking Questions

Foundation to Year 2

- What is a king?
- What kind of rules help people get along?
- What did Hammurabi write on his stone?

Years 3–4

- Why did Hammurabi want to make laws for his people?
- Were all of his laws fair? Why or why not?
- What does it mean to be a good leader?

Years 5–6

- How do laws help create order in a society?
- What does this story show about how people try to do what is right, even without knowing God?
- How is God’s law different from Hammurabi’s law?

Addresses:

AC9HS3K06, AC9HS4K07, AC9HS3S04, AC9HS4S04, AC9HS5S04

E) Learning Activities

Foundation to Year 2

1. **Law Stele Art Project** – Shape cardboard into a “stone stele.” Help students write or draw 3 fair rules for their home or class.
2. **Act It Out** – Pretend to be people visiting Hammurabi’s stele. One child reads a rule; others act out what it means.

Years 3–4

1. **Law Sorting Game** – Create a list of sample laws (some fair, some harsh). Students sort them into two columns: “Fair Laws” and “Unfair Laws.”
2. **Design a King’s Palace Poster** – Show what a Mesopotamian palace might look like and what kind of ruler would live there.

Years 5–6

1. **Compare and Contrast Chart** – Compare Hammurabi’s laws to laws given by God in the Bible (e.g. the Ten Commandments).
2. **Letter to the King** – Write a letter to Hammurabi giving advice on how to rule fairly, based on biblical truth.

Addresses:

AC9HS3S02–S06, AC9HS4S02–S06, AC9HS5S02–S06

F) Optional Extension Activity

Research another Mesopotamian king (e.g., Sargon of Akkad, Ashurbanipal). Find out how he ruled and compare him with Hammurabi. Create a poster or give a short oral report.

Addresses:

AC9HS5S02, AC9HS5S04, AC9HS5S07

G) Biblical Connection and Wrap-up

Read Psalm 19:7 aloud:

“The law of the Lord is perfect, refreshing the soul. The statutes of the Lord are trustworthy, making wise the simple.”

Ask:

- “What do God’s laws do that human laws cannot?”
- “When we follow God’s ways, what kind of world are we helping to build?”

Parent/Teacher says:

“Today we learned that even long ago, people knew the world needed rules and order. But without God, their laws were often harsh and unfair. God’s law is different. It brings peace, truth, and love. Let’s ask God to help us live with wisdom and fairness.”

Close in prayer, asking God to help students be wise, fair, and orderly in their homes and communities.

Addresses:

AC9HS3K06, AC9HS4K07, AC9HS5S05

Australian Curriculum (v9) Content Descriptions Addressed**Civics and Citizenship**

- **AC9HS3K06** – who makes **rules**, why **rules** are important in the school and/or the local community, and the consequences of **rules** not being followed
- **AC9HS4K07** – the differences between “**rules**” and “**laws**”, why **laws** are important and how they affect the lives of people

Inquiry and Skills

Grouped by common threads and increasing complexity:

Questioning and Researching

- **AC9HS3S01** – develop **questions** to guide investigations about people, events, places and issues
- **AC9HS4S01** – develop **questions** to guide investigations about people, events, places and issues
- **AC9HS5S01** – develop **questions** to investigate people, events, developments, places and systems

Locating and Recording

- **AC9HS3S02, AC9HS4S02, AC9HS5S02** – locate, collect and **record information** and data from sources

Analysing and Evaluating

- **AC9HS3S04, AC9HS4S04, AC9HS5S04** – analyse **information** and data, and identify **perspectives**

Concluding and Decision-Making

- AC9HS3S05, AC9HS4S05, AC9HS5S05 – draw *conclusions* based on analysis of *information*

Communicating

- AC9HS3S07, AC9HS4S07, AC9HS5S07 – present *descriptions and explanations*, using ideas from sources and relevant subject-specific terms

Lesson 25: From Mesopotamia to God's Mission

Theme: God's Call and the Beginning of His Plan for the Nations

Character Focus: *Orderliness* – God's plans bring order, blessing, and direction, even when they begin in unexpected places.

Learning Objectives

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

- Identify who Abram was and where he lived.
- Describe the religious and cultural environment of Ur in Mesopotamia.
- Retell the biblical account of Abram's call and journey.
- Reflect on the importance of obedience and faith in God's greater plan.
- Recognise God's order and mission in history, even from early times.
- Communicate historical ideas using drawings, narration, or mapped journeys.

(AC links after each section and summarised at the end.)

A) Introduction

Parent/Tutor Says:

"Today we're going to learn about a man named **Abram** who lived in **Mesopotamia** – an ancient land full of cities, temples, and false gods. This story comes from the Bible, but it also helps us learn about real places and people in history."

Teach These Key Vocabulary Words (write them on a whiteboard or display):

- **Mesopotamia** – an ancient land between two rivers (Tigris and Euphrates)
- **Ur** – a wealthy city in Mesopotamia
- **False gods** – statues or idols worshipped instead of the true Creator
- **Faith** – trusting and obeying God, even without knowing everything
- **Altar** – a raised place where people worship or thank God

Discussion Starter:

Ask your child(ren):

- "Have you ever had to go somewhere without knowing exactly what would happen?"

- “How do you feel when you don’t know what’s ahead – but someone you trust gives you directions?”

Now say:

“We’re going to read a story about a man who obeyed God even when the path was uncertain. I want you to listen carefully, and afterwards, you’ll tell me what you remember.”

Content Descriptions Addressed in This Section:
AC9HS3K02, AC9HS4S03

B) Story: Abram’s Journey – Called from Ur

Parent/Tutor Says:

“I’m going to read a story with things to learn. Listen carefully and think as you listen – because I’ll ask you to tell me what you remember afterwards.”

Abram lived in a busy, shining city called Ur. Tall mud-brick houses lined the streets, and merchants called out as they sold bright cloth, clay pots, and spices. Donkeys brayed, children ran between stalls, and the smell of fresh bread drifted through the air.

In the middle of the city stood a huge stepped temple called a *ziggurat*. It looked like a giant staircase reaching up into the sky. People said it was the house of the moon-god. Every day, priests climbed its many steps carrying offerings. They burned incense and bowed down to statues made of stone and metal.



Abram’s family lived in this city. His father, Terah, knew all the customs of Mesopotamia. He had grown up surrounded by stories of many gods – gods of the sun, the moon, and the stars; gods of war and harvest. Some people thought these gods were powerful. They built idols, decorated them with gold and silver, and prayed to them.

But Abram was different.

Sometimes at night, when the markets were quiet and the fires were low, Abram would walk outside the city walls and look up at the sky. He saw the bright moon, the shining stars, and the wide sweep of the heavens. Deep inside, he knew that stone statues could not make all of this. There must be one true Creator who made the rivers, the fields, the animals, and every person.

Abram did not know God’s name yet. But the true God knew Abram.

One ordinary day, when the sun was warm and the streets were full, something happened that would change history.

Abram heard a voice.

It was not like the noisy shouts of the market. It was not like the chant of the temple priests. It was a clear, strong voice that spoke right to his heart. Abram knew at once that it was the voice of the one true God.

“Abram,” the Lord said, “leave your country, your people, and your father’s household. Go to the land that I will show you.”

Leave? Leave Ur? Leave the busy streets, the comfortable house, the familiar faces?

The voice continued:

“I will make you into a great nation, and I will bless you.
I will make your name great, and you will be a blessing.
All the families on earth will be blessed through you.”

Abram stood still. He had never heard words like this before. The true God was speaking directly to him – not to a king, not to a priest, but to a man who lived in a city full of idols.

He thought about the life he knew: the tall ziggurat, the noise of the market, the safety of his home. Then he thought about the God who made the sky and the earth. Could he trust this God enough to leave everything behind?

Abram made his choice.

He went to his family and began to prepare. Servants rolled up tents and tied them with ropes. Women packed baskets with grain, dried fruit, and oil. Shepherds gathered flocks of sheep and goats. Camels were loaded with bundles and bags. The whole camp buzzed with questions.

“Where are we going?” someone asked.

Abram answered honestly, “God will show us.”

Some people shook their heads. Others watched with wide eyes. But Abram kept going. He told his wife Sarai about God’s words, and she agreed to go with him. His nephew Lot chose to come too.

Finally, the day arrived.

The gate of Ur stood open. Abram’s caravan stretched out like a long line – people, animals, carts, and wagons. Abram took a deep breath and stepped forward. With that first step out of Ur, the journey of God’s mission in the world had begun.



They walked for days, then weeks. The flat land of Mesopotamia slowly changed. They followed the great rivers north, passing small villages and fields of grain. At night, they slept in tents. During the day, they watched the wind bend the tall grass and the clouds drift across the sky.

Sometimes the path felt lonely. Abram could no longer see the ziggurat of Ur behind him. He could not yet see the new land ahead. But every time he felt uncertain, he remembered God’s words: “Go to the land that I will show you... I will bless you... All families on earth will be blessed through you.”

At last they reached a place called Haran. There, the family stayed for a while. Abram’s father was old and tired from travelling, so they settled for a season. The animals grazed. New tents were raised. Life felt almost normal again.

But Abram knew this was not the end. One day, after his father had died, God spoke again.

“Abram, go on,” the Lord said. “Leave Haran and travel to the land I will show you.”

So Abram obeyed once more. He took Sarai, Lot, and all their possessions, and they set off again. The caravan moved south this time, away from the rivers of Mesopotamia and toward a land called Canaan.

Canaan was different from Ur. There were hills and valleys, rocky paths and green patches of grass. Instead of one giant city, there were many smaller towns and villages. People spoke with different accents and worshipped different idols. But the same true God was with Abram wherever he went.

When Abram came to a place called Shechem, in the heart of Canaan, God spoke again.

“To your offspring I will give this land,” the Lord promised.

Abram looked around. He saw tall trees, fields, and distant hills. He saw Canaanites living in their own homes, with their own customs and gods. Yet God said this land would one day belong to Abram’s family.

To remember God’s promise, Abram did something important. He built an *altar*.

He gathered stones and stacked them carefully. On this simple, raised place, he worshipped the Lord – not the moon-god, not the idols of Ur, but the Creator who had called him. This altar was like a signpost saying, “The true God is here. I belong to Him.”

Then Abram moved on again, pitching his tent between Bethel and Ai. There, he built another altar and called on the name of the Lord. Instead of building towers to reach up to heaven, like the people of Babel had done, Abram simply bowed his head and prayed. He trusted that God would come near to him.



The journey was not easy. There were times of hunger, times of danger, and times when Abram did not know what would happen next. He had to keep listening and obeying, step by step.

But in the middle of all the moving and changing, something orderly and beautiful was happening: God was beginning His rescue plan for the world. He was starting with one man, in one family, in one land – and through Abram, blessing would one day spread to every tribe and nation.

When children in faraway times would hear this story, they would see that God was not lost in the noise of big cities or forgotten in lands of idols. He was guiding history with care. He called Abram out of Mesopotamia, placed his feet on a new path, and began to shape a people through whom the Saviour, Jesus, would one day come.

And it all began when Abram heard God’s voice and answered with a simple, trusting heart:

“Yes, Lord. I will go.”

C) Narration (Tell back)

Parent/Tutor Says:

“Now I want you to tell me everything you can remember from the story. You can do this in your own words.”

(Encourage full sentences, prompting gently if needed: “Who lived in Ur? What did God say to Abram? What did Abram do next? How did God use his family?”)

Younger students can retell just 3–4 key facts.

Older students should aim for a fuller summary in sequence.

Content Descriptions Addressed in This Section:
AC9HS3S03, AC9HS4S03, AC9HS5S03

D) Thinking Questions

Ask these questions according to the age group of your children:

Foundation to Year 2

- Who was Abram?
- What did God ask him to do?
- Did Abram obey?

Years 3 & 4

- What made it hard for Abram to leave his home?
- What did God promise him?
- What can we learn about listening to God's voice?

Years 5 & 6

- Why do you think God chose someone from Mesopotamia?
- What does Abram's journey show us about faith and trust?
- How do you see God's plan starting to bring order into the world through Abram?

Content Descriptions Addressed in This Section:
AC9HS2S02, AC9HS4S02, AC9HS6S02

E) Learning Activities

Choose one or both activities for your child's level:

Foundation to Year 2

1. **Journey Map Drawing** – Draw Abram's journey as a winding road from Ur to the Promised Land. Include tents, animals, stars, and maybe a speech bubble with God's promise.
2. **Act It Out** – Set up chairs or boxes to represent “Ur” and “the Promised Land.” Pretend to pack up and walk through the desert as Abram's family.

Years 3 & 4

1. **Journey of Faith Comic Strip** – Create a simple comic strip of 4–6 boxes showing key moments: living in Ur, hearing God's voice, packing up, walking, and worshipping.
2. **Promise Poster** – On a large sheet, write God's promise to Abram (“I will bless you...”) and illustrate it with pictures showing blessing (e.g., family, stars, earth, peace).

Years 5 & 6

1. **Mapwork Task** – Research a basic map of Mesopotamia and draw Abram’s likely route. Label Ur, Haran, Canaan, and include rivers and features of the land.
2. **Compare & Contrast Paragraph** – Write a short paragraph comparing Abram’s obedience to the people of Babel. How were they different in their response to God?

Content Descriptions Addressed in This Section:

AC9HS2S04, AC9HS3S05, AC9HS4S05, AC9HS5S04, AC9HS6S04

F) Optional Extension Activity

Interview an Object: Have students create a short script or skit where they imagine interviewing Abram’s staff, sandals, or camel:

“Sandals, what was it like to walk all that way?”

This imaginative task helps them retell the story creatively and strengthens recall and empathy.

Content Descriptions Addressed in This Section:

AC9HS3S03, AC9HS4S05

G) Biblical Connection & Wrap-Up

Parent/Tutor Reads:

Genesis 12:1–2

“The Lord had said to Abram, ‘Go from your country, your people and your father’s household to the land I will show you. I will make you into a great nation, and I will bless you...’”

Say to your child(ren):

“God had a plan to bless the whole world – and He started with just one man who listened and obeyed. God brings **order**, direction, and blessing to our lives when we follow Him, even if we don’t know everything ahead of time.”

Ask:

“Has God ever asked you to do something that felt hard or unknown? How can trusting Him bring peace into your life and others’ lives?”

Close in Prayer (optional):

“Lord, thank You that You have a plan for the world. Help us to obey You like Abram did, even when we don’t see everything ahead. Thank You for bringing order and blessing to the world through Jesus. Amen.”

Content Descriptions Addressed in This Section:

AC9HS4S02, AC9HS5S02

Australian Curriculum v9 Content Descriptions Addressed in this Lesson

Grouped by Sub-strand:

Knowledge and Understanding – History

- AC9HS3K02: The people, events and developments that shaped the community, and the **continuities and changes** in community life
- AC9HS4K01: The causes of **change and continuity** over time, and the **effects** on Australian society, including people's lives and perspectives
- AC9HS5K01: The influence of people, **places and events**, and how they **shape communities** and identities
- AC9HS6K01: Significant people, events and ideas that led to **change** in the past and their **relevance** today

Inquiry and Skills – Analysing

- AC9HS2S02: Draw **conclusions** and make **explanations** using information and data from observations
- AC9HS4S02: Examine **perspectives** and **interpret** information to identify different views
- AC9HS6S02: Interpret data and information to identify **causes** and **effects**

Inquiry and Skills – Communicating

- AC9HS3S03: Present descriptions and explanations, using **sequencing** and appropriate terms
- AC9HS4S03: Present descriptions and explanations using **terms** and **conventions** of the discipline
- AC9HS5S03: Present ideas, findings, and arguments using appropriate **text types**
- AC9HS2S04: Record and sort information and **represent** it in different forms
- AC9HS3S05: Present ideas and findings in written, spoken, visual and **creative forms**
- AC9HS4S05: Present information and ideas in a range of forms using **appropriate discipline language**
- AC9HS5S04: Develop texts and presentations using appropriate **language and formats**
- AC9HS6S04: Present findings and ideas using a range of **modes** and **discipline-specific terms**

Lesson 26: Abram and Lot Separate

Theme: Trust and Peacemaking

Character Focus: Orderliness – Choosing peace through faith, not fighting through fear

Learning Objectives:

By the end of this lesson, students will:

- Understand the events and key decisions in the separation of Abram and Lot
 - Reflect on the themes of peacemaking, fairness, and trust in God's provision
 - Describe the historical/geographic setting of early Canaan
 - Retell and respond to historical and biblical stories through oral and creative expression
 - Explore peaceful conflict resolution through biblical models
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A) Introduction

Parent/Tutor says:

"Today's story is about a time when two families had grown so big that they couldn't live together anymore. They had to decide what to do – but one of them made a peaceful, generous choice instead of fighting. As we listen, let's learn how trusting God helps us avoid arguments and live in peace."

Teach the following terms (write on a board or page for review):

- **Canaan** – the land where Abram lived, also called the Promised Land
- **Peacemaker** – someone who helps stop fights and brings people together
- **Altar** – a place built for worshipping God
- **Jordan Valley** – a green and fertile area near the Jordan River
- **Descendants** – the children, grandchildren, and great-grandchildren of a person

Ask:

"Have you ever had to share something with a sibling or friend? What happened when you both wanted the same thing?"

Content Descriptions: AC9HS2K01, AC9HS4S01

B) Story – "The Day the Families Parted"

(Read this slowly and with expression. Pause to define terms as needed.)

Abram had followed the Lord through deserts, hills, and strange lands, trusting the voice that called him from the city of Ur. He had built altars to worship God in Shechem, Bethel, and Hebron. He and his wife Sarai were not young, but their camp was full of life – servants, animals, camels, tents, and firewood crackling each night under the stars.

With him travelled his nephew, Lot. Lot had come when Abram first left Ur, and now he had a household of his own. His flocks had grown, his herds had multiplied, and his workers were many.

But soon, the land around them began to feel crowded. When they tried to find grass for the sheep, Lot's herdsmen argued with Abram's herdsmen.

"This well is ours!"

"No, we were here first!"

"Our goats need space too!"

The voices rose louder. The animals pushed past one another. The tension grew.

Abram saw it all and felt sad. God had blessed them both with much, but now arguments threatened to spoil the peace between them. So, he called Lot to talk.

"Lot," Abram said gently, "we are family. Let's not quarrel. There is no need for strife between us. Look around – there is plenty of land. You choose the part you want, and I will take the other."

Lot was surprised. His older uncle was offering him first choice. Lot looked to the east.

Beyond the hills stretched the Jordan Valley. It shimmered green and full of promise. Streams sparkled in the sun. Crops grew thick. It reminded people of the garden of Eden – or of Egypt after the Nile flooded.



Lot smiled and pointed. "I will go east, toward the Jordan Valley."

Abram nodded and blessed him.

So, Lot packed up his tents and flocks and journeyed east, heading toward a group of cities in the valley. One of those cities was called Sodom. It looked prosperous, but the people there were selfish and wicked.

Abram stayed in the land of Canaan. He had given away the land that looked better. But he trusted that God would still bless him.

That evening, as the sun dipped behind the hills, the Lord spoke to Abram once again.

"Lift up your eyes," God said. "Look north, south, east, and west. All the land you see – I will give it to you and your descendants forever."

Abram listened in wonder.

"I will make your offspring like the dust of the earth – so many no one can count them. Walk through the land, for I am giving it to you."

So, Abram moved to another place called Hebron. There, he pitched his tents under the oaks of Mamre and built another altar. He didn't build a tower or a palace. He didn't raise an army or demand anything. He simply worshipped and waited.

Years would pass. Lot would face trouble in Sodom. Abram would need to rescue him. And later, God would change Abram's name to Abraham and give him a son.

But it all began here – with one peacemaker who trusted God instead of fighting.

Even today, we remember Abram's choice – not just to avoid a fight, but to live with faith and order, trusting God to give what was needed in His time.

Content Descriptions: AC9HS2K01, AC9HS4K01, AC9HS4K03

C) Narration

Parent says:

"Now I'd like you to tell me everything you remember from the story. Tell it in your own words. Try to remember the names, places, and what each person did."

If the child forgets a part, gently prompt:

- "Who was Abram travelling with?"
- "What were their servants fighting about?"
- "What choice did Abram give to Lot?"
- "What did God promise afterward?"

Content Descriptions: AC9HSFK02, AC9HS2S01, AC9HS4S02

D) Thinking Questions

(Ask only the questions for your child's age level.)

Foundation to Year 2

- Why did Abram and Lot have trouble living together?
- What did Abram do to make peace?
- What did God say to Abram after Lot left?

Years 3 & 4

- Why do you think Lot chose the land near Sodom?
- How did Abram show that he trusted God?
- What do you think it means to be a peacemaker?

Years 5 & 6

- In what ways do people today argue about land, money, or rights?
- How might faith help someone let go of what looks "better"?
- Why do you think God rewarded Abram's trust and peace?

Content Descriptions: AC9HS2S03, AC9HS4S02, AC9HS6S03

E) Learning Activities

Offer one or more of the following for your child's age level:

Foundation to Year 2

1. **Peacemaker Poster:** Fold a paper in half. On one side, draw what fighting looks like (angry faces, arguing, pulling). On the other, draw what peace looks like (sharing, helping, smiling). Add the words: "Blessed are the peacemakers."
2. **Tent Craft:** Use a brown paper bag or fabric to make a model tent like Abram's. Place toy animals or cut-outs nearby. Use dolls or figures to retell the story.

Years 3 & 4

1. **Land Choice Diorama:** Create two landscapes in a shoebox or on cardboard – one green valley and one drier hill country. Place Abram and Lot figures and show the choice they made.
2. **Conflict-Resolution Role Play:** Act out a scenario where two people want the same thing (a toy, a seat, a cookie). Practise choosing peace.

Years 5 & 6

1. **"God Provides" Scroll:** Write out God's promise to Abram in calligraphy or neat handwriting. Decorate with images of stars, land, dust, and tents.
2. **Map Activity:** Use an atlas or Bible map to trace where Abram and Lot might have travelled. Label Ur, Canaan, Jordan Valley, and Hebron.

Content Descriptions: AC9HS2S02, AC9HS4S03, AC9HS6S04

F) Optional Extension Activity

Have your child write a short story titled **"The Day I Let Someone Else Go First"** – a real or imagined story about putting someone else's needs ahead of your own and trusting God to provide.

G) Biblical Connection & Wrap-Up

Read together:

Romans 12:18 – *"If it is possible, as far as it depends on you, live at peace with everyone."*

Discuss:

- What does this verse mean in your own life?
- What might it look like to live at peace even when things feel unfair?
- Why is it sometimes hard to let others go first?

Pray:

"Lord, help us to be like Abram – to choose peace, not arguments. Teach us to trust You even when we feel like we're missing out. Help us believe that You will give us everything we truly need. Amen."

Australian Curriculum (v9) Content Descriptions Addressed in this Lesson:

Knowledge and Understanding – History

- **AC9HS2K01: The history of a significant person, building, site or part of the natural environment** in the local community and what it reveals about the past
- **AC9HS4K01: The diversity of First Nations Australians, their social organisation and lifestyles**, and their knowledge of Country/Place
- **AC9HS4K03: The experiences of people in Australia and their perspectives on significant events and developments**

Skills – Historical Inquiry and Skills

- **AC9HS2S01: Pose questions about the familiar and unfamiliar**
- **AC9HS4S01: Identify current and past representations of people, places and events**
- **AC9HS6S03: Examine information to identify different perspectives**
- **AC9HS6S04: Interpret information and data displayed in different formats**
- **AC9HS4S03: Present narratives and descriptions of past events**

Lesson 27: God's Covenant with Abram

Theme: God Keeps His Promises

Character Focus: Orderliness – Trusting God's Promises with Steady Faith

Learning Objectives

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

- Understand the meaning of a covenant and how it relates to God's orderly plan in history
 - Retell the story of God's covenant with Abram using key details
 - Reflect on how faith connects with trust, obedience, and righteousness
 - Describe the cultural practice of ancient covenants
 - Express understanding through discussion and creative representation
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A) Introduction

Parent/Tutor Says:

"Today's story is about a very important moment in history – when God made a special promise called a *covenant* with a man named Abram. A covenant is more than just a normal promise. In ancient times, people made covenants in very serious and meaningful ways. We'll hear how God made one of the most important covenants ever recorded, and how Abram showed great faith and trust – even when he didn't have all the answers yet."

Teach Vocabulary:

- *Covenant* – a solemn promise or agreement between two parties, often involving a sign or ritual
- *Sacrifice* – giving something up, often to show commitment or honour
- *Righteousness* – being right or pleasing in God's sight
- *Descendants* – children, grandchildren, and all the family who come after you
- *Vision* – a special message from God that someone sees in their mind or dreams

Ask:

"Have you ever had to trust someone without knowing exactly how things would turn out? Today we'll learn how Abram did exactly that."

Content Descriptions Addressed: AC9HS3K01, AC9HS4K01, AC9HS5S01

B) Informational Story: *The Night of the Promise*

The desert wind whispered gently through the trees. It was evening in the land of Canaan, and Abram sat quietly near his tent. His animals were settled, the campfires burned low, and the sky above sparkled with stars – more than he could count.

It had been many years since Abram had first left his homeland of Ur. He remembered the day clearly: the voice of the one true God had called him to leave everything – his city, his relatives, even the land he had known all his life. God had promised to show him a new land, to bless him, and to make him into a great nation.

But that had been long ago. Now Abram was old, and so was his wife Sarai. They had no children. No sons or daughters. How could a great nation come from someone with no heir?

Abram had been faithful. He had journeyed wherever God led. He had built altars, worshipped God, and trusted Him through many dangers. But tonight, his heart was heavy.

He lifted his eyes to the stars.

“Lord God,” Abram prayed quietly, “You have blessed me with land, with herds, and with peace... but I have no child. My servant Eliezer is the one who will inherit everything I have. Is that really Your plan?”

Then suddenly, the Lord’s voice came to Abram, clear and firm:

“This man will not be your heir. You will have a son who comes from your own body.”

Abram’s heart skipped a beat.

“Come outside, Abram,” the voice said.

He stepped out from under the tent’s canopy. The night air was cool, and the stars shone like glittering diamonds.

“Look up at the sky,” God said. “Count the stars – if you can. So shall your descendants be.”

Abram gazed upward. Stars above stars... thousands, millions. Too many to number. Could it really be? Was it possible that one day his children, and their children after them, would become as numerous as the stars?



Abram didn’t know how. But he believed. Deep in his soul, he trusted that God’s words were true.

And the Lord was pleased with Abram’s faith.

Then God said something even more amazing.

“I am the Lord, who brought you out of Ur to give you this land as your own.”

But Abram had one more question.

“Lord God, how can I know for sure that this land will belong to me and my family?”

God was about to answer in a very special way.

“Bring me a heifer, a goat, and a ram, each three years old,” God said, “along with a dove and a young pigeon.”

Abram knew what this meant. In his time, when people made a very serious agreement – a covenant – they would prepare animals as a sacrifice. The animals would be cut in half and laid out, and both people making

the covenant would walk between them. It was a sign that they were making a solemn promise – one they would not break.

Abram obeyed. He brought the animals, carefully cut them in half, and placed the pieces opposite each other. He shooed away the birds of prey that tried to come near.

Then the sun began to set. A thick darkness fell. Abram felt something strange and heavy come over him – a deep sleep, and in it, a vision.

In the vision, God showed him a picture of the future. God told Abram that his descendants would live in a land not their own. They would be strangers and slaves for 400 years, but afterward, God would bring them out with great wealth.

Then Abram saw something even more mysterious.

A smoking fire-pot and a blazing torch appeared – floating and glowing in the darkness. They passed between the animal pieces – slowly, solemnly – without Abram stepping forward.

God was making the covenant all by Himself.

Usually, both people would walk through the sacrifice to show that each had a part to play. But this time, God alone moved through. It was His way of saying: “I will keep this promise. I will be faithful, no matter what.”

That night, God promised Abram three things:

1. Abram’s descendants would be as numerous as the stars
2. They would one day inherit the land of Canaan
3. God Himself would be the one to guarantee the promise

The stars still shone above, twinkling like they had at the beginning of the world.

Abram woke with peace in his heart. He didn’t know the details, but he believed the God who had spoken.

Even though he was still childless... even though he had many years of waiting ahead... Abram trusted.

And God counted that faith as righteousness.

It was the beginning of something beautiful. A covenant. A people. A promise of blessing – not just for Abram’s family, but for the whole world.

Because one day, far into the future, a descendant of Abram would be born in Bethlehem. His name would be Jesus, the Saviour, and He would bring the greatest blessing of all – salvation for all who believe.

And all of it began with one starry night... and one man who said, “I believe.”

Content Descriptions Addressed: AC9HS3K01, AC9HS4K01, AC9HS5S01, AC9HS5K01

C) Narration

Parent/Tutor Says:

“Let’s think about the story you just heard. Try to tell it back in your own words.”

Ask:

- What did God ask Abram to look at?
- What did He promise?
- How did Abram show his faith?
- What was special about the way God made the covenant?

Encourage oral narration, then ask follow-up questions to help recall the order of events.

Content Descriptions Addressed: AC9HS3S02, AC9HS4S02

D) Thinking Questions

For Foundation to Year 2:

- What did God show Abram in the sky?
- Did Abram have any children yet?
- What did Abram believe God would do?

For Years 3–4:

- Why was God’s promise special?
- What does a covenant mean?
- How did Abram show trust?

For Years 5–6:

- Why did God pass through the sacrifice alone?
- How is Abram’s faith an example for us today?
- What is the connection between this story and Jesus?

Content Descriptions Addressed: AC9HS2S02, AC9HS3S02, AC9HS5S01

E) Learning Activities

Foundation to Year 2:

1. **Star Art** – Use black paper and sticker stars or chalk to create a night sky. Write “God keeps His promises” at the top.
2. **Covenant Picture Story** – Create a 3-part drawing showing Abram looking at the stars, preparing the animals, and seeing the torch/fire-pot pass through.

Years 3–4:

1. **Covenant Scene Model** – Use paper, cardboard, or modelling clay to build a 3D scene of the covenant sacrifice and fire passing through.
2. **Promise Poster** – Write a favourite promise of God on decorated paper with stars and symbols. Discuss why we can trust it.

Years 5–6:

1. **Faith Reflection Booklet** – Create a small book about what it means to have faith. Include a page about Abram, a Bible verse, and a time you trusted God.
2. **Role-Play Script** – Write and act out a short skit showing Abram telling Sarai about God’s promise, preparing the animals, and describing the vision.

Content Descriptions Addressed: AC9HS2S03, AC9HS3S04, AC9HS5S03

F) Optional Extension Activity

Ancient Covenant Studies: Research other covenants in the Bible (e.g., Noah, Moses, David) and compare them. Create a visual timeline showing each covenant and God’s promises.

Faith Journal Entry: Write about a time when you had to trust God without knowing the outcome. What helped you believe?

G) Biblical Connection & Wrap-up

Parent/Tutor Says:

“Today we saw how God made a big promise to Abram – and how Abram believed, even though he didn’t see it yet. That’s called faith. God is always orderly in how He works, and He never breaks His promises.”

Read Together:

Genesis 15:6 – “Abram believed the Lord, and He credited it to him as righteousness.”

Reflection Question:

“When God asks us to trust Him, how can we respond with faith like Abram? Are there any promises from God that you are waiting to see happen?”

Australian Curriculum (v9) Content Descriptions

Knowledge and Understanding – History

- **AC9HS3K01 (Year 3):** Describe how people in different places at a similar time in the past shaped their lives and communities
- **AC9HS4K01 (Year 4):** Identify perspectives of people from the past about their interactions with the world
- **AC9HS5K01 (Year 5):** Explain how and why historical events, developments, perspectives and experiences can be interpreted in different ways

Inquiry and Skills – Historical Skills

- **AC9HS2S02 (Year 2):** Interpret information and data by identifying their features and describing patterns, similarities or differences
- **AC9HS3S02 (Year 3):** Interact with information and data from observations and sources to answer questions
- **AC9HS4S02 (Year 4):** Examine information and data from sources provided

- **AC9HS5S01 (Year 5):** Develop questions and locate relevant information and data from primary and secondary sources
- **AC9HS5S03 (Year 5):** Evaluate information and data to identify patterns, relationships and trends, or to infer relationships

Lesson 28: Abraham's New Name and God's Faithfulness

Theme: God's promises are trustworthy, even when the wait is long

Character Trait: Orderliness – Trusting God's faithful timing brings peace and purpose

Learning Objectives

Students will:

- Explore the historical and biblical account of God's covenant renewal with Abraham.
 - Understand the significance of name changes and covenant signs in ancient history.
 - Reflect on God's order and faithfulness through changes and waiting.
 - Respond creatively through differentiated, age-appropriate activities.
-

A) Introduction

Parent/Tutor Says:

"Today we are learning about something very special that happened between God and a man named Abram. Even though many years had passed since God made a promise to him, God had not forgotten. Let's hear what happened when God reminded Abram of His promise – and how Abram and Sarai both received new names."

B) Story: A New Name, A New Identity

In the quiet of the desert morning, Abram sat near the entrance of his tent. He was now 99 years old. His beard was white, his skin weathered by years of sun and wind, and his eyes thoughtful. Much time had passed since the Lord had first spoken to him and made that incredible promise: that his descendants would be as many as the stars in the sky.

But... there were still no children from his wife Sarai. The promise hadn't come true yet.

Abram had tried to obey God. He had left the great city of Ur behind, travelled through strange lands, built altars to worship God, and even offered his nephew Lot the best land in order to keep peace. But still, he and Sarai remained childless. The journey had been long. Sometimes, it felt like nothing was happening.

Yet Abram still believed.

One morning, as the sun rose over the hills, something amazing happened. God appeared to Abram again. His voice filled the desert air.

"I am El Shaddai," God said, "God Almighty. Walk before Me faithfully and be blameless."

Abram bowed low to the ground. His heart pounded. God was speaking again – after all these years.

God continued:

“I will make My covenant between Me and you, and I will greatly increase your numbers.”

Abram pressed his face to the ground in wonder. “But Lord,” he must have thought, “how can I be a great nation without even one child with my wife?”

Then came something astonishing.

God said, “No longer will you be called Abram. Your name will be Abraham, for I have made you a father of many nations.”

Abraham. His new name meant *father of many*. God wasn’t just repeating the promise – He was marking it with a name, a sign that God’s plan was still alive and unfolding.

But that wasn’t all.

God then said, “As for Sarai your wife, you are no longer to call her Sarai. Her name will be Sarah.”

Sarah. A royal name. It meant *princess*. God said she would be the mother of nations, and that kings would come from her!

The ‘h’ sound in both of their new names signified the breath of God within their names.

Abraham fell on his face and laughed – not in unbelief, but in amazement. “Can a man have a child at 100? Can Sarah give birth at 90?” It seemed impossible, but Abraham believed that God could do anything.

Then God gave Abraham a special instruction – a sign of the covenant. “Every male among you must be circumcised,” God said. This would be the sign that they belonged to God’s people, that His promise was upon them.

So, that very day, Abraham obeyed. Even though it might have seemed strange or difficult, he trusted God’s instructions. He circumcised himself, his son Ishmael, and every male in his household.



Abraham now carried a new name, a new sign, and a renewed promise. The waiting wasn’t over yet – but Abraham knew one thing for sure: God keeps His promises.

And one year later, just as God said, Sarah would laugh for joy. But that’s a story for another day.

C) Narration

Parent/Tutor Says:

“Let’s see how well you listened. Can you tell me in your own words:

- What new names did God give to Abram and Sarai?
- Why did God change their names?
- What sign did God give Abraham?
- How did Abraham respond to all these things?”

Encourage as much detail as the child remembers. Gently prompt if needed.

D) Thinking Questions

Foundation to Year 2:

- What was Abram's new name?
- What special name did Sarai get?
- Did Abraham believe God's promise?

Years 3–4:

- Why do you think God changed their names?
- What do you think Abraham felt when he heard the promise again?
- How can we show faith like Abraham, even when it takes a long time?

Years 5–6:

- What does a name change symbolise in the Bible or in other cultures?
 - Why do you think God gave the sign of circumcision?
 - How does Abraham's obedience show us what faith looks like in action?
-

E) Hands-On & Creative Activity Options

Foundation to Year 2:

- **“My Name and God's Plan” Drawing** – Draw a picture of yourself with your name written at the top. Around it, draw or write things God might want to do through you – like helping others, showing kindness, or being a leader.
- **Name Change Puzzle** – Create a matching card game where kids match Bible names to their new names (e.g. Abram → Abraham).

Years 3–4:

- **Name Badge of Faith** – Cut out a badge or scroll shape. Write “Abram → Abraham” and “Sarai → Sarah” with meanings. On the back, students write their own name and a word they want to be known for (e.g., brave, faithful, helpful).
- **Promise Chain Craft** – Make a paper chain with links showing God's promises to Abraham. Add personal promises or verses God has spoken to your family.

Years 5–6:

- **Symbol Scrolls** – Create parchment-style scrolls using tea-stained paper. Write Genesis 17:5–6 and decorate with ancient Hebrew-style borders. Add your reflections on how God uses names and symbols to show His faithfulness.
 - **Covenant Sign Exploration** – Research other signs of covenants in Scripture (e.g., rainbow with Noah). Compare with the sign given to Abraham. Present findings as a poster or short oral presentation.
-

F) Biblical Connection

Read aloud **Genesis 17:5 (NKJV)**:

“No longer shall your name be called Abram, but your name shall be Abraham; for I have made you a father of many nations.”

Discuss:

- What did God do to show He hadn't forgotten His promise?
 - Why might God wait before fulfilling promises?
 - How does Abraham's faith show us the beauty of trusting God's order and timing?
-

G) Reflection Question

Ask your child:

“Has God ever asked you to wait for something? Has He ever changed something in your life – like your plans, or what you thought would happen next?
How can you trust that His timing is still perfect?”

Encourage them to share freely. Pray together and thank God for His faithfulness across time.

H) Curriculum Links – Australian Curriculum v9 (HASS)

The following Content Descriptions are addressed in this lesson:

- **Foundation – History – Continuity and Change:**
The effect of changing technology on people's lives (AC9HSFK02) – God's new names and covenant with Abraham help children consider how change is meaningful and significant.
- **Year 1 – History – Continuity and Change:**
How family life has changed or remained the same over time (AC9HS1K01) – Abraham and Sarah's long wait for a child helps children reflect on family, legacy, and promises across time.
- **Year 2 – History – Continuity and Change:**
How people's identities and sense of belonging can be shaped by family, community, culture, and place (AC9HS2K02) – The identity changes of Abram/Abraham and Sarai/Sarah relate directly to name, calling, and cultural belonging.
- **Year 3 – History – Perspectives and Interpretations:**
How stories of the past are communicated (AC9HS3S04) – The retelling of Abraham's covenant teaches how history and belief are passed through stories, names, and symbolic actions.
- **Year 5 – History – Causes and Effects:**
The influence of people's values and beliefs on the development of communities (AC9HS5K02) – Abraham's faithful response and the resulting covenant community reflect belief shaping history and identity.

Bold Shared Wordings: "Continuity and Change", "people's beliefs and values", and "identity and belonging" appear across year levels and are clearly met in this lesson's focus on covenant, renaming, obedience, and legacy.

Lesson 29: Life Along the Nile River

Theme: The Nile as a Source of Life and Order

Character Focus: Orderliness

Learning Objectives

- Understand how the Nile River brought order and life to ancient Egyptian civilisation.
 - Identify how natural environments influence the way people live.
 - Describe the daily life, farming practices, and beliefs of ancient Egyptians.
 - Acknowledge God as Creator and Sustainer of the natural world.
-

A) Introduction

Parent/Tutor Says:

“Today we are going to learn about a very important river in history – the Nile River in Egypt. It flows through the desert and helped an entire civilisation grow and thrive. We’ll hear a story about what life was like near the Nile, what people believed, and how God shows His order and care through nature.”

Teach These Vocabulary Words:

- **Nile River** – A very long river in Egypt that flows through the desert and gives life to the land.
- **Papyrus** – A plant that grows near the Nile used to make boats and paper.
- **Shaduf** – A simple machine used to lift water.
- **Floodplain** – Land next to a river that gets covered with water when the river floods.
- **Orderliness** – Doing things in a neat and organised way, like God does in nature.

Content Descriptions Addressed:

- F-2: **Geography** – AC9HS2K04; Years 3–4: **Geography** – AC9HS4K03; Years 5–6: **Geography** – AC9HS6K03
-

B) Story

Parent/Tutor Says:

“I’m going to read you a story with things to learn. Please listen very carefully and think about the story, because I’ll be asking you to tell me what you remember afterwards.”

Story: “A River of Life – Living by the Nile”

In a dry and dusty land, where golden sands stretched out for miles and barely a raindrop fell, one great river flowed like a ribbon of life. This was the Nile River – the longest river in the world – and for the people of ancient Egypt, it was everything.

Imagine standing on the riverbank. The sun blazes overhead, but the Nile glistens cool and blue as it flows gently northward, carrying life through a thirsty desert. Without the Nile, there would have been no Egypt – no farms, no cities, no pyramids. Just endless sand.

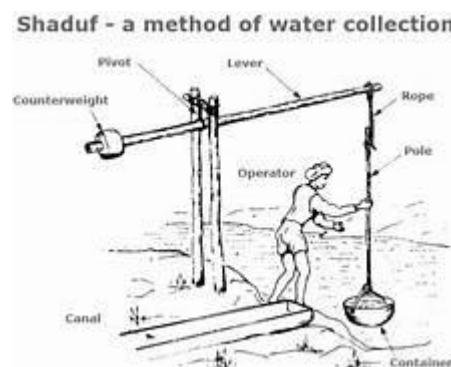


But each year, the river did something remarkable. Far away, in the highlands of Africa, rains would fall and swell the river. The water would rush down into Egypt and flood its banks. At first, the people would step back and wait. The fields near the river disappeared beneath muddy water. But when the floodwaters receded, they left behind a thick black mud – rich and full of goodness, perfect for growing crops.

The Egyptians called this black soil “kemet,” meaning “the black land.” And they depended on it. With it, they planted fields of wheat and barley, grew onions, garlic, lentils, and flax. Flax was spun into linen for clothing. The people gathered dates from palm trees and fished from the river’s edge. The Nile gave them food, clothing, tools, and even paper – made from the papyrus reeds that grew tall along its banks.

Families built their homes close to the water. Fathers would teach their sons to fish and sail in little boats made of papyrus reeds. Mothers would bake flatbreads using flour ground from the grain. Children would play near the shallows, swim in the cool water, and help collect reeds for baskets and mats. Life followed the pattern of the river. Everyone watched the Nile. Everyone waited for its flood.

But the Egyptians weren’t just waiting – they were clever. They didn’t simply rely on the river to flood. They planned. They built canals to guide the water across the land. They dug channels from the river to their fields, stretching its reach far and wide. And they invented something called a *shaduf* – a wooden lever with a bucket on one end and a counterweight on the other. With it, they could scoop water from the river and pour it onto their crops, even when the river was low. Their tools were simple, but their ideas were smart. Orderly. Thoughtful. They were engineers, problem-solvers, and planners.



The Nile was also their highway. Boats sailed up and down the river, carrying stones for building pyramids, grain for storing in silos, and goods to trade. The river flowed from the south to the north, but the wind blew from the north to the south – so you could sail one way with the current and return the other way with the wind. It was perfect.

Now, the Egyptians had many gods. They believed that different gods controlled the river, the sun, the moon, even the animals. The Nile itself had a god – his name was Hapi. The Egyptians would offer gifts and prayers to Hapi, hoping he would bring good floods and make the land fertile. They made statues and temples. They told stories of gods who raised the river or punished the people with drought.

But we know something more. We know the truth. There is only one God – the Creator of the heavens and the earth. He made the Nile. He shaped the land and causes the waters to rise and fall in their seasons. While

the Egyptians worshipped many gods, it was really the Lord, the God of Abraham, Isaac, and Jacob, who provided their food and ordered their world. His faithfulness could be seen, even in a land that didn't yet know His name.

One day, God would make Himself known in Egypt. A Hebrew boy named Joseph was sold by his jealous brothers and taken as a slave to Egypt. But God was with him. He gave Joseph wisdom and favour. And when a great famine struck, Joseph helped Egypt store grain and save lives. Later still, the Hebrew people would grow into a mighty nation within Egypt – and then, through Moses, God would bring them out.

Even before the Hebrews knew Him fully, and even before the Egyptians believed, God was at work. He was bringing order from chaos. He was watering the land and feeding its people. He was setting the stage for His great story to unfold.

Can you see His hand in the Nile? The river floods – on time, every year. The soil is ready for planting. The wind and current help the boats. The river is life, and behind it is the Giver of Life.

The story of Egypt is full of wonder: pyramids, mummies, pharaohs, and treasures buried in golden tombs. But at the centre of it all is a river – a river that God created with perfect care. And just like He cared for Egypt through the Nile, He cares for us. He provides what we need – water, food, homes, families, and even salvation.

So, as we learn about ancient Egypt, remember this: beneath all their power and greatness was the quiet, faithful flow of the river. And behind that river was a faithful God. A God of order. A God who brings life to dry places.

Content Descriptions Addressed:

- F-2: **History** – AC9HS2K02; Years 3–4: **History** – AC9HS4K02; Years 5–6: **History** – AC9HS6K02
-

C) Narration

Parent/Tutor Says:

“Now I want you to tell me everything you remember about the story. What happened in the land of Egypt? What did the river do? What did people believe? And what do we know is true?”

Content Descriptions Addressed:

- F-2: **Inquiry and skills – Analysing** – AC9HS2S02; Years 3–4: **Inquiry and skills – Analysing** – AC9HS4S02; Years 5–6: **Inquiry and skills – Analysing** – AC9HS6S02
-

D) Thinking Questions

Ask these questions according to your child's level.

i) Foundation to Year 2

- What is the Nile River?
- What kinds of things did people do near the river?
- Who do we believe made the Nile?

ii) Years 3–4

- Why did people settle near the Nile?
- How did they bring water to their crops?
- What does this story show about God's order?

iii) Years 5–6

- How did the Nile bring order to Egyptian life?
- What did the Egyptians believe about their gods and nature?
- How is God's provision different from what the Egyptians believed?

Content Descriptions Addressed:

- All Levels: **Inquiry and skills – Questioning and researching**
 - AC9HS2S01, AC9HS4S01, AC9HS6S01
-

E) Learning Activities

F–2 Options:

1. **Paint a River Scene:** Using blue paint or paper for the Nile and green for crops, create a simple collage showing life along the river. Add animals, homes, and boats.
2. **Act It Out:** Pretend to use a shaduf with a stick and bucket. Talk about how hard it would be to water crops without taps.

Years 3–4 Options:

1. **Build a Mini Nile Model:** Use a tray with sand and foil or plastic wrap for the river. Add seeds or grass for crops and explain the flood process.
2. **Create a Farming Timeline:** Draw or write the steps from flooding to planting to harvest. Show how people followed the river's rhythm.

Years 5–6 Options:

1. **Engineering Challenge:** Create a working shaduf model using craft sticks, a cup, and string. Test how it lifts water.
2. **Compare Civilisations:** Write a short paragraph comparing life along the Nile to life in another ancient place (e.g., Mesopotamia or Canaan).

Content Descriptions Addressed:

- F–2: AC9HS2S03, AC9HS2S05; Years 3–4: AC9HS4S03, AC9HS4S05; Years 5–6: AC9HS6S03, AC9HS6S05
-

F) Optional Extension Activity

Craft a “God’s Order in Creation” Booklet:

Students illustrate different parts of nature (e.g., rivers, mountains, seasons, plants) and write how each one shows God's order and care. Include a Bible verse on each page.

Content Descriptions Addressed: F–6: All levels – AC9HSxS04 (Evaluating), AC9HSxS06 (Communicating)

G) Biblical Connection & Wrap-up

Read aloud:

Psalm 104:10,13 – “He makes springs pour water into the ravines; it flows between the mountains... He waters the mountains from His upper chambers; the land is satisfied by the fruit of His work.”

Parent/Tutor Says:

“The Egyptians didn’t know God, but they were blessed by His good design. The Nile shows God’s order and His care for creation. Let’s always give thanks to the true Creator who gives water, food, and everything we need.”

Content Descriptions Addressed:

- F-2: AC9HS2S06; Years 3–4: AC9HS4S06; Years 5–6: AC9HS6S06

Australian Curriculum (v9) Content Descriptions Used

Knowledge and Understanding – History

- AC9HS2K02: Identify a person, site and/or event of local, community or cultural significance
- AC9HS4K02: Describe aspects of life and significant beliefs in ancient societies
- AC9HS6K02: Describe and explain the significance of people, places and events in the past

Knowledge and Understanding – Geography

- AC9HS2K04: Describe the ways people interact with and care for places
- AC9HS4K03: Describe how natural factors influence where people live and work
- AC9HS6K03: Explain how environmental and human influences affect the characteristics of places

Inquiry and Skills – Questioning and Researching

- AC9HS2S01, AC9HS4S01, AC9HS6S01: Pose questions and locate information from various sources

Inquiry and Skills – Analysing and Evaluating

- AC9HS2S02, AC9HS4S02, AC9HS6S02: Interpret information and ideas from sources
- AC9HS2S04, AC9HS4S04, AC9HS6S04: Evaluate evidence and draw conclusions

Inquiry and Skills – Communicating

- AC9HS2S06, AC9HS4S06, AC9HS6S06: Present ideas, findings and conclusions in a variety of ways

Lesson 30: The Pyramids and Egyptian Beliefs

Theme: Comparing Ancient Egyptian Beliefs with God's Eternal Truth

Character Focus: Orderliness – recognising that human efforts, however impressive, cannot replace God's design

Learning Objectives

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

- Identify features of ancient Egyptian civilisation, including the pyramids and belief systems.
- Understand the purposes of religious and cultural practices in Egypt.
- Compare the religious worldview of ancient Egypt with a biblical Christian worldview.
- Reflect on the concept of human legacy vs. God's eternal kingdom.
- Participate in a creative task demonstrating understanding of ancient cultural structures.
- Recognise how historical structures can represent a culture's beliefs, values, and priorities.

Relevant Content Descriptions:

- AC9HS2K01, AC9HS2K02, AC9HS4K01, AC9HS4K02, AC9HS6K01, AC9HS6K02, AC9HS6S01
-

A) Introduction

Parent/Tutor Says:

"Today we're going to explore one of the most amazing wonders of the ancient world – the Egyptian pyramids! But these buildings were more than just tombs. They help us understand what Egyptians believed about life, death, and the afterlife. We will also think about what the Bible says in comparison."

Introduce and explain these key terms (write them on a whiteboard or paper):

- **Pyramid** – a giant triangular building made from stone, used as a tomb for kings.
- **Pharaoh** – a king of ancient Egypt, often seen as part-god.
- **Afterlife** – life after death, as believed by the Egyptians.
- **Mummy** – a body that has been preserved to last a long time.
- **False god** – something people worship instead of the one true God.
- **Legacy** – something left behind to be remembered.

Parent/Tutor Asks:

- "What do you know already about pyramids or Egypt?"
- "Have you ever seen pictures of the pyramids or a mummy?"
(Accept responses and encourage curiosity.)

Content Descriptions addressed:

AC9HS2K01, AC9HS4K01, AC9HS6K01

B) Story: *Pyramids and the Beliefs of a Mighty Kingdom*

Parent/Tutor says:

“Now I’m going to read you a true story from history. It will tell you about the ancient Egyptians and their incredible buildings and beliefs. Please listen carefully, because afterwards I’ll ask you to tell me what you remember.”

Pyramids and the Beliefs of a Mighty Kingdom

In the dry lands of ancient Egypt, where the golden sun painted the sand with heat and brilliance, rose one of the most mysterious and powerful civilisations in history. Along the banks of the great Nile River, people worked with incredible order, building farms, homes, temples, and cities. But nothing they built was as awe-inspiring – or as puzzling – as the pyramids.

The pyramids stood like mountains of stone in the desert, their sharp lines reaching for the sky, their enormous blocks stacked with astonishing precision. The most famous of them all, the Great Pyramid of Giza, was taller than any building the world would see for thousands of years. It was built for a king named Pharaoh Khufu, whose name was meant to be remembered forever.



To the Egyptians, the pharaoh was more than a ruler. He was like a god in human form – chosen by the gods, protected by the gods, and, after death, believed to become one of the gods. They believed the pharaoh had a very special journey after he died. It was called the journey to the afterlife – a world beyond this one, where the dead would live again, enjoy pleasures, and rule for eternity. But in order to make it there, the pharaoh needed help. He needed protection. He needed preparation.

That’s why the pyramids were built.



These grand tombs weren’t just stone houses. They were carefully designed places of power, mystery, and meaning. Inside the pyramid, deep beneath layers of stone, was a tomb chamber. There the pharaoh’s body, wrapped in linen as a mummy, would be placed in a stone coffin called a sarcophagus. But that wasn’t all.

Alongside the body, the Egyptians placed food, clothing, golden treasures, furniture, weapons, and even little statues of servants called *ushabtis*. These were all meant to help the pharaoh in his next life. They believed he would need to eat, dress, and fight – or perhaps command others to do those things for him – in the world to come.

The walls of the pyramids were covered with special writing called hieroglyphs. These symbols were not just decorative – they told stories, and the people thought they gave magical protection. The hieroglyphs also included prayers to gods like Ra (the sun god), Osiris (god of the afterlife), and Anubis (the jackal-headed god of mummification). One line of hieroglyphs might say, “O Osiris, grant this king eternal life,” while another might tell of battles or victories.

Building the pyramids required thousands of workers – farmers, craftsmen, and stone masons – who worked for years, even decades. They used simple tools, sleds, ropes, and wooden rollers to move the massive limestone blocks. Ramps made of mudbrick were built to raise the stones higher and higher as the pyramid grew. It was slow, heavy work, and had to be done with incredible order. Even the smallest mistake in alignment could ruin the entire design.

Every block had to be placed exactly. Every wall angled precisely. This was the Egyptians' idea of power: lasting order. A perfect tomb would mean a perfect afterlife. A chaotic tomb might mean the pharaoh's soul would be lost forever.

But the pyramids weren't just about the kings. They reflected the entire Egyptian belief system. The Egyptians believed their gods controlled nature – the sun, the river, the wind, even death itself. They believed that if they kept their gods happy with offerings, temples, and obedience, the Nile would flood properly, crops would grow, and their kingdom would remain strong. They believed their world was fragile and that divine balance – *ma'at* – must be maintained.

And at the centre of it all was the pharaoh: builder, warrior, priest, and god.

Yet, as grand as all this sounds, we know something even greater. We know that no man, no matter how powerful, can become a god. The Bible tells us there is only one true God – the Creator of the heavens and the earth. He is not made of stone or shaped like an animal. He does not live in tombs or temples made by man. He lives forever, and His kingdom has no end.

The Egyptians built pyramids to prepare for death. But Jesus, the Son of God, came to bring us life. While the pharaohs tried to build their way into eternity, Jesus opened the way to eternal life as a gift – through faith, not works. No gold, no pyramid, no perfect burial could ever earn what Christ gives freely.

Still, the pyramids remain. Even today, they stand as silent reminders of a civilisation that tried to reach heaven with stones. Some are crumbling. Some are half-buried in sand. But all of them show how much people longed for eternity – and how far they would go to find it.

As Christians, we don't have to build pyramids to be remembered. We don't have to impress gods with offerings or protect our tombs with curses. We are remembered by God Himself. He sees us, knows us, and calls us by name. Our true treasure is not buried in the earth but stored up in heaven.

So next time you see a photo of a pyramid or hear about Egypt's mighty past, remember this: kingdoms rise and fall, stones crack and crumble, but God's truth and love last forever. His kingdom is built not with bricks but with hearts that trust in Him.

Content Descriptions addressed in Section B – Story:

- AC9HS2K01 – The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.
- AC9HS4K01 – The characteristics of a local place and how it is represented.
- AC9HS6K01 – The diversity of societies in places and the contributions people have made, and continue to make, in these societies.
- AC9HS6K02 – The effects of cultural or religious practices on daily life, and how people explain and represent these beliefs, values, and experiences.

C) Narration

Parent/Tutor says:

“Now I'd like you to tell me everything you remember from the story I just read. What parts stood out to you? Can you retell what the Egyptians believed about the pyramids and the afterlife?”

(Allow your child to speak freely. Prompt gently if needed with questions like “What were the pyramids for?” or “What did they believe about their king?”)

Content Descriptions addressed in Section C – Narration:

- AC9HS6S01 – Sequence information about people’s lives, events, developments and phenomena using a chronological framework.
-

D) Thinking Questions

Use these age-differentiated questions to promote critical thinking and discussion:

Foundations to Year 2

- What did Egyptians build for their kings?
- What kinds of things did they put inside the pyramids?
- Who do we know is the one true God?

Year 3 & 4

- Why did the Egyptians think the pyramids were important?
- What did they believe about their pharaoh and the afterlife?
- How is the one true God different from false gods?

Year 5 & 6

- Why do you think people throughout history have built great structures to feel powerful or important?
- What does the Bible say about who gives eternal life?
- What does the difference between the pyramids and God’s kingdom teach us about truth and lasting order?

Content Descriptions addressed in Section D – Thinking Questions:

- AC9HS2K02 – How changing technology affected people’s lives (e.g., tools used to build the pyramids).
 - AC9HS4K02 – The importance of Country/Place to First Nations Australians and the implications for sustainability. (linked through comparative belief systems)
 - AC9HS6K02 – The effects of cultural or religious practices on daily life, and how people explain and represent these beliefs, values, and experiences.
-

E) Learning Activities

Choose from the following differentiated activities:

Foundation to Year 2

1. **Pyramid Craft** – Use sugar cubes or building blocks to make a mini pyramid. As you build, talk about how each block had to be placed in order.
2. **God is Greater Poster** – Draw a pyramid on one side of the paper and a shining cross on the other. Write, “God is greater than any kingdom” at the top.

Year 3 & 4

1. **Compare & Contrast Chart** – Draw a table with two columns: ‘Egyptian Beliefs’ and ‘Biblical Truth’. Fill in ideas from the story.

2. **Design a Tomb Artifact** – Draw and label an object you would find in an Egyptian tomb and explain what it shows about their beliefs.

Year 5 & 6

1. **Persuasive Writing** – Write a short piece: “Why God’s Kingdom Is Greater Than the Pyramids.” Include at least 3 reasons.
2. **Timeline of Beliefs** – Create a timeline showing the development of Egyptian belief in the afterlife. Add notes about how Christianity offers a different view.

Content Descriptions addressed in Section E – Learning Activities:

- AC9HS2K01, AC9HS2K02
 - AC9HS4K01, AC9HS4K02
 - AC9HS6K01, AC9HS6K02, AC9HS6S01
-

F) Optional Extension Activity

Virtual Pyramid Tour – Watch a video or interactive online tour of the pyramids (e.g., YouTube: “Inside the Great Pyramid of Giza”). Afterward, ask students to write a journal entry imagining they are a worker helping to build the pyramid. What do they see? Hear? Feel? Believe?

Content Descriptions addressed in Section F – Optional Extension Activity:

- AC9HS6S01 – Sequence information about people’s lives, events, developments and phenomena using a chronological framework.
-

G) Biblical Connection & Wrap-up

Read aloud:

Isaiah 45:5 – “I am the Lord, and there is no other; apart from me there is no God.”

Parent/Tutor says:

“Even though the Egyptians built amazing things, they were trusting in gods that were not real. But we know the truth. There is only one true God. He doesn’t need a pyramid to be powerful. He made everything and offers eternal life freely through Jesus.”

Ask the student:

- “Why is it important to build our lives on God instead of on things that seem powerful or impressive?”
- “How can we live in a way that honours God, not just human greatness?”

Pray together, thanking God for His truth and for offering us eternal life – not through our works, but through Jesus.

Content Descriptions addressed in Section G – Biblical Connection:

- AC9HS6K02 – The effects of cultural or religious practices on daily life, and how people explain and represent these beliefs, values, and experiences.
-

Australian Curriculum (v9) Content Descriptions Used in this Lesson

Knowledge and Understanding

AC9HS2K01 – The **history** of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.

AC9HS2K02 – How **changing technology** affected people’s lives in the past and present.

AC9HS4K01 – The **characteristics** of a local place and how it is represented.

AC9HS4K02 – The importance of Country/Place to First Nations Australians and the **implications for sustainability**.

AC9HS6K01 – The **diversity** of societies in places and the **contributions** people have made, and continue to make, in these societies.

AC9HS6K02 – The effects of **cultural or religious practices** on daily life, and how people explain and represent these beliefs, values, and experiences.

Skills

AC9HS6S01 – **Sequence information** about people’s lives, events, developments and phenomena using a **chronological framework**.

Lesson 31: Joseph Rises to Power in Egypt

Theme: God brings order and blessing even in hardship

Character Focus: Orderliness

Learning Objectives

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

- Describe how the events of Joseph's life influenced Egypt and his own family
 - Sequence key moments in Joseph's life and explain the causes and effects of these events
 - Identify similarities and differences in beliefs between ancient Egyptians and the biblical worldview
 - Reflect on how God's orderly plans unfold even in difficult circumstances
 - Respond to historical stories with personal application and biblical understanding
-

A) Introduction (Parent/Teacher Instructions)

Say:

"Today we are going to learn about a real person from history – Joseph, a Hebrew man who lived in Egypt a long time ago. We will see how God used Joseph's faithfulness to bring order to a very troubled situation. You will hear a true story from the Bible, retold in a way that helps us understand how it connects to what we're learning in history."

Teach vocabulary:

- **Pharaoh** – The ruler of ancient Egypt, like a king.
- **Famine** – A time when there is not enough food in the land.
- **Interpret** – To explain the meaning of something, like a dream or a message.
- **Faithful** – Staying true to what is right and trusting God even in hard times.
- **Order** – When things are arranged rightly, work well, and have a good purpose.

Ask:

"Have you ever had something go wrong, but then later you saw that something good came out of it? God often brings order from trouble. Let's hear how He did this in Joseph's life."

Content Descriptions addressed:

- AC9HS2K01; AC9HS3S03; AC9HS4S02; AC9HS5S01
-

B) Story – "From Slave to Governor: The Journey of Joseph"

Long ago, in the land of Canaan, there lived a boy named Joseph. He was one of twelve sons, and his father Jacob loved him very much – perhaps too much. He gave Joseph a beautiful robe made of many colours, and this made his brothers jealous. Joseph also had strange dreams – dreams where his brothers bowed down to him, and even the stars and moon did too! When Joseph



shared these dreams, his brothers became angry. They did not like the idea that their younger brother might one day rule over them.

One day, while Joseph was sent to check on his brothers in the fields, they saw him coming from far off. The jealousy in their hearts grew into a cruel plan. Instead of welcoming him, they threw him into a pit and later sold him as a slave to some traders on their way to Egypt.



In Egypt, Joseph was sold to a man named Potiphar, a captain of the guard. Joseph worked hard, and God was with him. Potiphar noticed this and made Joseph the head servant of his house. Everything Joseph did was blessed. But then, trouble came again. Potiphar's wife lied about Joseph, and he was thrown into prison.

Even in prison, Joseph did not complain or give up. He stayed faithful to God and did what was right. The prison keeper saw Joseph's wisdom and put him in charge of the other prisoners. God's presence never left him.

One day, two of Pharaoh's servants – the cupbearer and the baker – were put into prison. They had strange dreams and were troubled. Joseph listened carefully and, with God's help, explained the meaning of their dreams. He told the cupbearer that he would return to Pharaoh's court, and he told the baker that he would not. Everything happened just as Joseph had said.

Joseph asked the cupbearer, "When you are restored to your position, please remember me." But the cupbearer forgot.

Two years passed. Joseph stayed in prison, still trusting God.

Then, one night, Pharaoh himself had troubling dreams. In one dream, seven fat cows were eaten by seven skinny cows. In another, seven healthy heads of grain were swallowed by seven thin ones. None of Pharaoh's wise men could explain the dreams.

At last, the cupbearer remembered Joseph and told Pharaoh about him. Joseph was brought from prison, cleaned up, and brought before Pharaoh.

Pharaoh said, "I hear you can interpret dreams."

Joseph answered, "I cannot, but God can."

Joseph explained that the dreams were about the future. Egypt would have seven years of great harvests, followed by seven years of famine. Joseph advised Pharaoh to store food during the good years so the people would have enough during the bad years.

Pharaoh saw the wisdom in Joseph's words. "Can we find anyone like this man, in whom is the spirit of God?" he asked.

Then, Pharaoh did something remarkable. He took Joseph, a Hebrew slave, and made him second-in-command over all of Egypt! Joseph was now in charge of storing grain and preparing the nation.

Joseph worked hard and wisely. He travelled across Egypt, gathering food during the plentiful years. Huge storehouses were filled with grain. When the famine came, people from every land came to Egypt to buy food – from Canaan to the edges of the desert.

Then, one day, Joseph's own brothers came to Egypt to buy food. They did not recognise him. Many years had passed, and he looked like an Egyptian leader. Joseph tested them, and at last, he saw that their hearts had changed.



With tears in his eyes, Joseph revealed who he was. “I am Joseph, your brother.”

They were afraid. But Joseph said, “Do not be afraid. You meant evil against me, but God meant it for good – to save many people.”

Joseph forgave them. He brought his whole family to live in Egypt, where they had food and land.

God's plan had been working all along. From a pit to a palace, from a slave to a ruler, God had used Joseph's life to bring order, rescue, and hope.

Content Descriptions addressed:

- AC9HS2K01, AC9HS3S03, AC9HS4S02, AC9HS5S01
- AC9HS3K01: significant events, symbols and celebrations that are commemorated in Australia and the world
- AC9HS6K01: the effects of colonisation, expansion and changing technology on First Nations Peoples and other groups

C) Narration (Parent/Teacher Instructions)

Say:

“Now I want you to tell me what you remember from the story. You can describe what happened to Joseph, what he did in Egypt, and how God worked through his life. Try to remember as many details as you can.”

Optional prompts:

- Where did Joseph come from?
- Why was he sent to Egypt?
- What dream did Pharaoh have?
- How did Joseph help Egypt?
- What happened when Joseph saw his brothers?

Content Descriptions addressed:

- AC9HS3S03, AC9HS4S02

D) Thinking Questions (Discuss aloud. Prompt and guide discussion as needed.)

Foundations to Year 2:

- Who was Joseph?
- What job did Pharaoh give him?
- Who helped Joseph do what was right?

Years 3 & 4:

- Why did Joseph forgive his brothers?
- How did Joseph help bring order during a time of trouble?
- Why do you think God chose Joseph for this task?

Years 5 & 6:

- How does Joseph's story show God's bigger plan working through history?
- What lessons can we learn about leadership, trust, and forgiveness?
- How do Joseph's actions bring blessing to others, even after suffering?

Content Descriptions addressed:

- AC9HS2K01, AC9HS3K01, AC9HS5S01, AC9HS6K01
-

E) Learning Activities

Choose one or both per student group. Guide students in completing them thoughtfully.

F-2:

1. **Joseph's Robe Collage** – Create a colourful robe using paper scraps or fabric pieces. Discuss how Joseph's story began with this robe.
2. **Who Helped Joseph?** – Draw Joseph in the pit, in prison, and then in Pharaoh's palace. Write or say who helped him each time (God, others, etc.).

Years 3–4:

1. **Timeline of Trust** – Make a comic strip or sequence of drawings showing Joseph's journey from home to Egypt to leader. Label each step.
2. **Character Qualities Chart** – List character qualities Joseph showed (trust, faithfulness, wisdom). Give examples from the story.

Years 5–6:

1. **From Pain to Purpose Essay** – Write a short paragraph or story reflection about how hard times can become part of God's bigger plan.
2. **Compare Two Leaders** – Compare Joseph's leadership to Pharaoh's leadership. What made Joseph's leadership wise and godly?

Content Descriptions addressed:

- AC9HS2K01, AC9HS3S03, AC9HS5S01, AC9HS6K01
-

F) Optional Extension Activity

Mapping the Journey:

Using a map of the ancient Middle East, trace Joseph's journey from Canaan to Egypt. Mark places such as Hebron, Dothan, the Nile Delta, and Goshen. Discuss how geography affected travel, trade, and famine.

Content Descriptions addressed:

- AC9HS4S02, AC9HS6K01
-

G) Biblical Connection & Wrap-Up

Read aloud:

Genesis 50:20 – “You intended to harm me, but God intended it for good to accomplish what is now being done, the saving of many lives.”

Say:

“Joseph’s life teaches us that even when life is unfair or painful, God is still working. He brings **order** out of confusion, and He uses ordinary people to do great things when they are faithful. Joseph trusted God in every season – and we can too.”

Ask:

“What is something hard you’ve gone through? How can you ask God to use that time for good in your life or someone else’s?”

Pray together:

“Dear God, thank You for always working behind the scenes, even when we don’t see it. Help us to trust You like Joseph did. Bring order and blessing through our lives too. Amen.”

Content Descriptions addressed:

- AC9HS2K01, AC9HS5S01
-

Australian Curriculum (v9) Content Descriptions Used in This Lesson

Knowledge and Understanding

- AC9HS2K01: the **history** of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- AC9HS3K01: **significant** events, symbols and celebrations that are commemorated in Australia and the world
- AC9HS6K01: the **effects** of colonisation, expansion and changing technology on First Nations Peoples and other groups

Inquiry and Skills – Analysing and Evaluating

- AC9HS3S03: **Sequence** information about people’s lives and events
- AC9HS4S02: Identify and describe the **effects** of change on people and places
- AC9HS5S01: Examine the **causes** and **effects** of change in historical contexts

Lesson 32: God's People Multiply in Egypt

Theme: God's faithfulness continues even in hardship

Character Focus: Orderliness – God's promises continue faithfully, even through changing times.

Learning Objectives:

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

- Identify the reasons for the change in treatment of the Israelites in Egypt over time
 - Describe the social conditions and experiences of early Israelites in Egypt
 - Reflect on how God's promises remained true during oppression
 - Represent key ideas in a visual timeline or chart
 - Relate historical experiences to biblical truths about suffering and God's faithfulness
-

A) Introduction

Parent/Tutor Instructions:

Say:

"Today we are going to learn what happened to God's people after Joseph's time in Egypt. Even though Joseph was once a ruler, things changed over time. But we'll see how God was still faithful, still present, and still keeping His promise to Abraham – even when His people were treated unfairly."

Introduce and explain the vocabulary below before reading the story:

- **Pharaoh** – the king of Egypt
- **Israelites** – the family of Jacob (Israel), Joseph's father; also known as God's people
- **Oppression** – being treated cruelly or unfairly
- **Multiply** – to grow in number
- **Goshen** – a region in Egypt where the Israelites lived
- **Faithfulness** – always doing what you promise, even through hard times

Say:

"Now that we've learned these important words, I'm going to read you a story. Listen carefully, because after I read it, I'll ask you to tell me what you remember."

Content Descriptions:

- AC9HS2K01; AC9HS4K01; AC9HS5K01; AC9HS6K01
-

B) Story – God's People Multiply in Egypt

Parent/Tutor Reads Aloud:

The sun rose over the land of Goshen. Dew sparkled on the grass, and golden light filtered through the reeds near the Nile. Cattle lowed in the fields, and children of the Israelites chased each other through rows of grain. It had been many years since Joseph, the once-powerful Hebrew ruler, had brought his family to Egypt. At that time, Pharaoh welcomed them and gave them this fertile land. Life was good.

The family of Israel had started as just seventy people when they arrived, but now they were thousands. Grandparents told stories of Joseph's wisdom and how he had stored grain to save Egypt from famine. The people worked hard, raised families, tended livestock, and honoured the God of their fathers – Abraham, Isaac, and Jacob. As generations passed, Joseph died, as did Pharaoh and all those who had known him.

A new king rose to power – one who didn't know Joseph. He looked at the growing number of Israelites and frowned.

"There are too many of them," he said to his advisors. "What if war breaks out and they side with our enemies? They could overthrow us."

So, Pharaoh made a terrible decision. He enslaved the Israelites.

Soldiers arrived with harsh voices and cruel commands. "You will work for Pharaoh now," they barked. "Build store cities – Pithom and Rameses. Make bricks. Carry stones. Mix mortar."

Life changed overnight. The peaceful fields of Goshen turned into work camps. The joyful songs of children were replaced with the crack of whips. Men toiled in the heat, their backs bent beneath heavy loads. Women carried water and gathered straw. Boys were pressed into service before their strength had fully grown.



Yet something strange happened. Even under cruel treatment, the Israelites kept growing. Every year, more babies were born. Families still gathered to pray to their God. Quietly, they told their children the old promises – that one day, God would lead them to a land of their own. That He had made a covenant with Abraham. That He would never forget them.

The Egyptians grew more afraid. "The Israelites are still multiplying!" Pharaoh shouted. "We must stop them."

He gave another cruel order. Every Hebrew baby boy must be killed at birth.

But the midwives feared God. They secretly let the babies live and told Pharaoh, "The Hebrew women give birth too quickly for us to arrive."

One of those baby boys was placed in a basket and floated down the Nile. His name would be Moses. But that part of the story is for another day.

For now, God's people were suffering. They cried out to the Lord. Their voices rose from the brick pits, the dusty roads, and the dark nights. And God heard them.

He remembered His covenant. Not because He had forgotten – but because the time had come to act.

In the quiet places of the desert, God was preparing a rescuer. And though no one could yet see it, His plan was already unfolding.

Even in suffering, God was bringing about His order – multiplying His people, strengthening their faith, and preparing the world for deliverance.

C) Narration

Parent/Tutor Says:

“Now I want you to tell me everything you remember from the story. You can tell it in your own words. I’ll help by asking some questions:

- What happened to Joseph’s family after he died?
- Why did the new Pharaoh make them slaves?
- How did the Israelites grow, even during hard times?
- What was God doing behind the scenes?”

Content Descriptions:

- AC9HS6S02
-

D) Thinking Questions

Ask the following questions, based on age level:

i) Foundation – Year 2

- What happened to Joseph’s family in Egypt?
- Did they grow in number?
- Who remembered them and planned to help?

ii) Years 3–4

- Why did the new Pharaoh turn the Israelites into slaves?
- How did God bless them even during hard times?
- What does this tell us about God’s faithfulness?

iii) Years 5–6

- What does the multiplication of the Israelites show about God’s promise to Abraham?
- How does God work behind the scenes, even in suffering?
- How can we trust God’s order and plan when we face hard seasons?

Content Descriptions:

- AC9HS2K01; AC9HS4K01; AC9HS5K01; AC9HS6K01
-

E) Learning Activities

Foundation to Year 2

1. Create a picture timeline showing the events from Joseph’s family arriving in Egypt to their growth under hardship.
2. Use playdough to form bricks like the Israelites made, then draw a smiling family to show that God’s blessings still continued.

Years 3–4

1. Make a “God’s Faithfulness” collage: Cut and glue images (or draw) that show ways God cared for His people during their suffering.
2. Create a “Multiplying Tree” drawing: Start with one seed (Joseph’s family), then show branches and leaves representing the growing people.

Years 5–6

1. Write a short journal entry as if you were a young Israelite during the time of slavery. Describe your feelings and your trust in God.
2. Create a flowchart showing how God’s plan unfolded through suffering, growth, and promise.

Content Descriptions:

- AC9HS2K01; AC9HS4K01; AC9HS5K01; AC9HS6S02
-

F) Optional Extension Activity

Research and present a short report or drawing about one of the store cities mentioned in Exodus – Pithom or Rameses. What do archaeologists believe about them? Were they real places? What does this tell us about biblical history?

Content Descriptions:

- AC9HS6S02; AC9HS5K01
-

G) Biblical Connection & Wrap-up

Read Aloud:

Exodus 1:12 – “But the more they were oppressed, the more they multiplied and spread; so the Egyptians came to dread the Israelites.”

Say:

“This verse reminds us that nothing can stop God’s promises. Even when life is hard, even when people try to harm His people, God still brings order and blessing.”

Reflection Question:

“Have you ever gone through something hard but later saw how God used it to grow your faith? How can remembering God’s faithfulness help you stay strong and orderly in tough times?”

Content Descriptions:

- AC9HS4K01; AC9HS6K01
-

Australian Curriculum (v9) Content Descriptions Used

Knowledge and Understanding

- **AC9HS2K01:** the ways the world, including places in the local area, has been represented, using graphic representations, **stories**, and local Aboriginal and Torres Strait Islander names and words
- **AC9HS4K01:** the **causes** of significant **changes** in society and ways people, groups and institutions responded
- **AC9HS5K01:** the **causes and effects** of significant events or developments in the past
- **AC9HS6K01:** the **causes and effects of change** on particular communities, and the role of individuals and groups in bringing about change

Skills

- **AC9HS6S02:** present ideas, findings and conclusions in texts and modes that incorporate source materials, citations, **discipline-specific terms**, and conventions

FINAL ASSESSMENT EXAMS FOR EACH AGE BAND:

- Each exam is **tailored to the year-level Achievement Standards** (F-Yr 2; Years 3 & 4; Years 5 & 6).
- Each draws directly on the **knowledge, skills, and content focus areas** covered in the lessons in weeks 1 - 8 .
- The exams include a mix of **knowledge recall, source use, skills demonstration, and short written answers.**

Final Assessment Exam – Years F–2

Subject: HASS – Ancient History (Creation to Ancient Egypt)

Theme: Orderliness

Relevant Achievement Standards

- A. Identify the significance of a person, group, place and/or building.
- B. Identify how people and places are interconnected both at local and broader scales.
- C. Develop questions, and collect, sort and record related information.
- D. Use sources and subject-specific terms to present narratives and observations.

Exam Questions

Q1. Creation

Who made the world, and what did He say about it?

Write or draw your answer here:

.....

Q2. Noah's Flood

What did God tell Noah to build? Why?

Answer:

.....

.....

Q3. Tower of Babel

What happened when people tried to build a tower to the sky?

Answer:

.....

.....

Q4. Abraham

God changed Abram's name to Abraham. What did that mean?

Answer:

Q5. Ancient Egypt

What river made Egypt a good place to live? Draw something you remember about life along the Nile.

(Space for drawing provided)

Final Assessment Exam – Years 3–4

Subject: HASS – Ancient History (Creation to Ancient Egypt)

Theme: Orderliness

Relevant Achievement Standards

- A. Describe aspects of life and significant beliefs in ancient societies.
 - B. Describe the importance of environments, and how natural factors influence where people live and work.
 - C. Interpret and analyse information to identify perspectives, and draw conclusions.
 - D. Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.
-

Exam Questions

Q1. Early Mankind

Give two examples that show early people were intelligent and orderly.

Answer:

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Q2. Noah's Flood

How does the Bible describe the Flood? What evidence do we see today that reminds us of it?

Answer:

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Q3. Tower of Babel

Why did God confuse the people's language? What does this story teach us about pride?

Answer:

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Q4. Mesopotamia

Name one invention or achievement from Mesopotamia. Why was it important?

Answer:

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Q5. Ancient Egypt

Why did people settle along the Nile River? How did it bring order to their lives?

Answer:

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Q6. Source Analysis

Read this description of a clay tablet:

“The tablet is small, about the size of your hand. It is covered in wedge-shaped marks pressed into the clay. These marks are the world’s first form of writing, called cuneiform.”

Questions:

a) What do you think is a probable source for this information?

.....b)

b) What does it tell us about Mesopotamian people?

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Final Assessment Exam – Years 5–6

Subject: HASS – Ancient History (Creation to Ancient Egypt)

Theme: Orderliness

Relevant Achievement Standards (Year 6 excerpts)

- A. Explain the roles of significant people, events and ideas in the past.
 - B. Explain the geographical diversity of places and the effects of human–environment interactions.
 - C. Evaluate sources to determine origin, purpose and perspectives.
 - D. Select and organise ideas and findings to present descriptions and explanations.
-

Exam Questions

Q1. Significant People

Explain why Noah, Abraham, or Joseph is an important figure in ancient history.

Answer:

Q2. Causes & Effects

Describe the cause and effect of one major event (Creation, Flood, or Tower of Babel).

Answer:

Q3. Mesopotamia

Evaluate one invention or practice (e.g., writing, farming methods). How did it show orderliness?

Answer:

Q4. Ancient Egypt

How did the Nile River bring order to Egyptian civilisation? How is this different from what Egyptians believed about their gods?

Answer:

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Q5. Extended Response

Compare the legacy of ancient Egyptian pyramids with God’s eternal kingdom. What does this teach us about order, belief, and human effort?

Answer (extended):

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Q6. Source Analysis

Read this short passage from a description of the Great Pyramid of Giza:

“The pyramid rises higher than any building of its time. Built from over two million stone blocks, each weighing as much as a car, it shows the Egyptians’ skill in planning and organisation.”

Questions:

a) Who created this pyramid?

b) What does this source show us about Egyptian society?

.....

.....

c) Do you think the author admires the Egyptians’ achievement? Why or why not?

Marking Guide – Years F–2

Relevant Achievement Standards:

- A. Identify the significance of a person, group, place and/or building.
- B. Identify how people and places are interconnected.
- C. Collect and sort information.
- D. Present simple narratives and observations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
Standard A: Identify the significance of a person, group, place and/or building	Clearly identifies people, places, or events studied; explains significance with detail.	Identifies key people, places, or events; explains significance in a basic way.	Names people, places, or events; gives limited explanation of significance.	Recognises a person/place but gives minimal or unclear explanation.	Unable to identify key people/places/events.
Standard B: Identify how people and places are interconnected	Makes simple connections between people and places accurately.	Makes at least one correct connection between people and places.	Shows some awareness of connections.	Shows little evidence of connections.	Responses are unrelated or missing.
Standard C: Collect and sort information	Uses correct terms (e.g., “Nile River”) and sorts/collects information clearly.	Collects and sorts information with basic accuracy ; uses some correct terms.	Collects or sorts information with limited accuracy.	Collects or sorts information minimally or inconsistently.	Does not collect or sort information.
Standard D: Present simple narratives and observations	Retells stories in order with accuracy and gives clear, simple observations.	Retells most of a story with some detail.	Retells story with partial accuracy or limited detail.	Retelling lacks detail or is incomplete.	Unable to retell stories; responses are unrelated or missing.

Marking Guide – Years 3–4

Relevant Achievement Standards:

- A. Describe aspects of life and significant beliefs in ancient societies.
- B. Describe the importance of environments for human settlement.
- C. Interpret and analyse information to identify perspectives.
- D. Use sources and subject-specific terms to present explanations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
Standard A Describe aspects of life and significant beliefs in ancient societies	Provides clear, detailed descriptions of ancient life (Creation → Egypt).	Provides descriptions of ancient life with some detail .	Provides general description of ancient life.	Gives minimal description of ancient life.	Unable to describe ancient life or environments.
Standard B Describe the importance of environments for human settlement	Explains environmental importance (e.g., Nile) with insight and examples .	Explains environmental factors at a basic level .	Mentions environment but with limited explanation .	Makes vague reference to environment.	Does not reference environment.
Standard C Interpret and analyse information to identify perspectives	Interprets sources with insight & identifies perspectives clearly.	Interprets sources with reasonable accuracy .	Interprets source literally without depth .	Shows little interpretation of source.	Does not interpret sources.
Standard D Use sources and subject-specific terms to present explanations	Uses historical terms accurately (e.g., “Mesopotamia,” “cuneiform”) in well-formed explanations .	Uses some subject terms correctly .	Uses some correct terms but inconsistently .	Uses few subject terms .	Responses are incomplete or irrelevant .

Marking Guide – Years 5–6

Relevant Achievement Standards:

- A. Explain roles of significant people, events, and ideas.
- B. Explain human–environment interactions (e.g., Nile).
- C. Evaluate sources for origin, purpose, and perspectives.
- D. Select and organise ideas to present explanations.

Achievement Standards ↓ / Levels →	5 – Excellent	4 – Strong	3 – Sound	2 – Basic	1 – Limited
Standard A Explain roles of significant people, events, and ideas	Explains roles of key figures/events with depth (e.g., Noah, Abraham, Joseph).	Explains roles of figures/events with some depth .	Describes roles of figures/events but with limited explanation .	Gives minimal explanation of figures/events.	Unable to explain figures/events.
Standard B Explain human–environment interactions (e.g., Nile)	Clearly links environment to human order (e.g., Nile’s role).	Links environment to human settlement in basic terms .	Mentions environment but without analysis .	Makes vague or inaccurate reference to environment.	Cannot explain environment links.
Standard C Evaluate sources for origin, purpose, and perspectives	Evaluates sources for origin, purpose, and perspective with clear insight .	Evaluates sources with partial insight .	Interprets sources literally with little evaluation.	Attempts source analysis but shows misunderstanding .	Cannot interpret or evaluate sources.
Standard D Select and organise ideas to present explanations	Presents structured, well-supported extended response; uses precise historical terms .	Presents mostly structured response ; uses some historical terms accurately.	Extended response lacks organisation .	Extended response is incomplete .	Extended response missing or unrelated .

Individual Marking Templates:

Each **question cell** is where you'd record the **rubric level (1–5)** for that question. The **Overall Level** can be an average or your judgment based on the student's strongest evidence.

Marking Template – Years F–2

Student Name	Q1 Creation	Q2 Flood	Q3 Babel	Q4 Abraham	Q5 Egypt	Overall Level (1–5)	Comments
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Marking Template – Years 3–4

Student Name	Q1 Early Mankind	Q2 Flood	Q3 Babel	Q4 Mesopotamia	Q5 Egypt	Q6 Source Analysis	Overall Level (1–5)	Comments
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Marking Template – Years 5–6

Student Name	Q1 Significant People	Q2 Cause & Effect	Q3 Mesopotamia	Q4 Egypt	Q5 Extended Response	Q6 Source Analysis	Overall Level (1– 5)	Comments
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