

## Chapter 1: In the Beginning

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
1	1–4	1–4	1	<ul style="list-style-type: none"> <li>Identify ways historians learn about ancient people</li> <li>Analyze reasons that many historians find it impossible to prove when man began life on earth</li> <li>Defend the Bible as a reliable source that records the true origin of man</li> <li>Trace the evolutionist's thinking process for the development of humans</li> <li>Describe the abilities man had from the beginning according to the Bible</li> <li>Use an outline organizer</li> </ul>	inspiration prehistory
2	5–7	5–7	1, 3	<ul style="list-style-type: none"> <li>Identify reasons that it is important to study ancient history</li> <li>Describe methods used by historians to gather and evaluate information</li> </ul>	worldview
3	8–10		4–6	<ul style="list-style-type: none"> <li>Apply an understanding of essay vocabulary: analyze, classify, compare and contrast, evaluate, interpret, justify, predict, and trace</li> <li>Write an effective answer to an essay question</li> </ul>	
4–5	11	8		<ul style="list-style-type: none"> <li>Practice interview skills</li> <li>Record the history of a person</li> <li>Participate in creating a class history</li> </ul>	
6	12	9	7	<ul style="list-style-type: none"> <li>Differentiate between primary and secondary historical resources</li> <li>Evaluate the author's viewpoint</li> </ul>	
7	13–16	10–13	2, 8–9	<ul style="list-style-type: none"> <li>Explain the importance of Creation, the Fall, and redemption in God's plan for the world and man</li> <li>Describe the characteristics of a civilization</li> <li>Explain why religions exist worldwide</li> <li>Use a web organizer</li> </ul>	civilization dominion Fall
8	17	14	10	<ul style="list-style-type: none"> <li>Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations</li> </ul>	
9	18–21	15–18	2, 11–13	<ul style="list-style-type: none"> <li>Practice the E.A.R.S. strategy for listening with comprehension</li> <li>Trace the history of God's promise of redemption</li> <li>Convey how the events during and after the Flood affected future events in history</li> </ul>	redemption descendant universal flood migrate
10	22		14	<ul style="list-style-type: none"> <li>Recall concepts and terms from Chapter 1</li> </ul>	
11	22			<ul style="list-style-type: none"> <li>Demonstrate knowledge of concepts from Chapter 1 by taking the test</li> </ul>	

**A complete materials list for the chapter is provided on the Teacher's Toolkit CD.**



**Materials**—The materials list in each lesson includes the materials and the pages needed for that lesson. School supplies commonly found in a student's desk (glue, scissors, pencils, paper, Bible, etc.) are not typically listed.

**Teacher's Toolkit CD**—Pages from the Teacher's Toolkit CD are provided for you to use as best fits your needs. Uses may include electronic presentations, transparencies, visual charts, or printed copies for student use.

**CD page abbreviations**—The following abbreviations are used to identify pages on the Teacher's Toolkit CD.

AM—Activity Manual  
G—Game  
IA—Instructional Aid  
M—Map  
R—Rubric  
V—Visual

# Chapter 1

## In the Beginning

### Chapter Overview

This chapter presents approaches that historians use as they write historical information. It establishes why history is important and how to study it. The contrasting conclusions between evolutionists and biblical scholars about the beginning of man are discussed. The biblical account of Creation, the fall of man, and God's redemptive plan are presented. Most importantly, the chapter lays a foundation for the student to develop a Christian worldview as he sees the role of God throughout human history.



**Web links**—Check [www.bjupress.com/resources](http://www.bjupress.com/resources) for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.

### ♦ Lesson 1 ♦

#### Objectives

- Identify ways historians learn about ancient people
- Analyze reasons that many historians find it impossible to prove when man began life on earth
- Defend the Bible as a reliable source that records the true origin of man
- Trace the evolutionist's thinking process for the development of humans
- Describe the abilities man had from the beginning according to the Bible

**Note:** See pages vi–vii for information about the features of each lesson.

#### Vocabulary

inspiration  
prehistory

#### Materials

• Chapter 1 Organizer, AM p. 1

#### Preview

Direct the student to read the Focus questions on Student Text page 2 before reading the pages for this lesson. The questions help to direct the student's attention to content that will prepare him for the discussion.

#### Introduction

- Not all historians agree about what happened in the past. They do try to write the truth, but it is not easy to know for sure when things happened and exactly how people lived in ancient times. One of the biggest differences among historians is what they believe about the Bible.

#### Teach for Understanding

#### Discussion

page 1

- 💡 Where have you seen the words in this chapter's title before? *in the Bible, Genesis 1:1*
- ↳ What does the title tell you about the information you will read in the chapter? *It will be about the beginning of the world.*

**Discussion**

page 2

**Note:** The discussion sections of lessons do not include all the possible questions you could ask your student. Expand the discussion to meet your student's needs.

Guide the student in completing Section I of the *Chapter 1 Organizer*.

- **What are historians looking for when they excavate historical sites?** *writings about what happened in the past, clues to what people ate, the kinds of jobs people had, and what people wore for clothing*
- **Why do many historians think it is impossible to know when the first people appeared on earth?** *There are no skeletal remains identified as the first person.*
- **How do we know that the Bible tells us about the beginning of history?** *The first words written in the Bible are "in the beginning."*
- **What are some reasons many historians reject the Bible as a reliable historical source?** *They think it is just a religious book and useful only for Christians.*



**Icons**—Various icons are used to help you identify the type of question or the section of the lesson.

- **Teacher's Toolkit CD**—Indicates pages on the CD.
- **Timeline**—Indicates instruction that incorporates a timeline on the Student Text page or the History TimeLine located in the back of the Activity Manual and on the CD.
- **Bible Connection**—Indicates a discussion of Bible truths and principles.
- **Higher-level thinking**—Indicates that the answer to the question is not taken directly from the pages being discussed. Supply any prompts or background needed to guide the student to the answer.
- **Art or photo**—Indicates a discussion about a piece of art or a photo.
- **Chart, graph, or diagram**—Indicates a discussion about a chart, a graph, or a diagram.
- **Map**—Indicates a discussion about a map and reinforcement of map skills.
- **Activity**—Indicates the use of a student activity.
- **Demonstration**—Indicates the use of a teacher demonstration.

- FOCUS**

  1. What are some of the false ideas about Moses and why he wrote the books of the Law?
  2. What do Christians believe about prehistory?

## Where Does History Come From?

Have you ever wondered how historians know what happened in the past? Most of the time they look for writings about what happened in the past. Sometimes they look for clues that can be dug out of the earth. By excavating an old city, historians might be able to tell what people used to eat, what kind of jobs they had, what they wore, and more.

But where did the first people come from? What did they do? How did they think? These are questions that many historians think are impossible to answer. No tomb has been discovered with a skeleton identified as “the first man.” A writing that tells about the very beginning of history would be a valuable document.

Believe it or not, that document does exist. You might even read from it every day. If you open your Bible, you will see that the first words of the first verse say, “In the beginning.” The Bible is the only completely reliable source that reveals how history began.

Of course, the Bible is more than just a historical source. It is the Word of God that tells us what we need to know about every aspect of life. Every word is true, and it stands above anything written by mere men. Some historians think the

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Bible is just a religious book. They think it might be useful for Christians, but they do not think it contains helpful historical information. Many people fail to see how important the Bible is for history.

Christians know that the Bible is God’s Word. Who could be a better source for how history began than the God Who knows and controls all things?

The first book of the Bible was written by **Moses** around 3,500 years ago. As God’s prophet, Moses wrote exactly what God wanted him to write.



**BIOGRAPHY**

**Who:** Moses

**What:** leader of the Israelites

**Where:** Egypt and the wilderness

Moses was born into a Hebrew slave family. The pharaoh’s daughter found him in a basket on the Nile River. She raised him as her own son, and Moses grew up with all the benefits of the highest class in Egypt. At one time, Moses witnessed an Egyptian beating a Hebrew. Moses reacted and killed the Egyptian. Afraid because of what he had done, Moses fled to Midian, where he lived with a Midianite family. He became a shepherd and married Zipporah. The Lord spoke to Moses from a burning bush and ordered him back to Egypt to lead God’s people from slavery.

**FOCUS** Answers

1. The books were merely Hebrew folklore. Moses wrote the books to control the Hebrews for his own purposes. Moses learned his religion from the Egyptians.
2. Christians do not believe there was a prehistory. The Bible is a written record of history from the beginning.



**Graphic organizers**—Each chapter includes an organizer from the Activity Manual. You may choose to guide the student in completing an organizer as part of instruction, or you may choose to have the student complete it independently. An organizer may be completed in sections during the lesson or all at once at the end of the lesson. The organizers are also provided on the CD. (Blank versions of some organizers are also included.)

**Heritage Studies notebook**—You may choose for the student to keep a Heritage Studies notebook. The notebook can be a place for the student to record what he has learned. It is also a place to keep *Study Guides*, organizers, and other Activity Manual pages. Keeping a notebook can help the student develop organizational skills.

# In the Bible

## Inspiration of the Books of the Law

The Bible tells us that all Scripture was given by **inspiration** of God (2 Tim. 3:16). This means that the Holy Spirit guided the men who wrote the Bible, breathing out God's words through them so that what they wrote is the Word of God.

The first five books of the Bible are known as the books of the Law. Other names for this section of the Bible are the Pentateuch and the Torah. Many verses in the Bible show us that Moses wrote these books. In the New Testament, Jesus Himself referred to Moses as their author when He said,

These are the words which I spake unto you, while I was yet with you, that all things must be fulfilled, which were written in the law of Moses . . . concerning me (Luke 24:44).

Some people argue that the books are merely Hebrew folklore. Such people reject the biblical accounts that record miracles. But God is not limited to the natural laws of this world. He can cause a rod to become a snake or part the Red Sea.

Some say that Moses wrote the books to control the Hebrews for his own purposes. However, it would not make sense for Moses to include his own sins and shortcomings if this was his goal.

Others argue that Moses learned his religion from the Egyptians. But God's truth existed before the foundations of the world. False religions distort that truth. Moses received the truth from God Himself.

And it came to pass, when Moses had made an end of writing the words of this law in a book, until they were finished, That Moses commanded the Levites, which bare the ark of the covenant of the Lord, saying, Take this book of the law, and put it in the side of the ark of the covenant of the Lord your God, that it may be there for a witness against thee (Deut. 31: 24–26).



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### Discussion

page 3

- 💡 Look at the heading on this page. What do you think this page will discuss? *something from the Bible, inspiration, the books of the Law*
- 👉 Direct the students to read 2 Timothy 3:16.
- What does the first part of the verse mean? *The Holy Spirit guided the authors of the Bible to write the Word of God. The Holy Spirit breathed out God's Word through them.*
- 👉 Direct the Word Study activity.
- 📘 How would a Christian know that Moses wrote the first five books of the Old Testament? *Jesus Himself referred to Moses as the author.*
- 📘 Why do some critics claim that the first five books are Hebrew folklore? *They reject the accounts of miracles.*
- 📘 How would a Christian answer these critics? *God is not limited to the natural laws of the world.*
- 📘 How would a Christian answer the critics who say that Moses wrote the books to control the Hebrews for his own purposes? *It would not make sense that Moses would write about his own sins and shortcomings to control the Hebrews.*
- 📘 How would a Christian answer the claim that Moses learned his religion from the Egyptians? *God's truth existed before the foundations of the world. Moses taught of the one true God, whereas the Egyptians worshiped many false gods.* [BAT: 8b Faith in the power of the Word of God]
- 👉 Read and discuss Deuteronomy 31:24–26.

### Additional pronunciation



Pentateuch (PEN tuh took)

### Activity

#### Word study: Breath of God

1. Read Genesis 2:7. Discuss that, in this verse, the action of God breathing is an act of the Holy Spirit and that it gave life to man.
2. Select a student to read 2 Timothy 3:16. Discuss that the word *inspiration* means "to breathe out" and that, in this context, "to breathe out" refers to God Himself speaking His infallible Word through man.
3. Select a student to read 2 Peter 1:21. Discuss that the writers were writing not whatever they wanted but what the Holy Spirit told them to write.
4. Explain that the Holy Spirit indwells Christians today and gives wisdom to understand His Word. [BAT: 6a Bible study]

**Discussion**

page 4

- 💡 Look at the heading on this page. What does *pre-history* mean? *before recorded history***
- 💡 What reasons have you heard given that man must have evolved over time? *possible answers: The biblical account of Creation is not true. There is no God. Early humans could not write, so there are no written records.***
- According to some evolutionists, what were the developmental steps from human-like creatures to the earliest man? *Over three billion years ago, human-like creatures learned how to make simple stone tools. Then they learned to stand upright and developed more-advanced tools. Around 250,000 years ago, the human-like creatures evolved into the earliest humans.*
- According to evolutionists, what were the important things that man learned in order to settle down and build homes and cities? *plant seeds to grow plants and tame animals to work*
- According to evolutionists, what important ability did the humans develop that made it possible for history to begin? *writing*
- 📖 What do many Christians believe about early history that contradicts the theory of prehistory? *The Bible tells the history of the world from the beginning. People were created directly by God. Humans could speak and write from the very beginning. The first generation of people developed agriculture and cities (Gen. 4).***
- 📷 Caption answer: *possible answers: Skills used—farming, plowing, taming animals for work, herding animals for food and clothing, building walls for enclosures. Tools used—rope, plow, shepherd's rod.***

**Activity Manual**

Study Skill—page 1

This organizer is an outline. It will be used again in Lesson 2.

**PREHISTORY**

Most history textbooks begin by talking about how humans evolved. To evolve means to change over time. The period when humans supposedly evolved is called **prehistory**. The term *prehistor*y is used because no written records from that time exist. In fact, evolutionists do not believe that mankind had developed the ability to write during that period.

The story, as evolutionists tell it, begins with early human-like creatures that lived in East Africa about 3,500,000 years ago. At this time these creatures learned how to make simple stone tools. Then the creatures evolved to the point where they could stand upright and develop more advanced tools. Supposedly, around 250,000 years ago, these human-like creatures evolved into the earliest humans. The early humans continued to develop. Some began to carefully bury the dead. Evolutionists think this might be the first evidence of religion among humans. Other early humans began to paint the walls of the caves in which they lived.

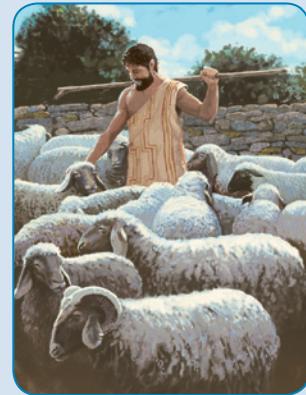
During all this time the early humans gathered fruits and nuts or hunted for their food.

But around 12,000 years ago, as the evolutionary story goes, humans learned they could plant seeds and grow plants that they could eat. When they discovered this, humans began to settle down and build homes. They also began to tame animals to help them do work. Eventually, around 6,000 years ago, the first cities were developed. Soon humans learned to write. They created written records and history began.

However, there is no “prehistor



What skills and tools did Cain and Abel have and use early in the history of the world?



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**Bible Action Truths**—Bible

Action Truths [BAT] provide Christians with specific goals for their actions and attitudes.

BATs, as well as Bible Promises, are listed on pages A2–A4 in the back of the Teacher’s Edition. Both sections provide additional Scripture resources for the teacher.

**Leading a Child to Christ**—Page A5 in the back of the Teacher’s Edition is a reference to use if the opportunity arises to counsel a child about accepting Christ as Savior.



- FOCUS**
1. Why is history important?
  2. What are the three major sources that a historian uses for studying history?

## Why Study Ancient History?

History is a big story full of all kinds of smaller stories. Anyone who reads a novel or watches a movie understands the enjoyment of a good story. The study of history holds the same enjoyment with the benefit that the stories of history are based on fact.

The goal of most historians is to tell the true stories of the past. People can use these accounts from history to know how to live in the present and in the future. We can learn from the accomplishments as well as the mistakes of people in the past.

History is important because it teaches us about ourselves. What are people like? The most important way to answer this question is to look in the Bible to see what God says. That is the one sure way to know. Another way to learn about people is studying how they have acted for thousands of years.

History is also important because it provides an opportunity to praise God. Throughout history, God has used people and events to complete His sovereign or supreme plan. Recorded history shows the struggle of man against God. Man,

in his selfishness, continues to strive for power and resist God.

A good example of such a man was King Nebuchadnezzar in the book of Daniel. Nebuchadnezzar was a great and powerful ruler of Babylon. At one time, he even declared himself to be a god and expected everyone to worship him. God taught him some lessons about who is really in control of the world. This king learned that God is the sovereign Ruler over everything. He also learned that no one can question God or stop Him from doing His will both in heaven and on earth. By studying history, we can see the mighty acts of God through events and in the lives of people.



In the 1970s thousands of clay tablets were found at Ebla, an ancient city in what is now Syria. The information written on the tablets shows that names of people and places recorded in the Old Testament are genuine. The name Canaan was in use in ancient Ebla. Critics had said that the name was used incorrectly in early chapters of the Bible. *Do Christians need such an artifact to know that the Bible is true?*

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## Teach for Understanding

### Discussion

page 5

Guide the student in completing Sections II and III on the first page of the *Chapter 1 Organizer*.

- **Why is history important?** *History teaches us about ourselves and what people are like, and it provides opportunity to praise God.*
- **How do accounts from history help people know how to live in the present and in the future?** *People can learn from the accomplishments and mistakes of people in the past.*
- **What are two important ways of learning what people are like?** *Looking at the Bible and studying how people acted for thousands of years.*
- **How does history provide a way for man to praise God?** *It shows how God uses people and events to complete His supreme plan.* [BAT: 7c Praise]
- **How are the clay tablets in the picture helpful for Christians?** *They provide information that proves the critics of the Bible incorrect.*
- ❸ **Caption answer:** *No, the Bible itself bears testimony to its own truth in its claims, perfection, wisdom, unity, and fulfilled prophecies. The Holy Spirit assures Christians, as they read the Bible, that they are indeed reading God's Word. Nevertheless, God has given abundant outside evidence to the truth of His Word, for which Christians should be grateful.*

**FOCUS**

### Answers

1. History teaches us about ourselves and what people are like, and it provides opportunity to praise God.
2. artifacts, tradition, and written records

## ◆ Lesson 2 ◆

### Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

### Introduction

- 💡 Who are some people in the Bible that you like to read and hear about?
- 💡 What are some of the things about these people that make them interesting?
- 💡 What are some of the things about them that would be good for you to follow?
- 💡 What are some things they did that you should avoid in your life?

### Objectives

- Identify reasons that it is important to study ancient history
- Describe methods used by historians to gather and evaluate information

### Vocabulary

worldview

### Materials

- ❸ *Chapter 1 Organizer*, from Lesson 1
- ❸ *Producing a Historical Account*, V 1.1

**Discussion**

page 6

- What are three sources historians use to gather information about ancient peoples? *artifacts, tradition, and written records*
- Why are written records more important than artifacts and traditions? *They are primary sources that are less likely to change over time.*
- Why is it important for a historian to evaluate his findings? *For accuracy; artifacts and traditions change over time, and written records may be one-sided.*
- 📍 What can you learn about ancient Babylon from the picture? *possible answers: It was in a desert. It had walls. The city was large.*
- 📍 The painting of Luke is a secondary source. What do you know about books during Bible times that is not reflected accurately in this painting? *People wrote on scrolls, not bound books with pages.*



**Book timeline**—Challenge the student to research and create a timeline of the development of books. He should include information from the earliest form of paper (such as animal skin, papyrus, and bark) to digital books.



Modern view of the ruins of ancient Babylon

firstrhand accounts, and are valuable to historians. Other written primary sources that interest historians are private letters, diaries, official records of a kingdom, and records of births and deaths.

Written records are more important than artifacts or traditions. Artifacts need explanations to be understood, and traditions are often changed as they are passed on.

The gathering of information is just the beginning. A historian needs to evaluate the accuracy of the traditions and the written records he has gathered. Some historical accounts may present



St. Luke, Guido Reni, From the Bob Jones University Collection

## How Do We Study History?

How do historians learn about the past? The historian first must gather all the facts that he can find. He has three major sources for facts about the past. First, the historian studies *artifacts*, physical man-made objects from the past. These could include ancient pottery or artwork that an archaeologist finds at a site. Historians also study important buildings of the past or the ancient ruins of a city. These are all valuable clues about the past.

A second source for the historian is *tradition*, or the passing of information from generation to generation. In some cultures, people did not preserve memories of the past in writing. Instead they told about the past in stories and songs. These traditions were then passed on to later generations.

A third source for the historian is *written records*. Many people in the past recorded historical events of their time. These writings are primary sources, or

only one side of a story. For example, a written record by a Greek about a war with Persia may not accurately tell the Persian side of the story. But if the historian can find some Persian records that confirm the Greek record, then he will have more confidence in the accuracy of both sources.

Research, for the historian, presents challenges. Sometimes historians disagree about how to interpret evidence. These disagreements result from historians' differing worldviews. A person's **worldview** is how he sees and interprets the universe and everything in it. A Christian historian's worldview begins with the Bible. Someone who does not believe in the Bible will view evidence differently. Some non-Christian historians believe that early man was a primitive, ape-like

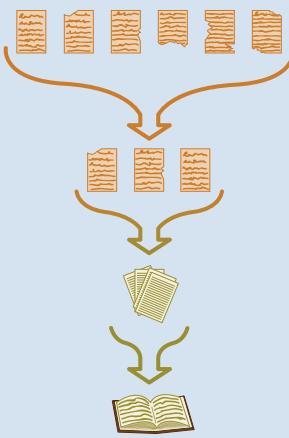
creature. They do not believe that early man was advanced or had much intellect. The Christian historian believes that man was created in God's image and has always been intelligent. Shortly after Creation, people were inventing things such as musical instruments and metal tools (Gen. 4:21–22).

The historian also needs to understand what is important and what is not. If he is telling the story of how empires rose and fell in China, the design of Chinese dishes would probably not be relevant.

As the historian examines his sources, he can begin to see a picture of what happened in the past. He will look at written records and artifacts to explain what life may have been like at that time. He will look at the sequence of events

in history to see how some events affected others. He will look for explanations for how and why events happened. Many of a historian's questions may get answered, and many others may not. A Christian historian, however, can remember that God, the Creator, knows and controls all things, including history (Col. 1:16–17).

## PRODUCING A HISTORICAL ACCOUNT



- The historian gathers primary written sources** about his subject,
- compares the written records, then chooses the most reliable sources,**
- evaluates the material** for strengths and weaknesses,
- combines information** from several sources,
- produces a narrative** that represents the majority of his research,
- interprets and explains** why an event happened and how it remains important, and **presents the completed historical account** for others to study and evaluate.

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## Discussion

page 7

► How does a Christian historian's worldview differ from a non-Christian historian's worldview? *The Christian begins with what the Bible says about man—that he was created by God. A non-Christian historian likely believes in the evolution of man.* [BAT: 8b Faith in the power of the Word of God]

► How does a historian decide what information is important? *He examines the information to see if it is relevant to the story he is telling. He uses reliable sources to see a picture of the past.*

► What are some things that help provide a picture of the past? *written records, artifacts*

► Examine and discuss *Producing a Historical Account*.

► Why are there many symbols of written sources at the top of the chart? *They represent all the sources collected by the historian.*

► Why are there only three symbols in the next row? *They represent the few sources chosen as the most reliable.*

► What does the symbol at the bottom of the chart represent? *a completed historical account for others to study and evaluate*

## Activity Manual

Study Skill—page 1

Reinforcement—page 3

## ◆ Lesson 3 ◆

**Objectives**

- Apply an understanding of essay vocabulary
- Write an effective answer to an essay question

**Vocabulary**

analyze	interpret
classify	justify
compare and contrast	predict
evaluate	trace

**Materials**

- *Essay Writing Steps*, IA 1.1, for display
- *Essay Examples*, IA 1.2, for each student or group of students
- *Essay Vocabulary & Writing Steps*, IA 1.3, for each student (optional)

**Introduction**

- You have learned how to write essays as part of your English course. Those essay papers contain more than one paragraph. You take time to write a draft copy and make corrections.
- Have you ever written an essay as part of a test? *Answers will vary.*
- Essay questions are used on tests to determine how well you understand concepts and your ability to express your thoughts. Today we will learn how to write a one-paragraph essay.

**Teach for Understanding****Discussion**

Guide the student in developing an understanding of the essay vocabulary. Write the following essay question for display: *Analyze the plot in “Goldilocks and the Three Bears.”*

💡 **What are the key words in this essay question?** *analyze, plot, and “Goldilocks and the Three Bears”*

Underline *analyze*, *plot*, and “*Goldilocks and the Three Bears*” in the displayed question.

💡 **What does analyze mean?** *Elicit that analyze means “to examine critically to identify causes, key factors, possible results, and relationships.”*

Use the same procedure with the following sample essay questions.

- Classify these animals: cat, wolf, lion, dog, horse, zebra, tiger, coyote, cheetah, and donkey. *classify—sort into groups based on shared characteristics*
- Compare and contrast a Hawaiian vacation with an Alaskan vacation.

**Essay Questions**

Complete teaching instructions are located in the Teacher's Edition.

Name \_\_\_\_\_

**A. Match the definition with the correct term.**

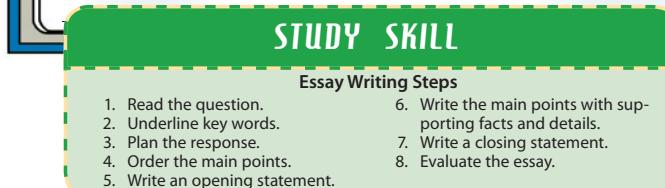
- |   |                         |
|---|-------------------------|
| D | 1. evaluate             |
| B | 2. trace                |
| A | 3. analyze              |
| G | 4. justify              |
| F | 5. classify             |
| E | 6. compare and contrast |
| H | 7. predict              |
| C | 8. interpret            |

- |  |
|--|
| A. examine critically to identify causes, key factors, possible results, and relationships |
| B. follow the development or steps of something in chronological order                     |
| C. give the meaning or importance of   |
| D. judge something's significance or importance using evidence to support                  |
| E. show how things are similar and different   |
| F. sort into groups based on shared characteristics  |
| G. support a position with specific facts and reasons                                      |
| H. tell what will happen in the future based on an understanding of the past               |

**B. First, plan the essay on your own paper. Then, write it below.**

9. Describe the three major sources that a historian uses to gather facts about the past.

*The student's essay should include these major sources with a definition of each: artifacts, which are physical man-made objects from the past; tradition, which is the passing of information from generation to generation; and written records, which are firsthand written accounts of the past. The answer should also include at least one or two examples.*



4 Chapter 1; Lesson 3  
Study Skill

HERITAGE STUDIES 6 Activity Manual

compare and contrast—*show how things are similar and different*

• Trace the order of events in which God created the heavens and the earth.

evaluate—*judge something's significance or importance using evidence to support*

trace—*follow the development or steps of something in chronological order*

• Interpret the parable of the sower.

interpret—*give the meaning or importance of*

• Justify Abraham's decision to sacrifice Isaac.

justify—*support a position with specific facts and reasons*

• Predict what will happen to a nation if it fails to honor God.

predict—*tell what will happen in the future based on an understanding of the past*

**Essay Examples**

Name \_\_\_\_\_

**Essay Question:**

Analyze the importance of studying ancient history. Include at least three reasons.

**Answer 1**

I am looking forward to learning about ancient history. I think it is interesting to read about people who lived long ago. Someday I would like to visit foreign countries. It will help me know more about there history.



<b>Essay Rubric</b>	0	1	2
	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons
Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

**Answer 2**

There are three reasons to study ancient history.  
History is important because it teaches us how to live in the present and future.  
It provides an opportunity to praise God.  
We can also learn from the accomplishments and mistakes people made in the past.  
For these reasons studying ancient history is important.



<b>Essay Rubric</b>	0	1	2
	Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons
Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

HERITAGE STUDIES 6 Instructional Aids  
For use with Lesson 3

IA 1.2a

**Display Essay Writing Steps.**

- **What is the first step in answering an essay question?** *Read the question.*
- **What is the essay question?** *Analyze the importance of studying ancient history. Include at least three reasons.*
- **What is the second step in writing an essay?** *Underline key words.*
- **What are the key words in this essay question?** *analyze, importance, and ancient history*

Underline the key words in the essay question.

- **What does the word analyze mean in an essay question?** *examine critically to identify causes, key factors, possible results, and relationships*

**➤ What is the third step in writing an essay? *Plan the response.***

Direct the student to give possible answers to the essay question. Write the reasons for display on separate lines in the order that the student presents them. If needed, allow the student to review Student Text page 5 to find the main facts or reasons. *The student should name at least three of the following: History teaches us how to live in the present and in the future, helps us learn from the accomplishments and mistakes of people in the past, teaches us about ourselves, provides an opportunity to praise God, and shows the mighty acts of God through events and in the lives of people.*

Explain that the plan does not need to be written in paragraph form. It can be just the main ideas.

- **What is the next step in writing an essay? *Order the main points.***

Guide the student in determining the best order in which to present the reasons. Number the reasons in the decided order.

- **What is the fifth writing step? *Write an opening statement.***

Guide the student in constructing an opening statement.

- **What is the main point of the answer to the essay question? *possible answers: People benefit from studying ancient history. There are three benefits.***

Start the paragraph by writing for display the statement constructed by the discussion.

- **What is the next writing step? *Write the main points with facts and details.***

Write the reasons in paragraph form. Elicit a supporting fact or detail as you write each one. For example, here are two of the reasons or main points with a supporting detail:

- It is important to examine the accomplishments as well as the mistakes of people in the past. With this knowledge, we can make decisions about how to live our lives in a better way.
- Sometimes it is hard to understand why people act the way they do. We can gain insight into the behavior of people by understanding how people acted in ancient times.

- **What is the next writing step? *Write a closing statement.***

Guide the student in writing a closing statement. *possible answer: I am looking forward to studying ancient history. I know I will learn things that will help me be a better person and love God in a new way.*

- **What is the last writing step? *Evaluate the essay.***

- **What do you think this step includes? *possible answers: check spelling, check grammar, check for missing punctuation***

Explain to the student that he will not need to write a draft copy for this one-paragraph essay. Instruct him to draw one line through any mistake and make the correction.

Divide the class into groups. Distribute copies of *Essay Examples*. Read and discuss the rubric included on the page.

- As a group you will decide what grade to give each essay.

After the groups have made their decisions, discuss the essays and the grades given.

Answer 1—

	0	1	2
Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

Answer 2—**Content: 2, Construction: 0** (3 reasons; not in paragraph form)

Answer 3—**Content: 1, Construction: 2** (1 reason; in paragraph form)

Answer 4—**Content: 2, Construction: 2** (3 reasons; in paragraph form)

### Activity Manual

#### Study Skill—page 4

This page practices the skill of writing an answer to an essay question.

#### Review—pages 5–6

This *Study Guide* reviews Lessons 1–3.

**Note:** Direct the student to keep the corrected *Study Guide* pages to study for the test.

### Assessment

#### Essay Rubric—R 6

A rubric is a suggested tool for grading the answer to an essay question. Guidelines for using a rubric are on R 1 of the CD.

#### Quiz 1A

The quiz may be given anytime after completion of the *Study Guide*.

#### Quiz 1B (optional)

The quiz may be given anytime after completion of Lesson 3.

## Essay Examples

Name \_\_\_\_\_

### Essay Question:

Analyze the importance of studying ancient history. Include at least three reasons.

#### Answer 3

It is important to know about ancient history. When we see the mighty acts of God through events in history, we can praise and thank Him for being in control of everything. It helps us to be calm when things look like they are falling apart. Someday in the future all nations will bow at His feet and we will sing His praises.

	0	1	2
Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

#### Answer 4

There are three good reasons why it is important to study ancient history. We can make good decisions today if we study the accomplishments and mistakes people made. History teaches us what people are like. We can learn this by learning how they acted for thousands of years. Another important point is that it provides us with an opportunity to praise God. We can see how man struggled against God, but learn how God is controlling everything. I will be a better person if I keep these three things in mind during the year.

	0	1	2
Content	includes none of the required facts, reasons, or comparisons	includes part of the required facts, reasons, or comparisons	includes all the required facts, reasons, or comparisons
Construction	no topic sentence or paragraph form	partial paragraph form—missing either a topic sentence or well-written supporting sentences	correct paragraph form—includes topic sentence and well-written supporting sentences

HERITAGE STUDIES 6 Instructional Aids  
For use with Lesson 3

IA 1.2b



The CD page *Essay Vocabulary & Writing Steps* includes all the vocabulary and the steps for writing an essay. You may choose to provide a copy for the student to keep in his Heritage Studies notebook for reference when answering essay questions. The *Essay Vocabulary & Writing Steps* is also included in the back of the Activity Manual.

**Essay vocabulary**—The following essay vocabulary has been introduced in previous grades.  
**demonstrate**—show clearly by using examples  
**describe**—tell about  
**explain**—make clear or give reasons for  
**identify**—name or recognize  
**illustrate**—explain by using examples, pictures, or comparisons  
**list**—provide a series of details or steps  
**state**—give information clearly in words  
**summarize**—write a short account of the main points

# Exploring Together

## Recording History

Society today recognizes the importance of historical records. These records help us remember the peoples and significant events of the past. Many memorials and museums contain these records for visitors to view and experience for themselves.

Some families and communities have created their own recordings and journals of family histories to share with future generations. Your parents, your grandparents, and other adults in your church and community have interesting experiences from their pasts too.

Through this project you will help create a written history.

1. Ask a parent, grandparent, or other adult to tell you about something he experienced earlier in life. Perhaps he lived through a war, immigrated from another country, or saw his small community transformed into a modern city.
2. Take notes as he tells his story. Make sure to record the full name, birth date, and other information about the adult.
3. Type the story. Include photographs and other illustrations if they are available.
4. Add your story to the stories of others in your class. Combine them into a book.



8

### ◆ Lessons 4–5 ◆

#### Introduction

##### Objectives

- Practice interview skills
- Record the history of a person
- Participate in creating a class history

##### Vocabulary

*There are no vocabulary words to introduce.*

##### Materials

- Interview Questions, IA 1.4, for each student

► **Everyone has a history.** In this activity you will be writing about the history of someone you know. To do that you need to gather some information. There are probably some sources such as photographs, records, and memorabilia where you can get some helpful information. Another way is to conduct an interview with the person you wish to write about.

**Note:** Two lesson days are allotted for this activity. On the first day, introduce the project, set a due date, and allow the student to begin planning. The second lesson day may occur at a later time when the project is presented.

#### Teach for Understanding

##### Discussion

page 8

Guide the student in selecting a person he cares for and wants to know more about. Discuss what an interview is and how to conduct one.

- You will need to ask your person questions to get the information you need to write about. Asking a person questions in this way is called an interview. What do you think the first thing is that you need to do before your interview? *Contact the person and set up a time to meet for the interview.*
- You will next need to have a list of questions ready to ask. Think about things you want to learn about your person. What are some questions you might include on your list? *Answers will vary.*

Record and display questions as they are given. Discuss the questions on the *Interview Questions* page. Direct the student to add questions from the displayed list.

Provide time for the student to conduct his interview and other research, as well as write the story about his person.

Guide the student in using the writing process—planning, drafting, revising, proofreading, and publishing.

As the student plans, help him decide what information to include from his interview and research.

- What information most tells what the person was and is like?
- What information will cause other people to admire the person the same way you do?
- What information reveals the person's worldview? *possible answers: the importance the person places on the Bible, his relationship to the Lord, his salvation experience, his understanding of God's working through world events*

For the final draft, encourage the student to include photographs and articles collected from the person or other sources.

##### Assessment

###### • Rubric—R 2–5

Select one of the prepared rubrics or design a rubric to include your chosen criteria.

**◆ Lesson 6 ◆****Objectives**

- Differentiate between primary and secondary historical resources
- Evaluate the author's viewpoint

**Vocabulary**

There are no vocabulary words to introduce.

**Materials**

- Stonehenge, V 1.2
- Discovered: Stonehenge Village, IA 1.5, for each student
- Stonehenge: Salisbury, England, United Kingdom, IA 1.6, for each student

**Introduction**

Display Stonehenge.

- What is the name of this place? *Stonehenge*
- In this lesson you will evaluate and compare the value of two sources of information about this ancient site.
- 💡 How do you think it is possible for two sources to say different things about the same ancient site?  
*possible answers: The authors could have studied different information. The authors might have different worldviews.*

**Teach for Understanding****Discussion**

page 9

- What are the two types of historical sources and what is the difference between them? *A primary source gives a first-hand, eyewitness account of an event. A secondary source contains information taken from a primary source.*
- Why is it important for historians to gather multiple sources of information? *Historians can gain a more accurate picture of what occurred.*

Distribute *Discovered: Stonehenge Village* and *Stonehenge: Salisbury, England, United Kingdom*.

Guide the student as he reads the sources and completes Sections A and B on Activity Manual page 7. Emphasize the importance of identifying bias in a writer's viewpoint. Provide time for the student to complete Section C. Discuss the strengths and weaknesses he recorded.

**Evaluating Historical Resources**

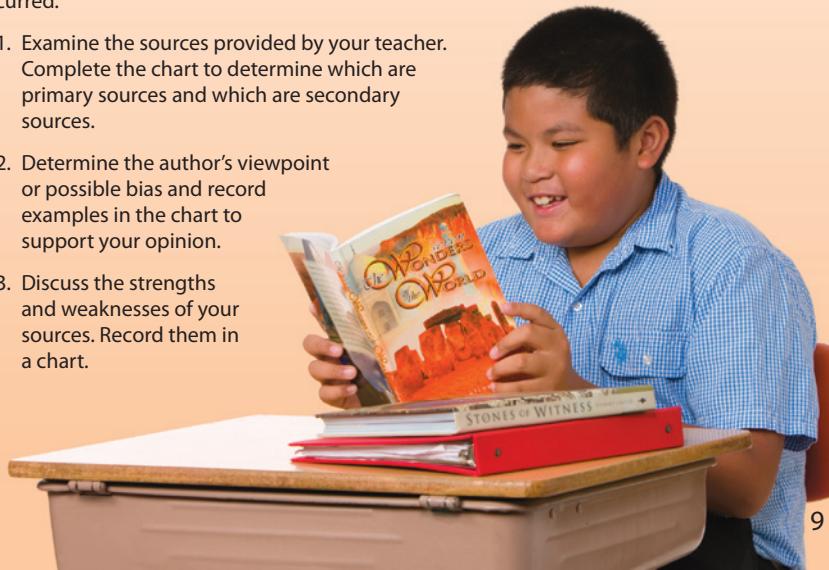
Sources can be classified as primary or secondary. A primary source gives a first-hand, eyewitness account of an event. A secondary source usually contains information taken from a primary source.

Historians use these two kinds of sources to gain insight into the major events in history. Different authors have varying viewpoints of the same events. By gathering multiple sources and combining the information, historians can gain a more accurate picture of what occurred.

1. Examine the sources provided by your teacher. Complete the chart to determine which are primary sources and which are secondary sources.
2. Determine the author's viewpoint or possible bias and record examples in the chart to support your opinion.
3. Discuss the strengths and weaknesses of your sources. Record them in a chart.



Stonehenge is a famous archaeological site in southern England.

**Activity Manual****Social Studies Skill—page 7**

This page guides the student in evaluating the viewpoint of sources.

**Assessment****• Rubric—R 2–5**

Select one of the prepared rubrics or design a rubric to include your chosen criteria. You may choose to grade Activity Manual page 7 in place of using a rubric.



**Suggested books**—The books pictured on Student Text page 9 are available from BJU Press to enrich your classroom library.

- *The Seven Wonders of the World* by Ron Tagliapietra
- *Stones of Witness* by Stewart Custer

**FOCUS**

1. What are some of the characteristics of a civilization?
2. Why do religions exist worldwide?

**Creation**

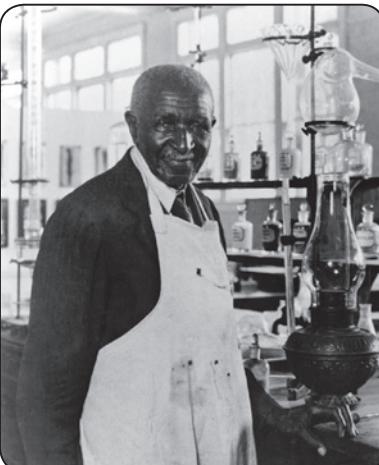
What happened “in the beginning”? At first there was nothing but God. No people. No animals. No earth. Then “in the beginning God created the heaven and the earth” (Gen. 1:1). In the first week of history, God created light and darkness; sky, sea, and soil; trees and plants; sun, moon, and stars; animals and man.

God created the world by speaking it into existence. There was no pain, suffering, or death. All He created was good. But God saved His masterpiece for last. He took the soil He had already created and with His own hands made man. He then breathed life into man. Man was the climax of God’s creation. God’s creation of everything was the first week of history.

God created man in His own image. This means that in some way people are supposed to be a picture of what God is like. Like God, people have the ability to think, love, use language, know right and wrong, and enjoy relationships.

God also created people with a job to do. Genesis 1:28 records what God told man and woman to do.

Be fruitful, and multiply, and replenish the earth, and subdue it; and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.



George Washington Carver developed over three hundred products from peanuts, such as cheese, dyes, and wood stains.  
*How did Carver demonstrate dominion over the earth?*

History is all about man living out this command. People subdue, or rule over, the earth in many different ways. They use language, technology, science, and art. History tells the story of how man has developed these fields.



The computer shows how technology has developed in civilizations today.

10

**♦ Lesson 7 ♦****Objectives**

- Explain the importance of Creation, the Fall, and redemption in God’s plan for the world and man
- Describe the characteristics of a civilization
- Explain why religions exist worldwide

**Vocabulary**

civilization  
dominion  
Fall

**Materials**

- ⌚ Chapter 1 Organizer, AM p. 2
- ⌚ Civilization Organizer, AM p. 8

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

Review what was created on each day according to Genesis 1:1–2:3: Day 1—heaven and earth; Day 2—light and darkness; Day 3—sky, sea, and soil; Day 4—trees and plants; Day 5—sun, moon, and stars; Day 6—animals and man.

- ⌚ What did God do on the seventh day?  
*rested*

**Teach for Understanding****Discussion**

page 10

Guide the student in completing Sections I and II on page 2 of the *Chapter 1 Organizer*.

- ⌚ What method did God use to create the world? *He spoke it into existence.*
- ⌚ Why did God choose to create man by a different method than any other of His creations? *Because He made man in His own image and as a picture of what God is like. God made man special and different.*
- ⌚ In what ways are people like God? *They can think, love, use language, know right and wrong, and enjoy relationships.*
- ⌚ What special job did God give to man? *to multiply, replenish the earth and subdue it, and have dominion over every living thing* [BAT: 2e Work]
- ⌚ What is the relationship between man’s job and the story of the history of man? *History is about man living out God’s command.* [BAT: 2a Authority]
- ⌚ What are some of the ways people carry out God’s command to subdue the earth? *language, technology, science, and art* [BATs: 2d Goal setting; 2e Work]
- ⌚ Caption answer: *Carver used his abilities and available resources to help his fellow man.*

**FOCUS Answers**

1. organized cities and government, social classes, job specialization, arts, sciences, written language, and religion
2. God built the knowledge of His existence in the hearts of people. He can be seen in the natural world that He created.

**Discussion**

page 11

Discuss *Features of a Civilization*.

Why are not all groups of people classified as civilizations? *They do not all fit the definition of a civilization.*

► What are the advantages of having cities and government? *Cities are central locations for government, religion, and culture; a government manages resources, provides defense and an economic system, and establishes rules of conduct.*

What would life be like without an organized government? *possible answers: chaos, fighting, poverty, lawlessness*

► How are social classes determined? *by the roles performed in a society*

► How does a person who specializes in one job meet the other needs he has? *He relies on people who specialize in other jobs.*

► Why are the arts, the sciences, and written language important to a civilization? *These are the ways people communicate with each other.*

► What part does religion play in a civilization? *The original people within a civilization usually share the same beliefs.*

Examine the picture of the Roman theater. What architectural features does it have? *arches and columns* What materials were used to make them? *concrete and stone*

Examine the ocarina from Russia. How do you think this instrument was played? *You blow into it.*

What do the ocarina and the bells tell us about the ancient people who used them? *The people played music.*

**FEATURES OF A CIVILIZATION**

The word **civilization** comes from a Latin word that means "citizen of a city." A civilization is a group of people who have established cities, government, social classes, specialized jobs, arts, science, written language, and religion.

**Organized cities and government**

Cities are central locations for government, religion, and culture. An organized government manages resources and provides defense, an economic system, and rules of conduct.

**Social classes**

Within a civilization, there are social classes, or different levels that people are divided into. Each level, or class, of people has a different role.

**Job specialization**

Each person or family focuses on a specific job or trade. They then rely on others to supply the goods and services to meet their other needs.

**Arts, sciences, and written language**

As people work together in a civilization, they communicate through art, music, and written language. They also develop and use sciences, mathematics, and technology.

**Religion**

The original people within a civilization usually share religious beliefs.

Roman theater at Ephesus in modern-day Turkey



As job specialization developed, some people became builders, architects, and musicians.

Bells from Israel



Ocarina from Russia



**Map your civilization**—Challenge the student to use a web or another organizer to map out examples of the characteristics of the civilization he lives in.



### The Fall

Sadly, the story of history is not the story of people providing a beautiful picture of God. People have not used the abilities God gave them to rule wisely over the earth. Instead, our history includes bloody wars, heartless oppression, devastating diseases, and false religions.

Why is the story of history often so sad? The Bible answers this question in the book of Genesis.

The first humans, Adam and Eve, were created in God's image but were not equal to Him. God is the Creator, and Adam and Eve were His creation. Although God gave them **dominion**, or the authority to rule, over all the earth, He was still the King over all things.

One day, Satan, in the form of a serpent, tempted Eve to break the one law God had given to humans. If she and Adam broke that law, Satan told her, they would be like God in a new and special way. Eve and her husband, Adam, tried to become like God. They chose to break God's law.

But they did not become like God. Their disobedience brought sin, suffering, and death into the world. All the people after them were born sinners. People were supposed to picture what God is like, but their sin distorted that picture. The ability God gave man to rule over the earth was twisted for evil purposes. The breaking of God's law by Adam and Eve with the consequence of sin for them and all people is called the **Fall**.

History is now filled with the stories of men who sought to rule over the earth as if they were gods. In fact, some of them claimed to be gods. But their rule was not the good and caring rule that God intended mankind to have over the earth. They ruled harshly and selfishly.

For a civilization to prosper, it needs people who share the same values to work together. People use their different abilities to help the whole civilization succeed. But time and again history has shown how civilizations fall apart because of man's selfishness, pride, and rebellion toward God.

As a consequence of the Fall, God caused the earth to rebel against man's efforts to subdue it, just as people had rebelled against God's authority. Man planted crops to grow food, but the ground made this difficult by growing weeds and thorns. Man built roads and cities, only to have them destroyed

### Discussion

page 12

- Why is so much of the story of history filled with terrible events and hatred? *Genesis tells us that man chose to disobey God. As a result, sin entered the world.*
- Why were Adam and Eve willing to listen to Satan and disobey God? *They thought they would be just like God.*
- How did man's God-given ability to rule the earth change as a result of the Fall? *It was twisted for evil purposes.*
- How did man rule the earth after the Fall? *Men sought to rule over the earth as if they were gods.*
- Why is it important for a civilization to share the same values and work together? *So it can prosper.*
- What has prevented civilizations throughout history from prospering and caused them to fall apart? *man's selfishness, pride, and rebellion toward God*
- What natural things changed at the Fall that made it difficult for man to prosper? *God caused the earth to rebel against man's efforts to subdue it.*
- 💡 Since the Fall, God sometimes uses trials and times of difficulty to teach His people. What are some things He might teach during such times? *possible answers: reliance on God, trust in God, obedience to God, humility before God*

**Discussion**

page 13

**Why do religions exist worldwide?** *As God's creatures, people have within them the sense that there is a God and that He deserves to be worshiped and obeyed.*

**Why would people worship one of these statues rather than worship God?** *possible answers: They want a god they can see and touch. They want a god that matches their own imagination and reasoning. They do not like all the requirements God expects for worship.*

**Why do atheists have to talk themselves into believing there is no God?** *People have within them the natural sense that there is a God and that He deserves to be worshiped and obeyed.*

**How do we know how God feels about false religions?** *He tells us in His Word to put away false gods and worship Him only.*

Read and discuss Deuteronomy 30:2, 17–18 as time allows.

**Activity Manual**

Study Skill—page 2

This organizer will be used again in Lesson 9.

Study Skill—page 8

This web organizes the characteristics of a civilization.

Reinforcement—page 9



**Christianity and Religions**—A comparative table listing features of all the religions in this course is located on the Teacher's Toolkit CD. This table is a resource for answering questions that may arise during discussion.

by floods, earthquakes, and volcanoes. Man built great civilizations, but wars, diseases, and plagues killed off the people.

Worst of all, people turned away from loving and worshiping the one true God. They made and worshiped gods in their own image.

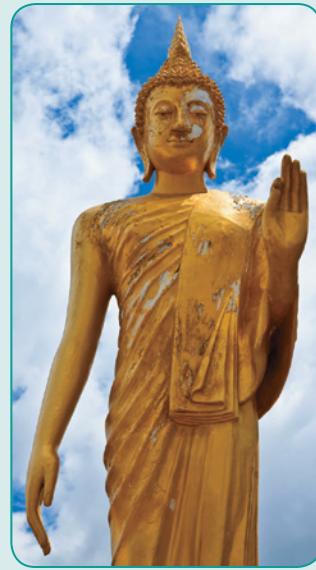
**RELIGION**

Have you ever wondered where religions come from? Every civilization you will study in this book has a religion.

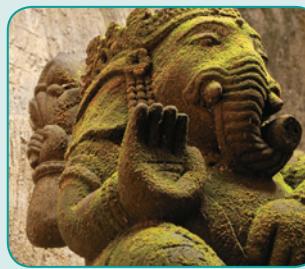
As God's creatures, people have within them the sense that there is a God and that He deserves to be worshiped and obeyed. This explains why religions exist worldwide. Atheism, a belief that there is no God, is something people have to talk themselves into. It is not the natural response of humans.

Even though people have been created with the knowledge that God exists, people cannot know God unless He speaks to them. The speech of God to man is found in the Old and New Testaments of the Bible.

False religions form when people reject God and His Word. These people reject the parts of the Truth they do not like. Then they use the parts they do like to create false religions and gods. Some religions develop from sinful human imaginations. These religions sometimes mix worship with evil practices. The Bible repeatedly tells of false religions and how God desires for people to put away their gods and worship Him alone (Deut. 30:2, 17–18).



Buddha statue in Thailand



Ganesha, a Hindu god, in Indonesia



Moai statues on Easter Island

# Discovering How

## Examining an Artifact

When studying some ancient civilizations, archaeologists must rely on their interpretation of artifacts to glean information. This is necessary when written records from those civilizations are not available. The main sources of information would have to be the everyday man-made objects, or artifacts, that are dug up. Archaeologists must attempt to understand the use of each artifact by examining its shape and size and the materials that were used to construct it. Studying where an artifact was located is important. Archaeologists also examine designs and decorations to gather information about the culture of the people who created and used them.

1. Examine the coin your teacher gives you. Imagine that you live thousands of years from now and have just uncovered this artifact. Record your observations about both sides of the coin.
2. Look at your list of observations and draw conclusions about the civilization that used this object. Think about the materials used to make the object as well as the symbols and languages on the coin.
3. Make a list of ten items from your house that could be used by a future archaeologist to determine something about you.



14

## ♦ Lesson 8 ♦

### Introduction

#### Objectives

- Demonstrate the process used by archaeologists to draw conclusions about ancient civilizations

#### Vocabulary

There are no vocabulary words to introduce.

#### Materials

- penny for each student
- hand lens for each student

- What are some occupations that study and use artifacts? *possible answers: archaeologist, historian, museum curator*
- Do you know how to study an artifact?
- In this activity, you will study an artifact and draw some conclusions about the civilization it is from.

### Teach for Understanding

#### Discussion

page 14

- Why is it important for the archaeologist to examine the shape, size, and material of an artifact? *to understand the use of the object*
- What are some other aspects of an artifact that an archaeologist examines? *location of its discovery and any designs and decorations on it*

Distribute a penny and a hand lens to each student. Avoid referring to the coin as a “penny.” Identify it as an “artifact.”

- Have you seen this type of artifact before? *yes*
- Is it an ancient or modern artifact? *modern*
- For this activity, you must imagine that it is a newly discovered ancient artifact and that you may not understand the language or the symbols on it.

Allow the student to examine the artifact and complete Section A on Activity Manual page 10. You may choose to have the student complete Section B independently or with your guidance. Discuss the conclusions. Relate the process and the conclusions with the difficulties an archaeologist has as he works to make valid conclusions.

Provide time for the student to complete Section C. Discuss the items and how they would help another person to determine something about the student.

#### Activity Manual

Study Skill—page 10

This chart helps the student organize his artifact findings and record his information.

#### Assessment

③ Rubric—R 2–5



**Coins**—Foreign coins that the student is unfamiliar with may be used instead of pennies.

**◆ Lesson 9 ◆****Objectives**

- Practice the E.A.R.S. strategy for listening with comprehension
- Trace the history of God's promise of redemption
- Convey how the events during and after the Flood affected future events in history

**Vocabulary**

- |            |                 |
|------------|-----------------|
| redemption | universal flood |
| descendant | migrate         |

**Materials**

- Chapter 1 Organizer, from Lesson 7
- E.A.R.S. Strategy for Listening, AM p. 11
- Japheth, Shem, and Ham, M 1.1
- calculator for each student

**Preview**

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

**Introduction**

Discuss different purposes for listening.

- 💡 **Do you always listen carefully to everything you hear? *Most people do not.***
- 💡 **When is it most important to listen? *possible answers: when your parents are talking to you, when your pastor is preaching, when your teacher is talking, when news affects you, when you are being given instructions*** [BAT: 2a Attentiveness]
- This lesson will discuss a method that will help you listen more carefully to important information.

**Teach for Understanding****Discussion****page 15**

Guide the student in completing Section III on the second page of the *Chapter 1 Organizer* for this lesson.

Direct the student's attention to *E.A.R.S. Strategy for Listening*.

- What is the name of the strategy for listening? *E.A.R.S.*
- What does each letter in the title of the strategy stand for? *E—Evidence, A—Ask, R—Reach, S—Sum Up*
- Why is Section A titled "Evidence"? *It asks me to tell what I already know.*
- Complete Section A.
- 💡 How will thinking about what you already know help you listen better? *possible answers: I can com-*



Abel obeyed God and offered a sacrifice that God accepted. Cain's unacceptable sacrifice showed his rebellious attitude toward God.

- FOCUS**
1. When did the history of redemption begin?
  2. How did nations develop?

**God's Promise of Redemption**

History is not all bad news. Much of the Bible is history, but it is a special kind of history. The Bible traces the history of **redemption**. It tells how God has provided people with salvation from their sins.

The history of redemption began in the Garden of Eden when God told Satan that there would be hatred between Satan and Eve and between Satan's offspring and Eve's offspring. In the

**FIGURATIVE LANGUAGE IN THE BIBLE**

Some Bible verses use words as pictures or symbols. This use of words is an example of figurative language (a writing technique that expresses a different meaning from the literal word or phrase). For example, in John 10:9, Jesus says, "I am the door." He did not mean that He is literally a door. Instead He meant that He is the Way to salvation. *What other examples of figurative language from the Bible can you find on this page?*

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**FOCUS Answers**

1. when Adam and Eve sinned in the Garden of Eden
2. Noah's sons migrated to different areas of the earth, and as descendants multiplied, they founded and developed civilizations.

away "from the presence of the Lord" (Gen. 4:16). As with all people, God had given Cain's descendants the ability to subdue the earth and to develop civilizations. But instead of doing this to please God, they followed the wicked example of their ancestor Cain.

Another son God gave Adam and Eve was named Seth. At first Seth and his descendants worshiped the Lord. But soon most of Seth's descendants also stopped following God, and the whole earth declined deeper into sinfulness.

### The Flood

Mankind became so sinful and wicked that God was grieved that He had even made man. So God sent a **universal flood**, a flood that covered the entire earth. All the people died except for one man and his family.

Noah was a man who lived righteously, and God showed grace to him and his family. God gave Noah the task of building an ark that could house Noah's family and many animals. Noah's family included Noah; his wife; their sons, Ham, Shem, and Japheth; and the sons' wives.

After the Flood, Noah and his family saw that all previous civilizations had been washed away. God repeated the command that He had given Adam and Eve. He told Noah and his family to multiply and subdue the earth. Here was a fresh chance for God's people to rule the earth in God's way.

But a problem remained. Water could not wash away the sinfulness of the human heart—not even the water of a worldwide flood. Noah soon stumbled and sinned. And his son Ham was revealed to be a wicked man.

God used Noah to punish **Ham**. Noah prophesied that the descendants of Canaan, one of Ham's sons, would be slaves to the descendants of Shem and Japheth (Gen. 9:25).

At the same time that Canaan received his curse, **Shem** and **Japheth** each received a blessing. Shem's blessing was that his descendants would have a special relationship with God. Japheth's descendants would benefit from this blessing on Shem. In the future Shem's descendants, the nation of Israel, became God's special people. God would bless all other people through them.



### BIOGRAPHY

**Who:** Noah

**What:** shipbuilder

**Where:** Israel

Noah was 480 years old when God told him to build the ark. Noah took 120 years to build it. The ark had no navigation system to guide it. All of the ark's movement was in the care of God.

"By faith Noah, being warned of God of things not seen as yet, moved with fear, prepared an ark to the saving of his house; by the which he condemned the world, and became heir of the righteousness which is by faith" (Heb. 11:7).

Explain that the generations born in the line of Cain followed Cain's example of living life apart from God. The descendants born of Seth's line lived according to the mandate God had given. But Genesis 6 records that Seth's descendants were intermarrying with Cain's, causing many to turn away and live apart from God's commands. This practice continued until only one family remained loyal to God.

Q **Why did God destroy the earth with the Flood? *Man became too sinful and wicked.***

Q **Why did God select Noah to build an ark? *Noah lived righteously, and God showed grace to him and his family.***

Q **How do we know that God expected Noah and his family to develop godly civilizations? *God gave them the same command He gave Adam and Eve—to replenish the earth and subdue it.***

Q **How do we know that Adam and Eve's sin passed on to mankind as seen in the family of Noah? *Noah sinned and Ham was wicked.***

Q **How did history demonstrate Shem and Japheth's blessing? *Shem's descendants became the nation of Israel, and all other people (including Japheth's descendants) would be blessed through them.***

Q **How did God use the nation of Israel to fulfill His promise to Eve? *Jesus Christ, God's own Son and a descendant of the nation of Israel, provided redemption through His death on the cross.* [Bible Promise: E. Christ as Sacrifice]**

## Discussion

pages 15–16

Q **What is redemption? *God's plan to provide salvation from sins*** [Bible Promises: A. Liberty from Sin, B. Guiltless by the Blood, E. Christ as Sacrifice]

Q **When and where did redemption begin? *in the Garden of Eden after Adam and Eve sinned***

Q **Describe the conflict between Satan's offspring and Eve's offspring. *There will be hatred between them throughout history.***

Q **Describe God's promise in Genesis 3:15. *One of Eve's offspring (Jesus Christ, the Son of God) will defeat Satan entirely.***

► **What is the last step in the E.A.R.S. strategy for listening? *Sum Up***

### ► Answer questions 4–6.

You may choose to continue the information on redemption by changing to a discussion format at this point since you completed the listening activity.

Q **How do we know there was a civilization before the Flood? *The Bible tells about the descendants of Cain.***

Q **How do we know that God gave Cain's descendants the ability to subdue the earth and develop a civilization? *God gives all people this ability. People have to choose how they will use the ability.***

Q **What were some of the evidences that the descendants formed a civilization? *They had specialized labor. They communicated through the arts and music. They had a tool-making industry.***

**Discussion**

page 17

- Read Echoes from the Past. How can we be sure that God will never destroy the earth again with a universal flood? *God made the promise in Genesis 9:11–13.* [Bible Promise: I. God as Master]

Discuss how Noah's ark is a picture of God's rescuing us from sin through His Son, Jesus Christ.

**💡 Why did God stop the people from building a tower?** *They wanted to build it for their own religious and selfish reasons. They were not obeying God's command to spread throughout the earth.*

**💡 Which one of the characteristics of a civilization did God use to end the building and scatter the people over the earth?** *Communication; they had to be able to communicate in order to cooperate.*

► What word is used to identify the movement of people from one region to another? *migrate*

**Echoes from the Past****Rainbows**

The spectacular colors of a rainbow are beautiful. It is fun to learn how the rainbow is formed. But it is the significance of God's promise to the world that should make the Christian stare in wonder at the rainbow. God gave the rainbow as a symbol of His promise to all life that He would not allow the earth to flood again (Gen. 9: 11–13). Thankfully, God's promise has nothing to do with man's behavior. It is a covenant of God's own goodness. A rainbow appears brightest when the clouds behind it are darkest. A Christian should be reminded that during life's greatest trials, he can rest assured that God will be true to His promises. And God's promises echo today whenever a rainbow is seen.

**Babel and the Rise of Nations**

After the Flood, descendants of Noah's sons gathered in the plain of Shinar (SHY nahr). These people began to build the city that would later be called Babel. They planned to build a great tower. Their reasons for doing this are revealed in Genesis 11:4, which says "Go to, let us build us a city and a tower, whose top may reach unto heaven; and let us make us a name, lest we be scattered abroad upon the face of the whole earth."

God decided to stop these people from carrying out their plan. At that time all the people of the world spoke the same language. God caused the people of

Babel to speak multiple languages so they could not understand each other. Because they could no longer communicate as one group, they could not work together. The people were forced to abandon the construction of the tower. They formed groups that spoke the same languages, and these groups scattered throughout the earth.

Genesis 10 records the descendants of Noah's sons and where their nations developed. Ham's descendants founded nations in the Far East, in Africa, and along the eastern coast of the **Mediterranean Sea**. Shem's descendants formed nations along the Persian Gulf and in the Middle East. Japheth's descendants

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**Meaning of "seed"**—The two "seeds" are two groups of descendants. Many scholars believe the "seed of the serpent" is a phrase referring to people who have not accepted Christ's salvation and have chosen to live apart from God as Cain did. The "seed of the woman," some believe, refers to people who would accept salvation and choose to live in obedience to God. Jude 1:11 includes Cain as well as two from the line of Seth, thus showing that all are born sinners with a choice to accept God's plan of redemption and serve God or to go their own way.



**Blessings of Noah's sons**—Noah's sons, Shem and Japheth, each received a blessing from God. Shem's blessing was that his descendants would have a special relationship with God. Japheth's descendants would benefit from Shem's blessing. Shem's descendants became the nation of Israel, God's special people. Through them God blessed all other people, for it was through this family line that the Messiah, Jesus Christ, was born.

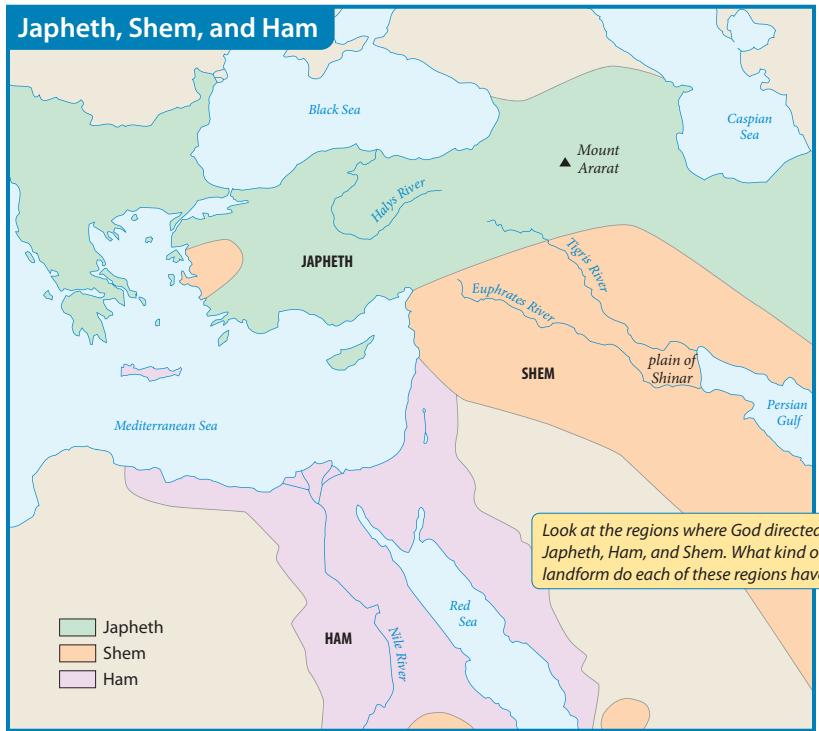
When Shem and Japheth received their blessing, God punished Ham. Noah prophesied that the descendants of Canaan, one of Ham's sons, would be slaves to the descendants of Shem and Japheth (Gen. 9:25). Years later, this prophecy was fulfilled when the Canaanites became slaves to the Israelites after they claimed the Promised Land.

**migrated**, or moved, to what is now Turkey and eastern Europe.

History is the story of nations rising and falling in accordance with God's sovereign will. Throughout history one nation after another has sought to be the greatest. If a nation conquered and ruled over other nations, another nation would fight for that power. It is God's mercy to man that He directs the fall of great civilizations that do not follow Him. By ending a civilization, God keeps man from much of his destructive sinfulness.

Through the Israelites, God provided for mankind's salvation. The history of Israel shows how God fulfilled His promise to Eve to crush the "head of the serpent." God's own Son, Jesus Christ, provided redemption through His death on the cross.

As you study the different civilizations of the past, you will look at how man's history fits together with redemptive history and how the kingdom of God, Christ's kingdom, will subdue all the kingdoms of man.



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**MATH** **Population growth**—The earth was rapidly populated after the Flood. Challenge the student to estimate the number of generations it would have taken for the earth's population to reach 10 million.

► We know that Noah had three sons. That is the first generation after the Flood. If each of Noah's three sons had three children, how many people would have been in the second generation?  $3 \times 3 = 9$  people

► How many generations do you think it would have taken for the earth's population to reach ten million if, for each person, three children were born in each generation? *Accept any answer.*

► If three children were born for each of the people in the second generation, what numbers would you multiply to

find the amount of people in the third generation?  $9 \times 3 = 27$  people

- Starting from the first generation, continue multiplying each answer by 3 for each generation until your answer reaches ten million or more. Keep a tally of the number of generations as you multiply.
- How many generations did it take for the earth's population to reach more than 10 million? *15 generations*

## Discussion

page 18

- How has God throughout history prevented any nation to rule over other nations forever? *He caused the fall of great civilizations that did not follow Him.*
- Display the *Japheth, Shem, and Ham* map.
- Caption answer: *river*
- 💡 Why do you think the rivers were important? *Water is a necessity of life.*
- Which brother migrated to a region with mountains? *Japheth*
- Who migrated to the land of the Nile River? *Ham*
- 💡 What kind of landform is the Nile located in? *desert*
- Who migrated to a region that had a plain between two rivers? *Shem*

## Activity Manual

Study Skill—page 2

This chapter organizer is an outline.

Study Skill—page 11

This page helps the student with a listening strategy.

Review—pages 12–13

This *Study Guide* reviews Lessons 7–9.

**◆ Lesson 10 ◆****Objective**

- Recall concepts and terms for Chapter 1

**Introduction**

Materials for the Chapter 1 Test will be taken from Activity Manual pages 5–6 and 12–14. You may review any or all of the material during this lesson. The chapter organizer from Activity Manual pages 1–2 may help with review and study. You may choose to review Chapter 1 by playing Capture the Flag or a game from the Game Bank (G 1–2 ☺).

**Activity Manual**

Chapter Review—page 14

**Activity** **Capture the Flag**

You will need a flag or a piece of colored paper. Divide the students into two teams. For each correct answer to a review question, the team wins the flag and scores one point. Continue asking that team questions and awarding points until a question is missed. Allow the other team an opportunity to capture the flag by answering the question the first team missed. If it is answered correctly, the team captures the flag and scores one point. If the second team misses the question as well, the answer may be given to the teams and no points are given to either. The first team will then get a new question. Continue until all the questions have been answered. Award bonus points to the team that is holding the flag at the end of the game. The team with the most points wins.

**◆ Lesson 11 ◆****Objective**

- Demonstrate knowledge of concepts from Chapter 1 by taking the test

**Assessment**

Tests—Chapter 1

**Chapter 1 Summary**

Name \_\_\_\_\_

**Define these terms**

civilization  
descendant  
dominion  
Fall  
migrate  
prehistoric  
redemption  
universal flood  
worldview

**Locate these places**

Mediterranean Sea  
regions where God directed  
Japheth, Ham, and Shem

**Tell about these people**

Ham  
Japheth  
Moses  
Noah  
Shem

**Explain what happened**

as a consequence of the Fall  
the Flood

**Be able to ...**

Write an essay analyzing the importance of studying ancient history  
Identify the only completely reliable source that reveals how history began  
Describe what is meant by the Bible's being given by the inspiration of God  
Contrast the biblical beginning of history with evolutionary prehistory  
Identify and describe the three major sources that a historian uses for studying the past  
Describe how a person's worldview affects how he interprets evidence  
Explain the job God created people to do as recorded in Genesis 1:28  
Relate the five characteristics of a civilization  
Identify the consequences of the Fall  
Describe why religions exist worldwide  
Identify when the history of redemption began  
Describe the promise of Genesis 3:15  
Explain why God sent a universal flood  
Explain the promise pictured by the rainbow  
Describe how nations developed

14

Chapter 1; Lesson 10; pp. 2–18  
Chapter Review

**HERITAGE STUDIES 6** Activity Manual



The next chapter includes a mosaic activity for which each student will need to bring a small container. A variety of containers such as empty medicine bottles, plastic jar lids, or small empty cans would be appropriate for this activity.

*Teacher Notes*